

CLASSROOM PLANNING AND ORGANIZING
AS TASKS FOR THE HOME ECONOMICS TEACHER
AT SECONDARY SCHOOLS

by

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Dedicated to my father,
who has been a constant source of
inspiration throughout my life

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TABLE OF CONTENTS

1. ORIENTATION	1
1.1 INTRODUCTION	1
1.2 STATEMENT OF THE PROBLEM	2
1.3 AIM OF THE RESEARCH	4
1.4 DEMARCATION OF THE FIELD OF RESEARCH	4
1.4.1 The management tasks of planning and organizing	4
1.4.2 The Home Economics teacher	5
1.4.3 Secondary school level	5
1.5 METHOD OF RESEARCH	6
1.6 STRUCTURE OF THE RESEARCH	7
1.7 SUMMARY	8
2. CONCEPTUALIZATION OF TERMS RELEVANT TO THE RESEARCH	10
2.1 INTRODUCTION	10
2.2 EDUCATIONAL MANAGEMENT	11
2.2.1 Orientation	11
2.2.2 Conceptualization of the terms educational administration, organization, and management	12
2.2.2.1 Introduction	12
2.2.2.2 Educational Administration	12
2.2.2.3 Educational organization and organizing	13
2.2.2.4 Educational management	13
2.2.2.5 Conclusion	14
2.2.3 The nature and scope of educational management	14
2.3 CLASSROOM MANAGEMENT	18
2.3.1 Orientation	18
2.3.2 A classroom	18
2.3.3 Management in the classroom	20
2.3.4 Teaching in the classroom	21
2.3.5 Relation between classroom management and teaching	22
2.3.6 Definition of classroom management.	24
2.4 HOME ECONOMICS	26
2.4.1 Orientation	26

2.4.2	Home Economics subject field	27
2.4.3	Home Economics as a subject in secondary education in the Republic of South Africa (RSA)	30
2.5	SUMMARY	32
3.	PLANNING AS A CLASSROOM MANAGEMENT TASK	33
3.1	INTRODUCTION	33
3.2	DEFINITION OF PLANNING	33
3.3	NATURE AND SCOPE OF PLANNING AS A CLASSROOM MAN- AGEMENT TASK	35
3.4	THE SUB-TASKS OF CLASSROOM PLANNING	38
3.4.1	Goal defining	38
3.4.1.1	Introduction	38
3.4.1.2	Nature and scope of goal defining as a classroom mana- gerial task	38
3.4.1.3	Goal defining as a managerial task of the Home Economics teacher	40
3.4.1.4	Conclusion	44
3.4.2	Policy making	45
3.4.2.1	Introduction	45
3.4.2.2	Nature and scope of policy making as a classroom man- agerial task	45
3.4.2.3	Policy making as a managerial task of the Home Economics teacher	47
3.4.2.4	Conclusion	49
3.4.3	Decision making	50
3.4.3.1	Introduction	50
3.4.3.2	Nature and scope of decision making as a classroom managerial task	50
3.4.3.3	Nature and scope of decision making as a managerial task of the Home Economics teacher	52
3.4.3.4	Conclusion	54
3.4.4	Problem solving	54
3.4.4.1	Introduction	54
3.4.4.2	Nature and scope of problem solving as a classroom managerial task	55

3.4.4.3	Nature and scope of problem solving as a classroom managerial task of the Home Economics teacher	57
3.4.4.4	Conclusion	58
3.5	SUMMARY	58
4.	ORGANIZING AS A CLASSROOM MANAGEMENT TASK	60
4.1	INTRODUCTION	60
4.2	DEFINITION OF ORGANIZING	61
4.3	NATURE AND SCOPE OF ORGANIZING AS APPLIED IN THE CLASSROOM	62
4.4	THE SUB-TASKS OF CLASSROOM ORGANIZING	65
4.4.1	Structuring	65
4.4.1.1	Introduction	65
4.4.1.2	Nature and scope of structuring as a classroom managerial task	66
4.4.1.3	Structuring as a classroom managerial task of the Home Economics teacher	75
4.4.1.4	Conclusion	78
4.4.2	Delegating	79
4.4.2.1	Introduction	79
4.4.2.2	Nature and scope of delegating as a classroom managerial task	79
4.4.2.3	Delegating as a classroom managerial task of the Home Economics teacher	83
4.4.2.4	Conclusion	84
4.4.3	Co-ordinating	85
4.4.3.1	Introduction	85
4.4.3.2	Nature and scope of co-ordinating as a classroom managerial task	85
4.4.3.3	Co-ordinating as a classroom managerial task of the Home Economics teacher	87
4.4.3.4	Conclusion	87
4.5	SUMMARY	88
5.	RESUMÉ, CONCLUSIONS AND RECOMMENDATIONS	89
5.1	INTRODUCTION	89
5.2	BRIEF RESUMÉ OF THE RESEARCH PROJECT	89

5.3 CONCLUSIONS ARISING FROM THE RESEARCH	91
5.4 RECOMMENDATIONS	93
5.5 CONCLUSION	96
SYNOPSIS	97
OPSOMMING	99
BIBLIOGRAPHY	101

LIST OF DIAGRAMS

Diagram 2.1	Levels in educational management	16
Diagram 2.2	Classification of the primary management tasks	17
Diagram 2.3	Roles of the teacher in the classroom	19
Diagram 2.4	Home Economics subject field	28
Diagram 2.5	The central concept of Home Economics	29
Diagram 4.1	Organization structure for a complex secondary school	69
Diagram 4.2	Basic line structure of a classroom	70
Diagram 4.3	Line and staff structure model for the classroom	71
Diagram 4.4	Functional structure for a classroom	72
Diagram 4.5	Proposed structure for the organization of Home Economics	76
Diagram 5.1	The teaching and managerial functions of a teacher	93

1. ORIENTATION

1.1 INTRODUCTION

The Home Economics teacher at secondary schools is responsible for the presentation of a complex field of knowledge, consisting of multi-faceted subject matter, incorporating thoroughly integrated theoretical and practical components. The central mission in the full spectrum of Home Economics education is the improvement of the quality of life (Hatcher & Halchin, 1974:2), the contents being a synthesis of the physical, biological, and social sciences, the arts, and the humanities as they are applied to the enhancement of family living (Fleck, 1980:20).

To fulfil this mission, the Home Economics teacher requires extensive and specialized knowledge and skills in her subject field, together with extensive and specialized competencies regarding the presentation of the subject, which include the task of classroom management.

Man lives in a world of rapidly accelerating change, brought about by the application of modern science and technology in almost every aspect of his daily life (Davies, 1971:20). Change is also evident in Home Economics as a secondary school subject, where both the subject field and the presentation thereof have been greatly affected by advances in the present day modern world. A new ecological approach to the subject field forms the framework for the latest syllabi implemented in 1985 for Higher, Standard and Lower Grade Home Economics up to matriculation level (Transvaal Education Department, 1985:Syllabi Nos. 571, 630, 643, 644 & 645). Home Economics laboratories are equipped with modern facilities reflecting technological progress, and all orientation courses presented to Home Economics teachers stress the importance of change and improvement in the classroom situation (Groenewald, 1982:2).

In the seventy-eighth yearbook of the National Society for the Study of Education, Johnson and Brooks (1979:1) state that in the previous century, the teacher responsible for the class might have been called a schoolmaster or schoolmarm, and that the functions of this person would have been "school-keeping". Today that someone is a teacher, and the role is classroom management (Ibid.).

Classroom management, as a facet of school life has become a contentious, yet very real issue in the present day science of education. It is defined as that which constitutes the provisions and procedures necessary to establish and maintain an environment in which instruction and learning can occur (Duke, 1979:xii). Recent literature shows that "confusion exists among practitioners and researchers alike about where instruction stops and management commences" (Ibid.:xi). Although a sharp contrast exists between the present day classroom and the relatively crude, austere classroom of only a century ago, with its sparcity of materials and the severity of its discipline, there were then, as now, rules of some sort, and fixed amounts of space and time allocated to various activities (Johnson & Brooks, 1979:3).

This modern classroom - more specifically the modern Home Economics classroom at secondary schools - and the classroom management tasks of planning and organizing which facilitate an improved teaching-learning environment, form the field of research in this dissertation.

1.2 STATEMENT OF THE PROBLEM

The rapidly changing community provided the motivation for re-evaluating Home Economics as a discipline. This has resulted in an ecological approach, whereby the interaction between man and his immediate environment is studied, including his control over natural resources, the family, its aims in life and place in the community, and man's urge for self-realization (Muller, 1976:43). This complexity of the new field of study for Home Economics at secondary school level places greater de-

mands on the competence of the Home Economics teacher regarding her subject knowledge, didactic proficiency and her classroom management skills. Concerning classroom management, Chamberlain and Kelly (1981:208), state that the Home Economics teacher has the opportunity to implement and illustrate many managerial competencies, and that these managerial skills, if effectively applied, will assist the teacher to "facilitate classwork and learning and run her department smoothly".

The need for the specific management tasks of classroom planning and organizing are emphasized by Fleck (1980:v), who states that the Home Economics teacher must structure the classroom setting so that she and her students may effectively use the available resources of time, space, materials, equipment and people.

Although there is continuous scientific research in the Home Economics subject field, and much has been done recently regarding the improvement of the methods of presenting the subject at schools, the aspect of classroom management and the application thereof for an improved teaching-learning environment in the Home Economics classroom requires scientific investigation.

The above statements give rise to the following questions:

- What is classroom management?
- How does classroom management differ from teaching?
- Which classroom management skills are required by the Home Economics teacher?
- How and why should the Home Economics teacher apply the management skills of planning and organizing in her classroom situation?

1.3 AIM OF THE RESEARCH

A scientific and systematic investigation into recent relevant literature was conducted in an endeavour to seek possible solutions surrounding the problem of classroom management for the Home Economics teacher at secondary school level.

The specific aims of this research were to

- conceptualize and define the term classroom management;
- differentiate between the concepts of classroom management and teaching;
- identify and describe the management tasks of planning and organizing in the classroom; and
- apply the management tasks of planning and organizing to the Home Economics classroom.

1.4 DEMARCATION OF THE FIELD OF RESEARCH

Due to the extensive nature of the field of classroom management it was necessary to define certain boundaries for the purpose of this dissertation as specified by the following concepts in the research title:

1.4.1 THE MANAGEMENT TASKS OF PLANNING AND ORGANIZING

Although Davies (1971:22-23) identifies planning, organizing, leading and controlling as the four broad management tasks of the teacher-manager,

this research was limited to the concept of classroom management in general, and the separate but related management functions of planning and organizing.

1.4.2 THE HOME ECONOMICS TEACHER

The scope of this research was limited to the planning and organizing tasks of the teacher responsible for the presentation of Home Economics. Bishop (1983:26-27) states that "at no time in history has being a Home Economics teacher been more difficult or challenging than right now". The distinctly different subject areas of food and nutrition, management and consumption, protection and family studies pertaining to the environment, the family and the individual, which all fall within the new mission of Home Economics (Transvaal Education Department, 1985:Syllabus no. 647), plus the modern instructional technology and methods, and the modern Home Economics classrooms and laboratories, are all factors which compound this situation.

1.4.3 SECONDARY SCHOOL LEVEL

Although Home Economics is presented in various degrees of difficulty at primary, secondary and tertiary phases of education, this research was concerned with the work of the Home Economics teacher at the secondary education level, which consists of the school years seven to twelve, or the standards five to ten. This phase is further subdivided into the Junior Secondary School Phase, incorporating standards five to seven, and the Senior Secondary School Phase of standards eight to ten (Transvaal Education Department, Manual for Secondary School Education, 1977:4, 18). The secondary school physically accommodates pupils from standard six to standard ten, where specific Home Economics syllabi are taught in two separate units as follows : Ordinary and Lower Grade

Home Economics in Std. 6 and 7; Higher, Standard and Lower Grade Home Economics, and Standard and Lower Grade Needlework and Clothing in Std. 8, 9 and 10.

Home Economics is a compulsory subject for all girls in the Junior Secondary Phase, whereas Home Economics and/or Needlework and Clothing are offered as optional subjects in the Natural Science, Humanities, Commercial, Home Economics and General Study Fields in the Senior Secondary Phase (Transvaal Education Department, Circular Minute 96, 1984:1-11).

Therefore, in summary, the specific management tasks of planning and organizing as applied by the Home Economics teacher at secondary school level to facilitate an improved teaching-learning environment in her classroom have been investigated in this research project.

1.5 METHOD OF RESEARCH

A scientific literature research was undertaken, where use was made of information sources in the fields of Education and Home Economics, e.g. Fleck (1980), Chamberlain and Kelly (1981), Duke and Meckel (1984), and Van der Westhuizen, ed. (1986). Literature from the related Management and Business Economics subject fields, e.g. Robbins (1980) and Owens (1981) was also referred to.

Two DIALOG Computer searches were completed, revealing the existence of a wealth of relevant information in recent scientific books and magazines on the concept of classroom management, but limited to research on the application of classroom management within the Home Economics classroom. The following key words were used : classroom management, strategies in classroom management, teacher styles, teacher management skills; and, Home Economics, Home Economics education, Home Economics teachers, classroom techniques, classroom management.

Selective reading of recently published scientific books and magazine articles on topics relevant to this research was carried out to facilitate this research project. A literature research report was compiled with the aim of identifying the classroom management tasks of planning and organizing for the Home Economics teacher at secondary school level to facilitate her God given task in life.

1.6 STRUCTURE OF THE RESEARCH

Literature relevant to this research project was studied in an attempt to formulate clear, scientific explanations of the following concepts:

- educational management;
- classroom management;
- instruction/teaching;
- the relationship between classroom management and instruction/teaching; and
- Home Economics as a subject at secondary school level.

Thereafter, the management task of planning was studied as a phenomenon applied universally to education within the classroom, and specifically as applied to the Home Economics classroom. The management task of organizing was investigated in a similar manner.

A final resumé, deductions, and possible recommendations for the teaching profession conclude this research report.

The nature and scope of this research led to a division of the report into the following five concise chapters.

A general orientation is given in this chapter, including a brief synopsis of the problem in question, the aim and scope of the research, and the proposed method and structure used.

Chapter two consists of a conceptualization of the terms educational management, classroom management, and instruction/teaching, including the relationship between management and teaching. A definition and brief exposition of Home Economics as a secondary school subject is also given.

Planning and organizing as management tasks, and the application thereof to the Home Economics classroom is researched in chapters three and four.

The final chapter consists of a brief resumé of the findings of the research, possible deductions, and the relevant recommendations for the Home Economics teacher and her training.

1.7 SUMMARY

In this chapter, which consists of an orientation of the research, an endeavour has been made to formulate the problem by giving a brief introduction to, and description of the necessity for the research, by identifying relevant questions surrounding the problem of classroom management for the Home Economics teacher. The aim of the research has been specified and a demarcation of the field, the research method used, and the structure of the project have been stated.

The following chapter consists of a brief conceptualization of terms relevant to the research. Attempts at definition of educational and classroom management have been made, including a clarification of the terms administration, organization and management, and an identification of the tasks and areas involved. The concepts of teaching/instruction, management and classroom are discussed, incorporating the relationship be-

tween teaching and management. Finally, a brief exposition of the nature and scope of Home Economics at secondary schools is given.

This conceptualization is aimed at the clarification of various terms pertaining to the ensuing in-depth investigation into the management tasks of planning and organizing in chapters three and four of this dissertation.

2. CONCEPTUALIZATION OF TERMS RELEVANT TO THE RESEARCH

2.1 INTRODUCTION

Accountability is the major factor which has caused the present interest in management as a new part-discipline in the field of education. Recent education literature abounds with terms pertaining to effective, efficient and successful education (Davies, 1971:227; Brophy & Evertson, 1976:124; Fleck, 1980:42), the classroom as a business enterprise (Richardson, 1973:11; Johnson & Brooks, 1979:10), and educational and classroom management (Paisey, 1981:3; Calderhead, 1984:21; Van der Westhuizen, 1986:56). From the classroom teacher, to the person in the highest authority position within the education system, all are held accountable for achieving the goals of effective and efficient education within the organized, formal system of education (Van Vuuren, 1986:5). The fact that good management may, in part, be responsible for this achievement of effective and efficient education has received increasing attention in the last two decades (De Wet, 1981:1). In this research a minute yet important fragment of the vast system of education is investigated - the secondary schools' Home Economics teacher's management tasks of planning and organizing - so that she may be better equipped to achieve the major goals of effective and efficient education, and, therefore, be accountable for her role within the education system.

In this chapter, a conceptualization of various key terms in connection with this research is given. An endeavour is made to clarify and define the concepts of both educational and classroom management, and of teaching and/or instruction. The complex relationship/interrelationship between classroom management and teaching/instruction is also discussed. In conclusion, a brief exposition of the field and nature of Home Economics as a secondary school subject is given.

2.2 EDUCATIONAL MANAGEMENT

2.2.1 ORIENTATION

Principles of management have been applied by mankind through the ages to achieve goals (De Wet, 1981:5). The establishment of management as a scientific discipline resulted from the impact of the Industrial Revolution towards the end of the nineteenth century (Owens, 1981:8), and has progressed through various periods of development from the early work of Frederick Winslow Taylor and Henri Fayol in the industrial sphere, to the present situation where management is being studied as part-disciplines of the social science fields of study (Ibid.:212). The increasing complexity of education as a whole, and of the modern day school in particular, has led to the science of educational management as a new aspect in education research, which has shown remarkable development in the past two decades in the Republic of South Africa (Ibid.:212; Van der Westhuizen, 1986:2).

A review of recent literature, e.g. De Wet (1981), Calderhead (1984), Van der Westhuizen, ed. (1986), Hoyle & McMahon (1986), in search of a concise definition of educational management showed a confusing use of various key terms which demands further clarification.

2.2.2 CONCEPTUALIZATION OF THE TERMS EDUCATIONAL ADMINISTRATION, ORGANIZATION, AND MANAGEMENT

2.2.2.1 Introduction

The terms administration, organization and management appear to be used synonymously (Robbins, 1980:6; De Wet, 1981:39; Owens, 1981:13) to describe the activity which basically may be summarised as "getting things done through people" (De Wet, 1981:39). Pre-scientific connotations attached to these terms have assisted this confusion (Ibid.:101). Descriptions of these terms as defined in recent literature in an historical perspective of the development of the discipline Educational Management are used for the purpose of this research.

2.2.2.2 Educational Administration

Educational Administration as a field of study within the discipline of Comparative Education is an all encompassing concept re the structural and functional aspect of an education system (Van der Westhuizen, 1986:37). The structural components fall within the realm of Comparative Education, whereas Educational Administration focuses more specifically on the education system structure-in-action, or the functioning of the system (Barnard, 1984:206). The interwoven and interdependent nature of the structural and functional components of the education system unifies the two aspects under the term Educational Administration, which is defined by Van der Westhuizen (1986:36) as the structural or organizational framework within which the education system functions, supported by a certain type of administrative work.

2.2.2.3 Educational organization and organizing

Organization, when used in relation to management requires careful definition. The verb "to organize" relates to the arranging of a system so as to make it an efficient, co-ordinated whole (Smith & O'Loughlin, 1967:746). The organization of a system is a pre-scientific term in common, everyday use to describe the "arrangement" of the system.

Organizing, in management terms, is the establishment of relationships between the activities to be performed, the personnel to perform them, and the physical factors that are required (Robbins, 1980:8).

As a noun, the word has specific and restricted meaning in the context of management. An organization consists of people, not things, which have come together with a common purpose (Paisey, 1981:9). In the case at hand, therefore, an education system, a school, or a classroom are all organizations which consist of people who have come together with the common purpose of effective education. Networks of relationships between people reacting to each other to achieve a common goal form the basis of an organization (Ibid.:10). These networks are universally present in all organizations, yet individual to the specific nature of the organization (Van der Westhuizen & Steyn, 1983:168). A formal organization consists of four interacting elements, i.e. a system of co-ordinated activities, of a group of people, working co-operatively toward a goal, under authority and leadership (Johnson & Brooks, 1979:22), therefore a definite structure and function exists in an organization. The interaction of these elements of an organization demands a specific activity to ensure its effectiveness. This activity may be termed management.

2.2.2.4 Educational management

Management is an essential function within all organizations, therefore also for the realization of the ultimate goals of the education organization

or system. Robbins (1980:6) defines management as the universal process of efficiently getting activities completed with and through other people. The people-in-organization approach to management, with its emphasis on social interaction paved the way to the formation of a new independent yet interwoven sub-discipline of Educational Administration, that of Educational Management (De Wet, 1981:212). This approach emphasizes the relationship between the people-in-organization through the use of available human potential and physical resources for the achievement of predetermined goals (Barnard, 1984:207).

2.2.2.5 Conclusion

In summary of the clarification of the above key terms, it may be concluded that administration in education is a broad, all encompassing term denoting the structural framework for the functioning of the education system, with the relevant routine administrative work which it implies; an organization consists of the structural and functional components through which people-in-organization achieve predetermined goals, and management is the activity whereby the organization achieves its goals more effectively.

Educational management has thus evolved to fulfil the needs of an increasingly complex organization in the attainment of its goals of effective education. This leads to the question concerning the nature and scope of educational management.

2.2.3 THE NATURE AND SCOPE OF EDUCATIONAL MANAGEMENT

The rapidly accelerating change in the world brought about by the application of modern science and technology to almost every aspect of everyday life has not bypassed education (Davies, 1971:20). Conservative

and traditional practices have given way under the demands of vast education organizations, which operate within dynamic structures to achieve their goals (Davies, 1971:20; Dawson, 1984:134). A perusal of the White Paper on the Provision of Education in the Republic of South Africa (1983) confirms the above statement in its proposals for a new, complex structure in which the education system of the country is to function. No such structure is able to operate without the relevant management to co-ordinate its functions (Johnson & Brooks, 1979:22).

The field and nature of this dissertation does not provide for an in-depth analysis of the concept of educational management, apart from the ensuing brief exposition.

Van der Westhuizen (1986:53) defines educational management as a certain type of work in education, consisting of those regulative tasks or actions carried out by a person or body in an authority position in a certain organizational area, to achieve effective education.

Two main concepts in this definition demand further explanation.

- Organizational area

Educational management operates in three distinct levels within the overall structure of the organization as depicted in the following diagram.

Diagram 2.1 Levels in educational management. (Adapted from Van der Westhuizen, 1986:56.)

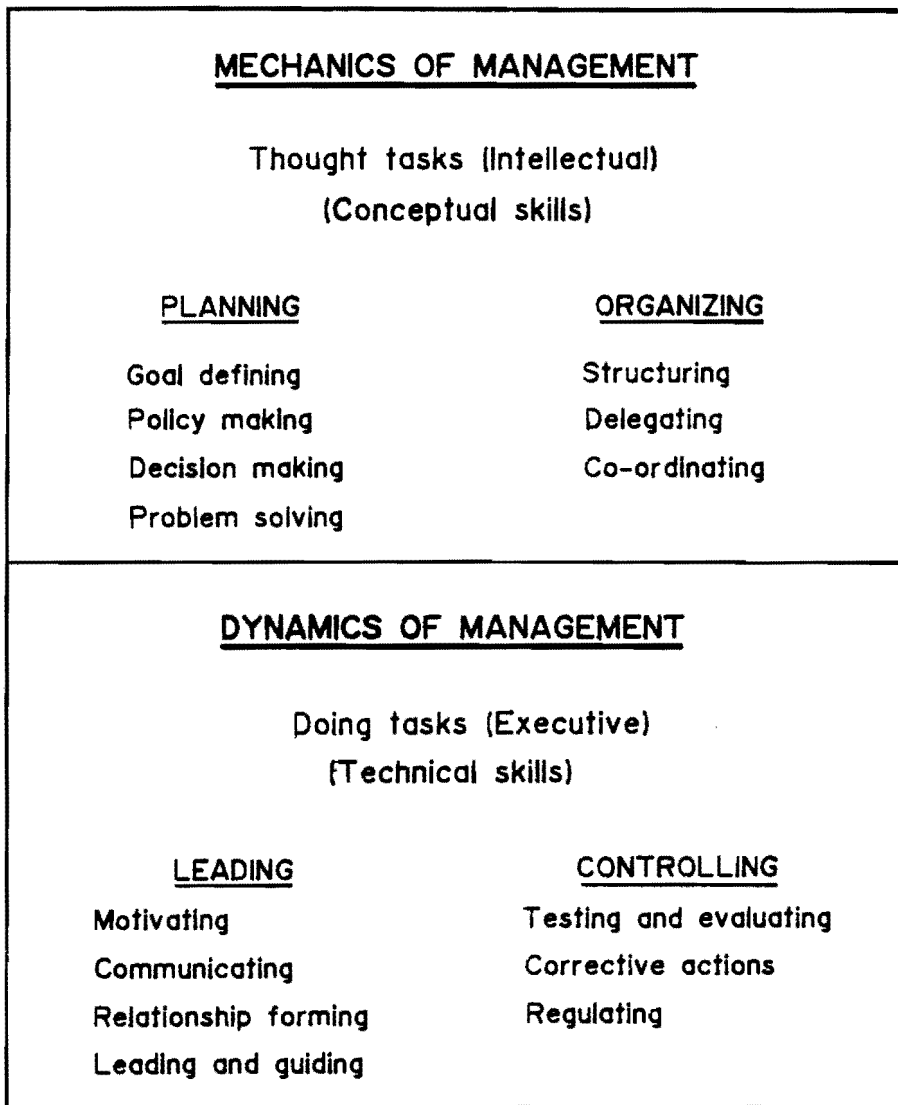
<u>EDUCATIONAL MANAGEMENT</u>	<u>LEVELS</u>
SYSTEM MANAGEMENT	MACRO-LEVEL
SCHOOL MANAGEMENT	MESO-LEVEL
CLASSROOM MANAGEMENT	MICRO-LEVEL

This hierarchical arrangement of organization levels in education represents task differentiation within the various structures in the system relating to management (Barr, Dreeben & Wiratchai, 1983:4-6) in that management, although being an universal, ontic phenomenon applicable to the macro-, meso- and micro-levels of education, is also an individual, unique activity in each of the three fields, depending on the specific structure and function of the particular area.

- Management tasks or actions.

The four primary management tasks of planning, organizing, leading and controlling (Robbins, 1980:7) are present in varying degrees in management applied to the macro-, meso- and micro-levels of education in accordance with the functions demanded by the structure of the authority position at the specific level (Calitz, 1984:3). The primary tasks may be sub-divided into the thought or intellectual tasks, classified as the mechanics of management, and the doing or executive tasks classified as the dynamics of management, with sub-tasks in the various areas as set out in the following diagram.

Diagram 2.2 Classification of the primary management tasks.
 (Adapted from Robbins, 1980:7-11; Cooper, 1984:54-55; Van der Westhuizen, 1986:45-46.)



It may therefore be concluded that management, which consists of the specific tasks of planning, organizing, leading and controlling, occurs at all levels of education, including the micro realm of the classroom, in a co-ordinated attempt to realize the goals of effective education. Further focus in this study is on the micro-level of the education system, where management occurs adapted to the unique organization which constitutes a classroom.

2.3 CLASSROOM MANAGEMENT

2.3.1 ORIENTATION

Literature concerning management as applied to the classroom features repeated emphasis on the complexity of the concept (Good & Brophy, 1978:166; Duke, 1979:xi; Jacobsen, Eggen, Kauchak & Dulaney, 1985:233). Duke (1979:xi) states that classroom management defies simple, straightforward exposition. This is due mainly to the complex nature of the variables which constitute the organization termed a classroom. Further investigation into the nature of this specific organization is therefore required, before attempting an exposition of classroom management.

2.3.2 A CLASSROOM

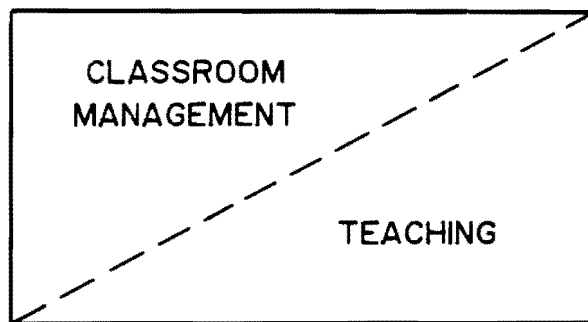
A classroom is an institutionalized setting for teaching and learning, and is therefore the place where a teacher and varying numbers of pupils interact regularly for a designated period of time (Doyle, 1979:43-44), in pursuit of the major goal of effective education.

Various distinctive features of a classroom emphasize its uniqueness as an organization. The goals are neither tangible products, nor services rendered as in other organizations. The participants have little or no say concerning the classroom to which they are assigned, or concerning the type of organizational structure in which they must function (Johnson & Brooks, 1979:25-27). Descriptive studies of classrooms emphasize properties which include multi-dimensionality, simultaneity, immediacy and unpredictability (Doyle, 1979:44). The diversity of the variables of time, space, physical and human resources, and immediate objectives compound this complexity of a classroom (Johnson & Brooks, 1979:29).

However, amidst its diversity, the classroom is a universal phenomenon, consisting of an underlying structure and a specific function. It consists basically of people who must interact in such a way as to achieve goals. Therefore, the necessity for an element of management is created.

This management forms one of the two major tasks of the teacher in the classroom, the managerial task and the teaching task, both tasks being essential for the achievement of the goal of effective education. These tasks may be depicted by the following diagram, adapted from Van der Westhuizen & Steyn (1983:167):

Diagram 2.3 Roles of the teacher in the classroom



Davies (1971:22) distinguishes between these roles by stating that the teacher either manages the resources in the classroom (classroom management), or operates as a resource (teaching). In this context, he sees the teacher as a teacher-manager when performing managerial actions, and as a teacher-operator when actually teaching (Ibid.). Bossert (1986:122) states that instructional management links management activities systematically to the "critical factors that support instruction" within a classroom. Therefore, the managerial role is supportive to the teaching role, facilitating the teaching-learning situation.

Teaching and managing in a classroom are totally integrated activities, in that teaching cannot occur successfully without an element of management, and classroom management would be unnecessary if teaching did not occur. They are interrelated and interwoven in nature, and, to a certain degree, they are dependent on each other for the successful achievement of the goal of effective education.

The concepts of teaching and managing in the classroom are discussed in the ensuing paragraphs.

2.3.3 MANAGEMENT IN THE CLASSROOM

The field of classroom management has expanded from the simple, school-keeping activities employed in the one-roomed school at the turn of the century (Johnson & Brooks, 1979:3), to the art and science of classroom management as it is today (Paisey, 1981:14), with the application of fifteen gerunds from the industrial and education management spheres to describe the various tasks involved (Johnson & Brooks, 1979:31-32).

The diversity of the classroom has led to diverse ideologies concerning classroom management (Johnson & Brooks, 1979:3, 29; Duke & Meckel, 1984:vii), none of which have been structured by classifying the various managerial tasks of the teacher into the management task groups of planning, organizing, leading and controlling.

Three main schools of thought may be identified from recent literature on classroom management as being a group who view the concept as a method to prevent disciplinary problems, another group whose approach to classroom management is that of behaviour modification, and a third group whose opinion is that classroom management consists of those tasks prior to, and which facilitate the teaching-learning situation (Calitz, 1984:4-5). This confusion is further compounded by opinions that classroom management is just plain common sense (Davis, 1981:79), and that there is no definition of where the boundaries of teaching and managing must be placed (Duke, 1979:xi).

It may be concluded therefore, that management within the classroom exists as a real but confusing issue, requiring careful and concise definition. Conceptualization of classroom management will therefore be based on the supposition that a classroom is an organization, structured to fa-

facilitate the achievement of the specific goal of effective education, and that various management tasks may be applied to ensure its proper functioning. The goal of effective education, however, is not achieved by management alone, it is achieved through the primary task of teaching, which may be facilitated by effective management.

A brief investigation into teaching as the primary activity by the teacher in the classroom for the achievement of effective education is therefore essential for the purpose of this study prior to any attempt at a definition of classroom management.

2.3.4 TEACHING IN THE CLASSROOM

Teaching, as the primary task of the teacher in the realization of the goals of education, is that which occurs between a teacher and a pupil to facilitate learning (Gue, 1977:47; Barr et al., 1983:30-31).

The task of the teacher is that of educating, which implies the leading out of the child into life, to the riches of the culture, or putting into the child the knowledge gained from experiences of the past (Anon., 1982:35), to equip him for the future. Teaching may thus be seen as an equipping action, which takes place in the course of the teaching-learning situation in the classroom (Van der Westhuizen & Steyn, 1983:165).

The basic components of the teaching-learning situation are present in the didactic circle specified by Steyn (1982:21), consisting of an analysis of the relevant beginning situation of the learners, leading to the formulation of aims and objectives to be achieved through the presentation of certain, selected subject matter. The activities of both the teacher and the learners are applied to facilitate teaching and learning, after which an evaluation of the entire teaching-learning situation takes place to determine the effective outcome and the new situation at hand. The

teacher has therefore created a situation in which the pupils may learn, and is thus the facilitator of learning (Gue, 1977:47).

The complexity of the teaching-learning situation is compounded by a multitude of variables (Calderhead, 1984:64), the most important of which are the teacher, the pupils and the activities (Barr et al., 1983:69). The successful interaction of these elements so as to achieve the goal of effective education is the responsibility of the teacher, and may be termed the "interna" (Van der Westhuizen, 1986:53), or the functional or operating work of the teacher (Davies, 1971:22).

Teaching is therefore the instructional function of the teacher through which the goals of education as applied to the classroom are achieved in the teaching-learning situation. The term instruction is often used synonymously with the term teaching (Ibid., 1971:22; Barr et al., 1983:69; Emmer, Evertson, Sanford, Clements & Worsham, 1984:111; Calderhead, 1984:55), although semantic differences are present in that "to teach" implies more than "to instruct". For the purpose of this study, however, the terms are used interchangeably.

The teaching or instructional function of the teacher must however be distinguished from the managing function so as to determine the essence of classroom management.

2.3.5 RELATION BETWEEN CLASSROOM MANAGEMENT AND TEACHING

The function of classroom management may be distinguished conceptually from the teacher's primary function of teaching or instructing, however intimately the two may be related in practice (Johnson & Brooks, 1979:1). Chronological and conceptual interwoven and interrelatedness complicate the matter of distinction (Morrison & McIntyre, 1980:141), and semantic similarities regarding specific teaching tasks and management tasks cause further confusion (Van der Westhuizen & Steyn, 1983:165).

Teaching has been identified as the instructional function of the teacher through which the education goals are achieved within the teaching-learning situation, whereas managing is that which facilitates the teaching-learning activity. Both teaching and managing are goal directed, ontic phenomena, universally applied to the classroom situation, yet as individual as the diversity of the classroom organization demands. The difference between the two concepts lies in their specific functions. The primary function of teaching is that of equipping, whereas regulating or facilitating is the primary function of managing (Ibid.).

Management in the classroom has a further unique aspect in that it is carried out by the same person responsible for the teaching function, and is classified by researchers as a major dimension of teaching (Griggs, 1980a:55; Emmer & Evertson, 1981:55). The teacher's main responsibility is therefore that of teaching (Good & Brophy, 1978:91), but various studies have shown that only between thirty and forty-three percent of the teacher's time is spent on academic instruction and learning (Davies, 1971:22; O'Leary & O'Leary, 1977:344). Most of the remaining time is taken up by various non-instructional tasks (Duke & Meckel, 1984:3), which may be termed managerial tasks. Davies (1981:22) states that a teacher functions in one of two modes, as teacher-manager when deliberately creating a learning environment to realize predefined objectives, and as a teacher-operator when physically teaching in the classroom. It is interesting to note however, that the proportion of management work to teaching work increases as a teacher is promoted into higher authority positions within the hierarchy of the education system (Van der Westhuizen, 1986:50).

It may therefore be concluded that management and teaching are two specific functions carried out by the teacher. Their interwoven nature is emphasized by the fact that management may occur concurrently with teaching (Johnson & Brooks, 1979:19), but more overtly before and after the actual teaching (Van der Westhuizen & Steyn, 1983:166). "Classrooms need to be managed whether or not instruction is taking place." (Johnson & Brooks, 1979:1.) The specific regulating or facilitating function of management during teaching is often difficult to distinguish, particularly

in experienced, skilful teaching where it becomes absorbed in the smoothness of the total activity (Morrison & McIntyre, 1980:141).

A concise definition of classroom management and a description of the tasks involved will further assist the perspective of management in relation to teaching within the classroom.

2.3.6 DEFINITION OF CLASSROOM MANAGEMENT.

Classroom management is defined by Duke (1979:xii) as being that which constitutes the processes and provisions necessary to establish and maintain an environment in which teaching and learning may occur.

Early definitions from the turn of the century record the direct application of industrial management definitions to the classroom sphere, stressing the importance of the material investments of time, energy and money in relation to the classroom as a working unit with an investment dividend to be returned (Johnson & Brooks, 1979:11).

Various ideologies re classroom management in the ensuing years vacillate between task, individual and group orientation, as the emphasis on these concepts received increased attention during various periods (Ibid.:12-19).

Two modern ideologies, viewing classroom management as being either a form of behaviour modification, or a method to prevent discipline problems, are present in recent literature (Calitz, 1984:4-5). Calderhead (1984:21) states that classroom management consists of the organization of pupils and materials, and involves the establishing of classroom procedures to facilitate the work of the class. Research on further aspects of education, such as clinical experiences of educational psychologists and organization theory, have led to yet further approaches to classroom management (Duke & Meckel, 1984:9), which have compounded the at-

tempts at formulating a single theory on which the discipline could be based.

In this research, use is made of an adaptation of the definition of educational management by Van der Westhuizen (1986:53) in an attempt at providing a comprehensive, concise description of classroom management in the following manner:

Classroom management is a certain type of work consisting of those regulative tasks or actions carried out by the teacher to achieve effective education in the classroom.

The regulative tasks or actions to be performed by the teacher are the universal management tasks of planning, organizing, leading and controlling, specifically applied to the classroom domain (Davies, 1971:23). The task of planning may be further sub-divided to include goal defining, policy and decision making and problem solving. Organizing includes the sub-tasks of structuring, delegating and co-ordinating. Leading encompasses the tasks of motivating, communicating, forming relationships and guiding, whereas controlling includes evaluating, corrective actions and regulating. (Adapted from Davies, 1971:23; Robbins, 1980:7-11; Cooper, 1984:54-55; Van der Westhuizen, 1986:45-46.)

Various other teacher behaviours have been identified in classroom management research such as with-itness, overlapping, group alerting, valence and challenge arousal, seatwork variety, pacing, lesson transitioning (Emmer & Evertson, 1981:342), thrusting, dangling, truncating, flip-flopping, behaviour overdwelling, stimulus bounding and fragmenting (Bethel & George, 1979:24), most of which are behaviours which take place during actual teaching, and are beyond the field of this research, which aims to investigate only the tasks of planning and organizing with their relevant sub-tasks.

In the context of classroom management, the management task of planning is a thought activity, consisting of professional contemplation and strategy formation to facilitate the teaching-learning situation. Organizing follows the planning activity, and consists of the formulation of a struc-

ture in which the plan may operate. These concepts are discussed in detail in chapters three and four of this dissertation.

A further important dimension of this research requiring concise conceptualization before proceeding with an in-depth investigation into the sub-tasks of planning and organizing, is that of the subject field of Home Economics, which leads to the question concerning the nature and scope of Home Economics at secondary schools.

2.4 HOME ECONOMICS

2.4.1 ORIENTATION

For many years Home Economics has made a unique contribution to the education and development of youth (Fleck, 1980:87). Home Economics endeavours to equip the young adolescent girl during her secondary school years for her future role as woman and mother in the family and in society (De Beer, 1979:7-8).

Secondary school Home Economics education forms a small, yet very important fragment of the total field of Home Economics education, which presents programmes to various groups of people from the prenatal care stage throughout the entire life cycle concerning the individual and the family within the near environment (Fleck, 1980:18).

The ensuing brief exposition of the nature and scope of Home Economics consists of a description of the general study field of the discipline, including definitions which indicate the recent changes in the study field. Thereafter, a description of the latest specific field of study for secondary schools is given, followed by a brief outline of the path of development this school subject has taken since the turn of the century, resulting in the modern, complex subject presented at schools today.

2.4.2 HOME ECONOMICS SUBJECT FIELD

The subject field is so closely interwoven and associated with family life in the environment that any form of social or economic change in society causes a repercussion of change in the approach to, and subject field of Home Economics (Muller, 1976:45). The effects of the industrial revolution in the previous century on family life, and the subsequent problem areas which arose, created the original need for a new field of study in school education, which would assist the changing home and family life (Jax, 1985:23). This led to a subject originally called Domestic Science being presented at schools, and it consisted of scientific knowledge to improve family life, incorporating mainly laboratory experiences for the skills of cooking and sewing (Ibid.). This decidedly pragmatic approach to Home Economics shows evidence of the influence of the education philosophy of John Dewey at the beginning of this century, with its emphasis on useful, practical competence (Horn & East, 1982:13).

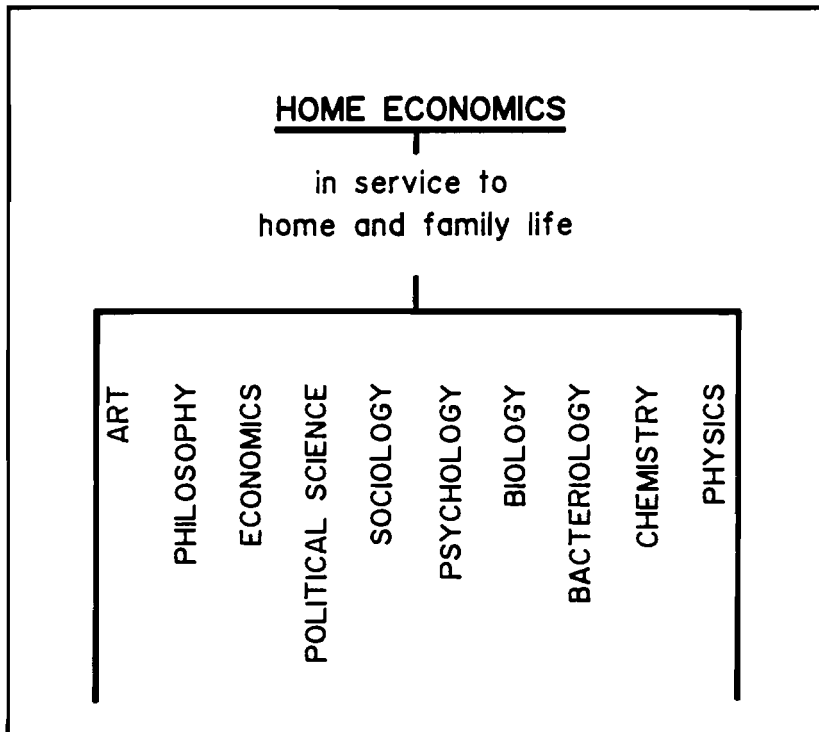
Although a large part of Home Economics is still a discipline of skills and laboratory experience (Stellato, 1981:53), with its roots deeply imbedded in the natural sciences for the formulation of "laws, conditions, principles and ideals which are concerned with man's immediate physical environment" (Creekmore, 1968:95), there is a shift of emphasis which has grown since the rapid development of the social sciences after the second world war to the study of man as a social being, with needs such as food, clothing and shelter, which must be satisfied (Boshoff, 1976:5).

Therefore, socio-economic factors such as increased production and consumerism at the cost of natural resources, and a renewed social concern about the future and function of the family again determined a re-evaluation of Home Economics as a discipline (Muller, 1976:44). This resulted in an approach which features both the natural and the social sciences in the curriculum.

Fleck (1980:20) describes the modern content of Home Economics as being "a synthesis of the physical, biological and social sciences, the arts and the humanities as they are applied to the improvement of family living".

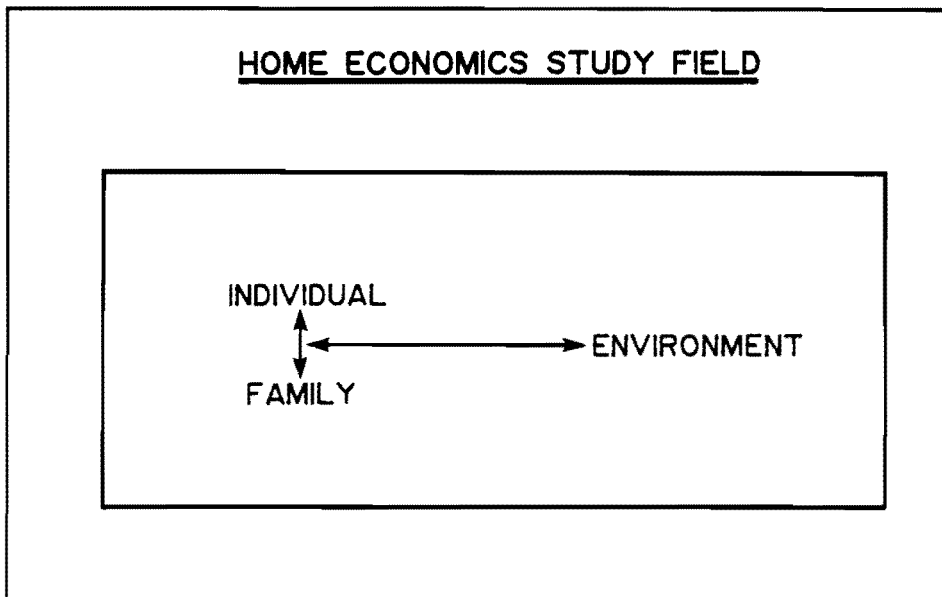
The totally integrative nature of the subject field is illustrated by the following diagram:

Diagram 2.4 Home Economics subject field. (Adapted from Fleck, 1980:20; and Wessels, 1980:3.)



The major goal of present day Home Economics education is the improvement of the quality of family life, with the central core being the family ecosystem (Hook & Paolucci, 1970:315; Osternig, 1977:38), based on the concept that people as individuals and as family groups interact with the environmental resources of food, clothing and shelter (Creekmore, 1968:94). This has led to a concise definition of Home Economics which states that it is the study of man as a total being, his near environment, and the interaction between them (Ibid.:95), and may be depicted by the following diagram:

Diagram 2.5 The central concept of Home Economics



In summary therefore, the pre-scientific concept of Home Economics as being "cooking and sewing", or "stitchin' and stirrin'" (Tener, 1983:30) is a far cry from the present reality of a dynamic subject, consisting of a multi-disciplinary approach to the application of knowledge from the natural and social sciences to various aspects of mankind in his family life, including the satisfaction of his basic needs of food, clothing and shelter within his near environment (Boshoff, 1980:4).

2.4.3 HOME ECONOMICS AS A SUBJECT IN SECONDARY EDUCATION IN THE REPUBLIC OF SOUTH AFRICA (RSA)

The above approach is reflected in the new Home Economics syllabi for the junior and senior secondary phases of education in the RSA, which incorporate the following main spheres of study (Transvaal Education Department, 1985 : Syllabi nos. 646, 647):

- management and consumption, consisting of consumer education, financial and home management;
- food and nutrition;
- protection, including housing, interior studies and clothing; and
- family studies.

Social and economic conditions in the RSA at the turn of the century created conditions which led to the necessity of vocational education for Whites in this country to assist both the "Poor White" problem and the need for skilled people to develop its industries (Konferentie over Technies, Industrieel en Handelonderwijs, 1911:5-6). Home Economics is classified as one of the vocational subjects identified (De Villiers, 1948:138), and as early as 1911 it was specified that "meer aandacht gewijd behoorde te worde aan practies onderwijs in al zijn takken" with "afzonderlike inrichtingen voor industrieel, technies en handelonderwijs en onderricht in huishoudkunde" (Konferentie over Technies, Industrieel en Handelonderwijs, 1911:7).

Three Domestic Science schools had been established in the Cape Province by 1910, and the first indications of vocational education in ordinary schools came about when a law was passed in 1892 which proclaimed the provision of vocational subjects in all schools (Nel, 1957:60-64).

By 1923, Domestic Science, as a school subject, received Senior Certificate status for the first time (Smit, 1975:36), but was limited to the skills

of cooking and sewing. The 1948 Commission for Technical and Vocational Education showed the first stirrings of the modern approach to the subject by stating that Home Economics education was moving its emphasis away from the practical skills, towards the concept of intelligent understanding, and that the need for a study field surrounding personal life was receiving more attention than that of the responsibilities of future home makers (De Villiers, 1948:116-117).

This has finally resulted in the present approach to the Home Economics field in the RSA, where the subject, although still featuring the essential practical component, now consists of a multi-disciplinary approach (Boshoff, 1980:4), and is to be implemented at the Higher, Standard and Lower Grade Matriculation level as from 1987 (Transvaal Education Department, 1985: Syllabus no. 647).

Nawrotski, Dreyer, Erasmus, Olivier, Pretorius & Van der Merwe (1985: preface) state that the new syllabi require a completely fresh approach to teaching. The implementation of these changes away from the traditional cooking and sewing courses is a difficult, yet challenging task for the Home Economics teacher (Hoeflin, 1982:25; Tener, 1983:30), who is already trying to cope with a subject which is known to be more complex in its presentation than other school subjects (Bishop, 1983:26-27), with its multi-faceted theoretical and practical components in a dynamic, multi-disciplinary field.

The complexity of the presentation of Home Economics creates the opportunity for the Home Economics teacher to implement many managerial competencies in her classroom (Chamberlain & Kelly, 1981:208). Tener (1983:31) states that management is more crucial to a Home Economics teacher than it is for her colleagues in other departments. The management tasks of planning and organizing as applied to the Home Economics classroom are comprehensively researched in the ensuing chapters of this research in an attempt to seek ways in which effective classroom management may facilitate the complex teaching task of the Home Economics teacher.

2.5 SUMMARY

Management as an activity applied to the complex system of education, of which the micro-realm of the classroom is an integral part, is receiving increasing attention in an effort to maximize the realization of the goals of the organization. Planning, organizing, leading and controlling, with their relevant sub-tasks, have been identified as essential management tasks, applicable to the macro-, meso- and micro-levels of education.

The classroom, as the organization representing the micro-level of education, consists of an interaction of variables in pursuit of specific goals, which requires the application of management activity so as to facilitate the teacher's primary task of equipping the child for his life within the culture.

The Home Economics teacher, in her specific task of equipping the adolescent girl for her role of woman and mother in the family and in society, is responsible, and held accountable for the presentation of a dynamic, complex subject discipline. The classroom management tasks of planning, organizing, leading and controlling may be implemented as a regulative function of the Home Economics teacher in an attempt to facilitate her primary teaching function, thereby assisting her in the achievement of her specific education goals.

Research into the nature and scope of the management task of planning is reported in the following chapter. Definitions and descriptions of the various sub-tasks involved in planning are given and applied to the classroom, and, more specifically, to the Home Economics classroom.

3. PLANNING AS A CLASSROOM MANAGEMENT TASK

3.1 INTRODUCTION

Classroom management has been defined as the regulative activity applied by the teacher to facilitate effective education within the classroom (2.3.6). This regulative activity consists basically of the managerial tasks of planning, organizing, leading and controlling, incorporating their numerous and varied sub-tasks (diagram 2.2). The task of planning, however, forms the basis of good classroom management, for, "when the teacher is uncertain and the pupils idle, all is confusion" (Johnson & Brooks, 1979:6).

Although teachers spend much of their professional time on the actual teaching-learning interaction with the pupils, the nature and effects of the planning action of the teacher before and after actual teaching often determine the quality and success of the teaching (Calderhead, 1984:69).

The concept of planning as a managerial task is defined in this research, and an explanation and description of the nature and scope of planning as a classroom management task are given. The various planning sub-tasks are identified, and their application to the classroom situation, and especially to the Home Economics classroom is discussed in detail.

3.2 DEFINITION OF PLANNING

Robbins (1980:128) states that planning is determining in advance the answers to what is to be done, how and when it is to be done, and by whom. De Wet (1981:146) adds the questions of why, and where it must be done, what is necessary for it to be done, and which problems and solutions are involved. How activities should be sequenced, resources

co-ordinated, and time used, are further questions posed by Gorton (1980:51), in an attempt at describing the essence of planning.

In terms of business management, planning is defined as the purposeful contemplation of the future goals of an organization, the resources and activities involved, and the problems which may occur in the compilation of the most suitable plan for the effective achievement of the defined goals (Marx, 1981:211).

A brief analysis of this definition gives rise to the following salient components of planning:

- the underlying future-directedness of planning is emphasised by Robbins (1980:128), who states that planning anticipates the future; by Allen (1964:109), in his statement that planning masters the future; and by Davenport (1982:45), who maintains that planning is the creation of the future;
- planning is an intellectual process in that it consists of purposeful contemplation or thought concerning the future activities required for the achievement of predetermined goals (Van der Westhuizen, 1986:132);
- the initial step in planning is the defining of goals, which will provide the specific future direction to be taken (Robbins, 1980:137);
- the goals are defined and interpreted according to a specific policy rooted in the values and standards pertaining to the organization within society (Gorton, 1980:22; Van der Westhuizen, 1986:144);
- the specific policy adopted forms the frame of reference for the decision making activity during which a choice must be made between two or more alternative courses of action (Ibid.:144) in pursuit of the achievement of the defined goals;
- an element of problem identification and solving is essentially incorporated as a further aspect of planning (Ibid.:52), as no organiza-

tion, with its inherent interaction of people, is totally free of problems.

It may, therefore, be deduced that planning is a future directed thought activity, consisting of the various interwoven and interdependent sub-tasks of goal defining, policy making, decision making and problem solving.

Although planning is seen as the starting point of management (Ibid.:133), it is present in all the main components of management in the sense that the subsequent tasks of organizing, leading and controlling must all be planned (De Wet, 1981:54). Planning is therefore the most important of the managerial tasks in that it forms the foundation of all management (Van der Westhuizen, 1986:136).

Planning, as a universal managerial task, basic to the management activity applied to all organizations, may also be applied to the micro-level of the education organization, which is represented by the unique organization termed a classroom.

3.3 NATURE AND SCOPE OF PLANNING AS A CLASSROOM MANAGEMENT TASK

The classroom has been identified as a unique institutionalized setting for teaching and learning, wherein specific people interact in pursuit of the goals of effective education (2.3.2). The teacher plays a dual role within the classroom, in that his primary function is that of educating or equipping, and this may be facilitated by his role of managing or regulating. Both roles contain an element of planning, in that the teaching-learning situation must be planned for the achievement of the equipping goals of education, and the entire classroom with its numerous interacting variables, including the teaching-learning situation, must be planned so as to facilitate and regulate the achievement of the goals of effective education. Literature refers to the two concepts as instructional

planning and classroom management planning (Calderhead, 1984:69). The interrelated nature of these two concepts has caused confusion amongst researchers regarding specific boundaries for the two functions (Duke, 1979:xi).

Calitz (1984:6) states that planning, as a managerial function of the teacher, consists of professional contemplation concerning the total plan of action for the teaching-learning activities to take place. This total plan of action requires thorough preparation and planning, both from a didactic and educational science point of view, and from a management perspective (Van der Westhuizen & Steyn, 1983:165-166), where the managerial planning will be instrumental in the implementation of the didactically planned teaching-learning situation (Ibid.:170). Therefore it is in the context and function of the two types of planning that the distinction may be drawn, however slight the difference may be semantically, and however interwoven the two concepts may be in reality.

A further dimension of the classroom identified in 2.3.2 of this research is its diversity, a characteristic which adds to the complexity of the nature and scope of the managerial planning action (Doyle, 1979:49). This diversity is complicated by the varying aspects of time, pupils, teacher, subject, physical space and facilities (Gue, 1977:49), even though a basic common structure and function may be found in all classrooms. Managerial planning has, however, become a means for the reduction of the complexity of the classroom (Doyle, 1979:69). Planning in itself is a complex activity, determined by the complexity of the variables within the organization.

Classroom managerial planning may be defined as purposeful contemplation by the teacher regarding the future goals of the organization called a classroom, the resources and activities involved, and the problems which may occur in the compilation of the most suitable plan for the effective achievement of the goals of education (Adapted from Marx, 1981:211). It is the managerial task which seeks answers to the what, how, when and why of the teaching-learning situation in the classroom.

Unfortunately, planning is the aspect of management which receives the least attention (Marx, 1981:208), and this is especially true in the teaching sphere, due to the fact that teachers are involved in so many activities that they have little or no time for thorough planning for their teaching commitment (Forecast Advisory Board, 1980:140). The implications of change or renewal which often emulate from thorough planning may also be a major factor in the negative attitude towards planning, as most teachers shy away from change (Van der Westhuizen, 1986:131).

Calderhead (1984:76) identifies five levels of teacher planning - yearly, termly, weekly, daily and lesson planning - each differing from one another to a greater or lesser degree, where the longer term planning is more general in nature, and the shorter term planning is more specific and detailed. All managerial planning, however, occurs according to the pre-defined goals, and contains the following basic elements (Gorton, 1980:51):

- a choice of activities necessary to achieve the goals;
- the required resources;
- sequencing of the activities, and
- a time schedule for the completion of the activities.

Therefore classroom planning must consist of the formulation of goals, followed by decision making involved in the choice, sequencing and time allocation of activities, and the selecting of the resources required. Both the education system policy, and the school policy will form the frame of reference and philosophy for the specific policy which will be adopted by the teacher, and against which all goals and decisions will be formulated. Planning for the classroom must also incorporate a problem solving element to facilitate the identification of problem areas and to allow the plan to be executed smoothly and successfully.

The importance of planning for the classroom is emphasised by Arnold (1981:311), who states that "it alone can determine the failure or success of the teacher".

The components or sub-tasks of the planning activity of the teacher-manager within the classroom are defined and discussed individually in the ensuing paragraphs, and their specific application by the Home Economics teacher at secondary schools is given.

3.4 THE SUB-TASKS OF CLASSROOM PLANNING

3.4.1 GOAL DEFINING

3.4.1.1 Introduction

Some authors state that goal defining forms the starting point of managerial activity (Allen, 1964:122; Gorton, 1980:49). The goals provide the direction, purpose and reason for action (Ibid.), without which, planning would be a futile pastime.

3.4.1.2 Nature and scope of goal defining as a classroom managerial task

Broadwell (1984:59) states that the defining of goals is the most important single consideration, and that the entire teaching-learning situation should revolve around goals.

The goals for instruction or for the teaching-learning situation, and the classroom management goals are conceptually the same, in that both the teaching-learning situation and the classroom management situation occur for the achievement of effective education. The general goals and more specific aims and objectives for the teaching of a subject will form the starting point for the planning of both the teaching-learning and the classroom management activities in a classroom, but viewed from either the perspective of teaching-learning with its equipping function, or from classroom management, with its regulating or facilitating function.

Educational goals, whether instructional or managerial, are concerned with the future changes of behaviour in the pupil in terms of knowledge, attitudes and skills (Paisey, 1981:33), and may be as broad and as general as assisting young people to develop to the fullest extent of their potential, or as specific as teaching the child an historical fact. The broader, more general statements of intent are termed goals, which are usually operationalized in the more specific, shorter term aims or objectives (Davies, 1971:72; Van der Westhuizen, 1986:138).

The defining of goals must occur within the philosophical framework of the organization (Gorton, 1980:21). General goals are usually specified in broad terms by the highest authority or top structure of the organization (Ibid.:22; Marland & Hill, 1981:100). These general or strategic goals form the basis for the more specific or operative goals which are formulated by the various sub-divisions of the organization (De Wet, 1981:50). This is known as a "top down" goal defining strategy (Paisey, 1981:40), and is the strategy adopted by the education system in the RSA. The action of refining goals also occurs at the classroom level of the education organization, in that the broad, educational goals are defined for the presentation of the entire education programme, from which the more specific aims and objectives for the group and the individuals may be defined (Gorton, 1980:23).

Ultimately, the specific objectives defined by the teacher for a given period, whether it be for a hour, a week or a term, should indicate all the small steps which must be undertaken for the achievement of the main education goals (Paisey, 1981:37), whether in the teaching-learning or

in the classroom management context. If the entire education system was completely rational as an organization, even the personal objectives of each individual member would relate logically and exclusively to its basic educational goals (Ibid.).

The selection and defining of managerial and specific teaching goals must consider the child, the society and the academic discipline to be taught (Jacobsen et al., 1985:21-23), and should include the skills, knowledge, attitudes and values relevant to the main goals of education (Gorton, 1980:29-30). Human capacity and the physical resources of the classroom are further considerations in the defining of goals (Paisey, 1981:36).

These goals will eventually determine the very nature of the teaching-learning situation, from the selection of specific content to be taught, through to the evaluation technique to be used (Davies, 1971:72). It is therefore essential that all goals, whether for instruction or for management, be thoroughly integrated and co-ordinated for organizational effectiveness (Paisey, 1981:37). Goals may therefore be used as an "advance organizer", or as a "conceptual scaffold" for the teaching-learning situation in the classroom (Davies, 1971:73).

De Wet (1981:51) states that goals should be concrete, specific, balanced and attainable. They should be acceptable to those involved, and easy to understand. The value of the use of goals in the classroom lies in the fact that goals supply direction to the various activities, whether instructional or managerial, co-ordinating the work, and preventing overlapping, which minimizes the wasting of time and effort (Van der Westhuizen, 1986:138).

3.4.1.3 Goal defining as a managerial task of the Home Economics teacher

Determining of appropriate goals for Home Economics at secondary schools has largely been taken out of the hands of the teacher, in that detailed and specific goals have been formulated and included in the various

syllabi compiled by the syllabus and curriculum committees in the various education regions in the RSA. These goals are central to the core syllabus compiled by a central committee, comprising representatives of all educational institutions with an interest in Home Economics, and have been individually adapted to meet the requirements of the specific population groups in the various regions of the country.

An example is the most recent Home Economics syllabus, which includes the following general goals for the teaching of Home Economics in standards 8, 9 and 10 in the Transvaal secondary schools for Whites (Transvaal Education Department, 1985: Syllabus no. 647):

* Pertaining to the environment

- introduction to institutions in society
- development of a responsible attitude towards community involvement
- bridging cultural gaps
- development of a responsibility towards use of resources
- development of an appreciation of community traditions
- development of an understanding of the life styles of various cultural groups
- development of an awareness of the demands of vocational and homemaking roles

* Pertaining to the family

- the development of awareness, knowledge and skill to enable the pupil to function within the family in order to satisfy human needs
- the development of the knowledge and ability which will enable the pupil to manage a household

* Pertaining to the individual

The development

- of the ability which will enable the pupil to identify, deal with and solve problems
- of the ability which will enable the pupil to be a judicious consumer
- of the ability of the pupil to handle money matters and the acquisition of knowledge of consumerism
- by the pupil of her own potential
- of positive values and attitudes which will enable the pupil to function within the environment

If compared with the goals of the previous syllabus implemented in 1972 (Transvaal Education Department, 1972: Syllabus for Housecraft), it is clear that the secondary education goals in the subject have been realigned with the needs of a society in transition from an industrial era to an information age (Dodge, 1983:16). This emphasizes the fact that goal defining as a sub-task of planning, whether for managerial or instructional purposes, is dynamic, often bringing about change in education (Van der Westhuizen, 1986:131).

The general Home Economics goals have been further refined in the syllabus document (Transvaal Education Department, 1985: Syllabus no. 647), in the form of the following more specific aims:

* Pertaining to the environment

The acquisition of knowledge and comprehension of

- the elementary socio-cultural aspects of food and clothing
- types of housing
- the available social resources at the disposal of the family in solving problems

* Pertaining to the family

The acquisition of knowledge or the development of the ability to apply knowledge in respect of

- the principles and techniques pertaining to food selection, preparation and serving for optimal family nutrition
- the principles for the purchase of food, clothing and textiles and interior accessories with regard to labelling, price and quality
- the selection and maintenance of a dwelling and of clothing
- the clothing and housing needs of the family
- the art elements and principles in the selection of clothes and interior requirements
- the home management principles
- the principles pertaining to work that facilitate the execution of household tasks
- an appreciation for homemaking
- the principles of budgeting in the family situation
- the effective cost of various ways of financing purchases
- the factors influencing the behaviour of the consumer
- the functioning of the family as a unit and within the environment

* Pertaining to the individual

The use of learning experiences for

- self-realization
- the development of a problem solving approach
- the development of creativity
- the development of psychomotor and perceptual skills

A further specification from the authorities contained in this document is that these goals must be achieved by creating teaching-learning situations in both theoretical and practical aspects of the following subject components (Ibid.):

- management and consumption;
- food and nutrition;
- protection; and

- family studies.

A detailed document follows this specification, containing the actual theoretical and practical subject matter and activities which must be incorporated in the teaching-learning situation, and the amount of time which should be spent on each component (Ibid.).

The goal defining task of the Home Economics teacher in the classroom is therefore reduced to the formulation of operational objectives for the individual teaching-learning situations, within the limits of the prescribed goals and aims, and must reflect the specific education, school, subject and classroom policy. These objectives should specify the cognitive, affective and psychomotor learning which should take place (Gorton, 1980:29-30; Spitze, 1977:7), and should be formulated in behavioural terms to allow for more effective education (Chamberlain & Kelly, 1981:17). In a managerial context, these goals, aims and objectives will supply the direction and purpose for all the subsequent classroom management tasks to be performed.

Each objective should lead back to the broader Home Economics goal (Kreutz, 1978:33) of preparing pupils for effective personal and family living (Fleck, 1980:264), thereby forming an integrative approach to the subject. This approach will then be reflected by both the instructional and managerial functions of the teacher, and will form the starting point from which these functions will be carried out.

3.4.1.4 Conclusion

The first step in the classroom management planning activity is the definition of goals, which provides the direction of purpose for the various managerial tasks which are necessary for the achievement of the goals. Instructional and managerial goals for the classroom may be similar in nature, but the function of goal defining as a managerial task lies in the fact that it gives direction to the ensuing managerial planning tasks of

policy making, decision making and problem solving, and in fact, forms the basis for the other major managerial tasks of organizing, leading and controlling, for, without a goal, no organization is able to function successfully.

All goals must, however, be formulated according to the specifications incorporated in a policy, which forms a frame of reference and a philosophy for all activity concerned with the management of the teaching-learning situation in the classroom.

3.4.2 POLICY MAKING

3.4.2.1 Introduction

The planning task of a manager includes the formulation of a policy, which provides general guidelines for all the managerial activity in an organization. The goals which have been identified must be formulated within the frame of reference of a policy, and the policy should, in turn, reflect the defined goals (Allen, 1964:154).

3.4.2.2 Nature and scope of policy making as a classroom managerial task

Policy making as a managerial function in education occurs in an hierarchical order on each level of the organization identified in the previous chapter (2.2.3), where the social, economic and political influences of the country (Van der Westhuizen, 1986:140) are reflected in the broad education policy formulated at the education system level. This policy is revised and updated from time to time, as may be seen from the Na-

tional Education Policy Amendment Act, tabled in the House of Assembly in 1986 as a replacement for the National Education Policy Act, 1967 (Anon., 1986:2). The guidelines for education stipulated in a broad education policy are interpreted and specified in the policies formulated in the various educational regions of the RSA, and are, in turn, reflected in the specific policies of each school (Robbins, 1980:73; Van der Westhuizen, 1986:143). It then remains for the senior teacher in a subject field to formulate a policy for the teaching of the subject at the school, and this is used as a framework for the formulation of a specific classroom policy, which is a managerial planning function of the teacher.

A policy may be defined as a vague guide for the implementation of a plan (Robbins, 1980:73). Allen (1964:154) states that a policy should be dynamic and flexible, yet consequent, allowing for individual interpretation. It should be crystallized in a written document, and be made available to all concerned in the organization.

The policy provides the framework within which decisions may be made, creating the need for various rules which must be adhered to in the decision making activity. The rules consist of explicit statements concerning definite, limiting boundaries which may not be disregarded (Van der Westhuizen, 1986:142). A policy will also contain certain procedures to be followed, which will prescribe the series of interrelated, sequential steps for the accomplishment of a task. Each step forms the actual method for the procedure to be followed (Robbins, 1980:72), and this all forms the basis for a plan for the accomplishment of a task. Standards, norms and values are further aspects which influence policy making, in that the standards, or criteria for comparison, form a basic element in the formulation of a policy (Ibid.); norms affect the rules for behaviour (Cohen, Intili & Robbins, 1979:137); and, the value system of all concerned with the organization will legitimize the major goal to be achieved (Johnson & Brooks, 1979:23).

An important managerial sub-task of the classroom teacher in his planning action is therefore the creation of a policy, within the framework of the broader school and education policies, which consists of basic guidelines for the management of a classroom. This policy reflects the inherent

standards, norms and values of both the teacher and the pupils, based on those of the school, the education region, and the entire education system. Various methods and procedures in the classroom are specified, together with the relevant rules. This policy results in a document which guides the teacher in the ensuing planning sub-tasks of decision making and problem solving.

3.4.2.3 Policy making as a managerial task of the Home Economics teacher

Policy making as a managerial sub-task of the Home Economics teacher is twofold, in that both a subject policy and a classroom management policy must be formulated to facilitate effective teaching of the subject.

A detailed subject policy is essential for providing the guidelines for a well organized laboratory or classroom (Kruger, 1982:2), in which the teacher and pupils may function maximally in the realization of the pre-defined goals of the subject. The subject policy must provide flexible guidelines for the teacher, allowing for both change, and individual initiative (Groenewald, 1980:2), but must uphold the basic policies defined by the school, the department and the education system (Robbins, 1980:73).

A subject policy remains the responsibility of the most senior person teaching the subject, and in the case of Home Economics, it should contain guidelines regarding the following aspects (Kruger, 1982:2-3):

- the general goals of the subject;
- the syllabi, schemes of work, methods of preparation and record keeping;
- the various Home Economics courses and levels presented at the school;

- time allocation for both theoretical and practical components of the subject in each standard;
- methods of evaluation of theoretical and practical work, including the proportion of marks allocated to the two components, and the relevant official mark schedules;
- methods of presentation of the subject matter, including the various teaching techniques and resources;
- integration with media centre;
- administration of the laboratory, e.g. catalogues, requisitioning, control, maintenance and repairing of non-consumable stock, finances and budgeting, ordering and use of consumable stock, etc.;
- control to be exercised by senior teacher, head of department, and the school principal.

The policy for classroom management consists of broad guidelines concerning the manner in which the Home Economics teacher aims to manage her classroom for the more successful achievement of the goals of her subject. Such a policy should include the rules and procedures which she deems necessary for the smooth interaction of the major variables within the classroom. The policy will form the framework within which decisions may be taken regarding the organizing, leading, and controlling aspects of management in the classroom situation, and will consist of general guidelines for the managerial functions of problem solving, structuring, delegating and co-ordinating, communicating, the forming of relationships, guiding, evaluating and regulating within the classroom situation.

The major variables which feature in these activities are the pupils, the teacher and the subject, time, space and facilities. The policy should include guidelines concerning aspects such as the grouping, seating, and activities of pupils; the attitudes, values, standards, norms and leadership style of the teacher; the underlying or "hidden" goals plus the ac-

tual goals and aims of the subject; the allocation and maximum use of time; the allocation of personal and physical space (Fleck, 1980:142-147); and the use of physical resources (AASA National Academy for School Executives, 1984:12). A further aspect to be considered in the policy is the type of climate or learning environment to be established in the classroom, including the physical, intellectual and affective components (Fleck, 1980:147).

A comprehensive Home Economics classroom management policy, including guidelines for all the aspects of the teaching-learning situation, will facilitate the decision making activity concerning the formulation of a definite plan of action to be followed for the achievement of the goal of effective Home Economics education.

3.4.2.4 Conclusion

Policy making will determine the nature of the entire managerial action taken in a classroom, in that the basic guidelines for management are established and formulated in the policy. The norms, values and standards incorporated in the policy will form the background against which future decisions must be taken, thus permeating the entire teaching-learning situation.

It may therefore be deduced that policy making is an exceedingly important component of planning in the classroom, where the teacher is entrusted with the major task of forming and equipping a child. The policy adopted by the teacher will inevitably leave its mark on the developing child.

A detailed policy forms the framework for the ensuing planning sub-task of decision making, which in turn, influences both the nature and direction of the managerial activity within the classroom.

3.4.3 DECISION MAKING

3.4.3.1 Introduction

The crux of the managerial activity is decision making, where it forms the basis of planning, organizing, leading and controlling, in that decisions determine the course of action to be taken (Robbins, 1980:64).

3.4.3.2 Nature and scope of decision making as a classroom managerial task

Calderhead (1984:24) states that the essence of effective classroom management lies in decision making. Decisions provide the bridges between thought and action (Ibid.:1), and "teachers, during the course of organizing instruction, managing the class, and dealing with the many and varied demands encountered during the course of the school day, are constantly faced with decisions", which have to be taken (Ibid.:vi).

Decision making may be defined as the action of choosing among alternatives, where most situations have two or more courses of action, and the managerial task entails deciding which alternative to pursue (Gorton, 1980:50). According to Robbins (1980:65-67) and De Wet (1981:51), decision making consists of the following basic steps:

- identification and definition of the problem;
- investigation of the problem and of any data which affect it;
- determination and analysis of various solutions;
- choice of one alternative; and

- implementation of the choice.

Decision making, therefore, involves the selection of a course of action which will most likely lead to the realization of the pre-determined goals.

The teacher-manager employs decision making activity throughout all the managerial functions he performs. Choices are involved in the entire planning action in that goals must be selected, a policy formulated and various problems solved, all containing an element of choice. The organizing action incorporates decision making regarding structuring of the classroom and the teaching-learning situation, delegating various tasks, and in the co-ordinating activity. Choices concerning the leading task involve complex decisions about communicating, motivating, and the forming of relationships, whereas the controlling task involves decisions regarding evaluation, monitoring of progress, and corrective action (Davies, 1971:24-25).

Therefore, all the managerial actions of the teacher involve the making of decisions, traditionally on a short term basis from moment to moment, or from situation to situation. A renewed degree of professionalism, together with the present framework within which decisions may be made, emphasize the necessity for both short and long term decisions in both the instructional and managerial function of the teacher (Davies, 1971:v). These decisions are, however, mainly pre-instructional, as alterations to the course of action are seldom made during instruction (Evertson & Emmer, 1982:494), although Calderhead (1984:4) distinguishes between pre-active decision making, which takes place before and after the teaching-learning situation, and inter-active decision making, which occurs during face-to-face interaction with the pupils. These decisions may be either reflective in nature, involving thought and evaluation; immediate decisions, where the choice is based on the immediate situation, still involving thought; and routine decisions, which concern routine occurrences, and become automatic choice actions (Ibid.:2).

Decisions may also be based on the three alternatives of experience, research or analysis, where experience is the factor most often used by teachers (Davies, 1971:26). This causes a problem for the novice

teacher, who has to devote a large amount of time and thought to the decision making action due to lack of experience (Doyle, 1979:65; Calderhead, 1984:14).

Managerial decisions in the classroom are always subjective in nature, and the individual's preferences, philosophy of life, pre-scientific knowledge and his values and beliefs will affect the final decision taken (Van der Westhuizen, 1986:148). Further ideographic factors such as his needs, aspirations, convictions and desires also play a role. The uniqueness of the classroom, and the particular managerial style of the teacher are examples of the nomothetic factors influencing decision making, and factors within the environment of the classroom will further influence decision making (Ibid.).

It may therefore be assumed that decision making is the most important and most comprehensive of the managerial functions of the teacher. It is the action which allows for the functioning of all other managerial activity in that a decision will determine a course of action to be followed.

3.4.3.3 Nature and scope of decision making as a managerial task of the Home Economics teacher

The complexity of the nature of Home Economics teaching at secondary school level creates the necessity for a multitude of decisions to be taken to facilitate an effective teaching-learning situation in the classroom.

The Home Economics teacher is inclined to base decisions regarding the management of her classroom on tradition and expediency, due mainly to the fact that the lack of time in her busy schedule does not allow for the consideration of new or other alternatives (Griggs, 1979:54). The reluctance to implement change is another major factor in this matter, causing the teacher to remain with traditional decisions based on previous experience (Hoeflin, 1982:26). The new approach to Home Economics, specified in the previous chapter of this research (2.4), demands that

the Home Economics teacher considers an alternative major strategy for the presentation of her subject, therefore, she must execute decision making in every aspect of her new challenge. Griggs (1981:29) states that the Home Economics teacher should apply action research into her entire teaching task, seeking information concerning alternative courses of action. This research will lead to the choice of a new and different total strategy in her teaching, with the necessary implications of change in her classroom management strategy.

An analysis approach to decision making will also lead to new decisions being taken (Griggs, 1979:54). The Home Economics teacher should analyse her task thoroughly, seeking causal relationships between the various facets, and comparing achievement with the standards set. The alternatives which arise from an in-depth analysis will facilitate her decision making task, and change may then permeate both her instructional and managerial functions.

Therefore, it may be stated that the Home Economics teacher should base decision making on research and analysis in an attempt at improvement of her managerial function in the future presentation of her revised subject field. Osternig (1977:36) states that only the future is amenable to plans and actions, and it is the task of the Home Economics teacher to take decisions which will affect the success of the new approach to the subject. The decisions regarding the managerial activity of the teacher must facilitate the achievement of the new goals.

The managerial planning function of the Home Economics teacher is therefore initiated by the taking of decisions regarding the new goals of the subject as determined by the needs of the changing family situation within the changing society (Rossman & Kvistberg, 1983:15). New alternative standards emulating from these changes will form the basis for deciding on a new policy for her classroom, and these decisions should lead to the formation of a new plan of action to facilitate her new teaching-learning situation (Lacey, 1976:9).

3.4.3.4 Conclusion

Decision making involves choosing among alternatives, the result of which determines a certain course of action. This activity is present in all the managerial functions of the teacher, thus forming the basis on which classroom management rests. Calderhead (1984:23) states that effective management depends mainly on the decision making ability of the teacher.

Of paramount importance in every organization is the capacity for making decisions which are vital to its success, to its ability to adapt to change, and, therefore to its very survival (Paisey, 1981:48). The teacher may base his classroom management decisions on the prevailing policy of the school and classroom, on previous experience, on analysis of the situation, on research, or even on intuition or on "orders from above" (Calfee & Brown, 1979:180). Adequate decision making remains as important in the management of a classroom as it is in any other organization.

An element of problem solving is present in decision making, and therefore, also in all the managerial functions. Planning for problem identification and solving is therefore also a managerial function to be considered for effective management.

3.4.4 PROBLEM SOLVING

3.4.4.1 Introduction

Problems are a characteristic of any organization, and especially so if the human element is present. In the school, and more specifically in the classroom, problems abound, causing a degree of ineffectivity within the organization. Problem solving is therefore an essential management technique to facilitate the smooth functioning of the system.

3.4.4.2 Nature and scope of problem solving as a classroom managerial task

All organizations manifest various problems, which cause crises which must be resolved. It is the task of the manager to identify these problems and problem areas if possible before they arise, and to find satisfactory solutions. Therefore, problem solving consists of three basic facets, which include the identification of the problem, solving it, and then setting out on a new course of action. The identification of various future problem areas is a major planning task of any manager (Gorton, 1980:46). This early identification will lead to seeking ways and means of overcoming or avoiding the problem before it occurs, thus preventing crisis situations. Unfortunately, many managers tend to ignore potential problems until they occur, which causes the task of problem solving to become more complex (Ibid.:48). Thus, problem solving may be approached in two ways, firstly by a pro-active approach, whereby problems are anticipated and solved, and secondly, a re-active approach, where problems are resolved after they have arisen (Paisey, 1981:58).

Van der Westhuizen (1986:150) states that problem solving consists mainly of identification and analysis. During this activity, information concerning the problem must be gathered, before a complete description of the problem is formulated. All possible and probable causes must then be identified, before taking a decision on the best solution to the problem. This task is compounded by the degree of importance, urgency and complexity of the problem (De Wet, 1981:52), which will determine the priority of the attention the problem solving task demands. The nature of the problem regarding its occurrence being either repetitive or non-repetitive will also affect the solving action (Ibid.). Therefore, problem solving will depend on the type of problem, and on the specific circumstances in which it occurs.

Paisey (1981:61) maintains that the particular way in which problems are solved by the teacher becomes in itself a model for the pupil, and thereby a factor of educational significance.

When considering the managerial planning task of problem solving, the teacher should bear the following in mind (Ibid.:62):

- the nature and essence of problems;
- the causes of problems and how they manifest themselves;
- the detection, identification and definition of problems;
- how to increase one's understanding of a problem;
- how to gather ideas and work out solutions;
- how to choose a course of action to be adopted;
- how to plan and control implementation for the required result;
- how to assess the results and learn from the experience.

Reflection on these aspects of problem solving will lead to the selection of a method of action to be followed when solving problems. De Wet (1981:52) mentions the following five methods which could be used to solve problems:

- postpone the occurrence which may contain a problem in the hopes that the problem may disappear, or that more time may be available for seeking possible solutions;
- simulation, whereby a successful method of solution previously applied is repeated;
- consult experts for assistance;
- trial and error;
- reflective thought, using experiences and knowledge from the past to assist the solution of the present problem.

Although problem solving may be evident throughout all the managerial functions of the teacher, and in all the phases and aspects of the teaching-learning situation, thorough planning, incorporating a sound problem solving action, will facilitate a more effectively managed classroom.

3.4.4.3 Nature and scope of problem solving as a classroom managerial task of the Home Economics teacher

The Home Economics teacher should be more aware of the occurrence of problems within her classroom situation than any other subject teacher, due to the complexity of the subject field, the particular nature of her teaching, which involves both theoretical and practical components, and the compound nature of her classroom regarding facilities. Identification of problem areas, and finding suitable solutions, is therefore of paramount importance for her during the managerial planning action in an attempt to obviate problems and promote successful and effective teaching in her classroom.

The fact that problem solving is a component of the subject matter to be taught to the pupils in the Home Economics syllabus emphasizes the necessity of sound problem solving principles to be applied by the teacher as a managerial function as example for the pupils. The teacher could, as an example, allow the pupils to assist her in identifying problems in the management of her classroom, and then, by applying either brainstorming, the Delphi technique, scenario writing, cross-impact matrices, implication wheels, relevance trees, or trend extrapolation, allow the class to investigate the problem and seek possible solutions (Rossman & Kvistberg, 1983:15).

Griggs (1980b:92) states that prevention of the occurrence of problems, especially during laboratory experiences of Home Economics classes, is a major task of effective classroom management, therefore identification of

problem areas during the planning phase is extremely important for effective teaching to take place.

3.4.4.4 Conclusion

"Problem solving is the art of succeeding in difficult circumstances" (Paisey, 1981:62). It depends on understanding the essential nature of problems and on strategic thought concerning the best solutions.

Although problems are an inherent characteristic of all organizations, correct and thorough application of the principles of problem solving, especially during the planning phase of management activity, will obviate many of the problems faced by the classroom teacher, allowing for a more effective teaching-learning situation in the classroom.

3.5 SUMMARY

The managerial task of planning has been identified as the most important facet of management in teaching.

It consists of the sub-tasks of goal defining, policy making, decision making and problem solving, which have been identified as being inter-related and interwoven in nature.

Each component of the planning action is of vital importance in the universal action of teaching, and in the specific action of teaching Home Economics.

Planning is a future directed thought action, which paves the way for the task of organizing as the second major managerial function of the teacher in the classroom. The following chapter of this research consists

therefore, of an exposition of the nature of organizing as a managerial function in the classroom, with a report on research concerning the facets of structuring, delegating and co-ordinating as tasks of the teacher, and more specifically as tasks of the Home Economics teacher.

4. ORGANIZING AS A CLASSROOM MANAGEMENT TASK

4.1 INTRODUCTION

"Plans, regardless of their inherent logic or noble purposes, must reflect the demands of implementation" (Doyle, 1979:73.) It is in the implementation of that which was planned that the manager exercises his managerial function of organizing. The goals defined during the planning activity will determine the direction of, and the reason for the organizing activity. The policy formulated, and the decisions taken while planning will determine the nature and essence of the ensuing organizing task.

Therefore, thorough planning will facilitate the task of organizing by being a determining factor in the formulation of an organizing strategy. This strategy will consist of a comprehensive plan, encompassing the goals of the organization, and a plan of action for their attainment (Robbins, 1980:8).

The concept of organizing as a managerial task is defined in this research, and a description and explanation of the nature and scope of the organizing task as a component of classroom management are given. Structuring, delegating and co-ordinating, which form the sub-tasks of organizing, are defined, and the application of these sub-tasks by the classroom teacher-manager is discussed. Thereafter, the specific application by the Home Economics teacher is given.

4.2 DEFINITION OF ORGANIZING

A manager engages in the activity of organizing whenever a task must be accomplished, or an objective achieved (Gorton, 1980:51). This organizing function is typically concerned with defining and arranging, in some logical and systematic manner, people's activities, time and resources (Ibid.).

Allen (1964:173) defines organizing concisely by stating that it is the managerial task concerned with arranging that which was planned, creating the relationships necessary for the successful attainment of the defined goals. A broader definition by Marx (1981:235) states that organizing is concerned with the arranging of the organization's activities and resources, by the allocation of duties, responsibilities and authority to both persons and departments, and involves the determining of the relationships between them to ensure a co-ordinated effort for the effective realization of the goals of the organization. Koontz & O'Donnell (1964:214) state that organizing is "a process by which the manager brings order out of chaos" and that it involves the removal of conflict between people over tasks or responsibility, thereby establishing an environment suitable for teamwork.

Organizing, as a specific managerial function in a school organization, consists of structuring the various tasks and duties, with their respective elements of authority and responsibility, delegating these tasks to various people in the organization, and co-ordinating the activities to ensure that effective education will take place (Van der Westhuizen, 1986:153).

An analysis of the various definitions of organizing leads to the identification of the following components of the organizing task of a manager:

- structuring is present, which includes the identification and grouping of tasks and the division of work to achieve goals, involving all the variables of the organization, and forming a structural framework within which the variables must function in a logical and systematic manner;

- various tasks, duties, responsibility and authority must be delegated as functions for those involved in the organization by the manager;
- an element of co-ordinating is essential for the smooth functioning of the components of the organization within the specific structure or framework, due to the fact that the variables must relate to one another for the effective achievement of a common goal.

Organizing occurs as a managerial task in any organization, and, as such, will always consist of the sub-tasks of structuring, delegating and co-ordinating, as identified above from the various definitions of organizing. It is a thought or intellectual activity involving conceptual skills (2.2.3) concerning the entire organization which must be structured in such a way as to allow for the effective functioning of its elements in an effort to realize its goals more successfully.

This managerial activity may be successfully applied in educational management, and is essential in the management of the unique organization of the classroom, which forms the complex institution wherein teaching and learning take place.

4.3 NATURE AND SCOPE OF ORGANIZING AS APPLIED IN THE CLASSROOM

Where the classroom managerial planning task involves the seeking of solutions to questions concerning the what, how, when, where and why of effective achievement of the major goal of education (3.2), the basis of the organizing task lies in the actualization of the answers to these questions, forming a logical and systematic arrangement of the structure and function of the variables which interact within the classroom.

Again, a distinction must be drawn between the organizing for effective education to take place, and organizing the teaching-learning activity. Barr et al. (1983:8) state that there is a difference between what teachers

do in organizing a class for instruction, and the organizing of the instruction they actually provide.

The dual role of the teacher as teacher-operator and teacher-manager (2.3.2) of the classroom both contain elements of organizing, which may be conceptualized in the specific context of the nature of the specific role. The teacher-manager organizes the task and function of the teacher and pupils, incorporating the variables of activity, time, subject, space and resources (Gue, 1977:49), for the maximum attainment of the goals of effective teaching-learning, whereas the teacher-operator organizes the actual teaching-learning situation. Davies (1971:25) states that the managerial organizing task involves "the deliberate creation of a learning environment, and the delegation of responsibilities, so as to realize the objectives which the teacher-manager has planned". The arrangement or organizing of the variables involved in the teaching-learning situation "is not an end in itself, but a means to an end" (Ibid.). The classroom manager uses organizing, therefore, as a tool to assist in the achievement of the goals of teaching. The complex nature of the task of organizing is determined by the complexity of the nature and interaction of the variables which play a role in the classroom (Cohen et al., 1979:125).

Organizing in the classroom has become an increasingly difficult task for the teacher, as the nature and demands of the entire teaching-learning situation have changed and advanced through the ages (Ibid.:120-121).

However, the following basic guidelines for effective organizing may be followed by the teacher-manager when considering a plan of action for the major variables of people, activities and resources which must interact in a classroom to achieve the pre-determined goals of education (Gorton, 1980:51-52; Van der Westhuizen, 1986:154):

- the task through which goals must be accomplished must be determined, i.e. answers to the question "what must be done" must be formulated, specifying the nature of the task and the authority and responsibility concerned;

- the resources necessary for the achievement of the task must be specified;
- the time parameters must be determined for the completion of a task;
- suitable people must be selected for specific aspects of the task, therefore competencies must be evaluated;
- the relationships, including communication and authority channels between and among the variables, must be formulated and specified.

When considering the above guidelines for the organizing function, the teacher must also include the organizing of his own activities (Gorton, 1980:51). This organizing will be central to the entire organizing activity, due to the fact that the teacher is totally involved in the teaching-learning situation, and is not solely a manager of the situation.

The teacher-manager has a great deal of autonomy in his organizing function (Morrison & McIntyre, 1980:177), despite various constraints formulated in his classroom management policy, which are traceable through the school and education policies, determined by higher authority.

The teacher-manager also faces a mammoth task when organizing in that a structure must be determined to accommodate approximately thirty pupils, in a confined space, together with a teacher and the required resources, allowing for the essential interaction, within specific time boundaries, necessary for the achievement of goals. This structure, although fairly universal for the various classes to be accommodated by the teacher throughout a school day, will have to be adapted to the unique characteristics of each class. An ordered environment must therefore be created, with a clear set of expectations for all its members (Cohen et al., 1979:118).

In summary, therefore, classroom organizing is the dynamic task of the teacher-manager to facilitate the accomplishment of the goals of efficient and effective teaching and learning (Gorton, 1980:104). It consists of

the formulation of a feasible plan of action, directed by the pre-determined goals, formulated within the limits of an applicable policy, based on decisions taken during the planning activity, and is actualized through the sub-tasks of structuring, delegating and co-ordinating. The organizing task is, therefore, an intellectual activity, demanding a relative amount of desk work in an effort to realize that which emulated from the planning task (Van der Westhuizen, 1986:154).

The nature and scope of the interrelated sub-tasks of structuring, delegating and co-ordinating in the classroom is discussed in the ensuing paragraphs, also giving brief attention to the application of each sub-task in the Home Economics classroom.

4.4 THE SUB-TASKS OF CLASSROOM ORGANIZING

4.4.1 STRUCTURING

4.4.1.1 Introduction

The achievement of any assigned task by an organization requires the structuring or building of the organization, giving it an order and a system, wherein a pattern of authority is established, which will define the particular roles to be performed by the persons concerned with the organization (Owens, 1981:89). This pattern of authority forms a structure through which decisions are made, rules formulated, roles defined, and regulatory mechanisms formed for communication and feedback (Johnson & Brooks, 1979:23).

This emphasizes again the interrelated and interdependent nature of the managerial tasks and sub-tasks, even though, for the purpose of creating

a structure within this research project, the tasks and sub-tasks are reported as separate functions of a manager. A further point to be noted is that although all managers may have organizing responsibilities, which include the task of structuring, the function assumes a different orientation at the various levels within the entire organization (Robbins, 1980:218), and will therefore vary according to the variables which determine the specific nature of the organization.

4.4.1.2 Nature and scope of structuring as a classroom managerial task

The complex activities in a typical classroom demand that the teacher must be capable of developing an organizing perspective for the classroom, which consists of the construction of a "richly textured" meaningful description of the classroom situation, which may serve as a basis for recognizing and responding to the opportunities for teaching and learning (Spady & Mitchell, 1979:75).

A structure exists in all organizations, but it is not visible in the form of a written document (Robbins, 1980:194), and no single structure may be used as a pattern for all organizations (Ibid.:217), or therefore, for all classrooms. Considerable forethought and planning will result in the creation of a meaningful structure for a specific organization. (Structuring is identified as intellectual or conceptual activity in diagram 2.2 of this research, where it forms a sub-task of organizing within the mechanics of management.) A structure will therefore not just evolve at random, but will reflect the goals of the specific organization, and the most suitable methods of achievement of the goals, incorporating the functions of all the relevant variables within the organization.

Paisey (1981:64) defines structuring in education as the deliberate patterning of relationships between organization members. Robbins (1980:194) states that managerial structuring involves the tasks assigned to people, who they report to, who they work with, and who they must interact with, in order to get a job done. These definitions emphasize

the dynamic interaction between people involved in the organization and the structure of the organization. Further variables which affect the structure will be the task at hand, and the technological resources required (Owens, 1981:89). Marx (1981:243) defines the structure of an organization as a framework of the posts in which people involved with various tasks are grouped for the achievement of a common goal.

The classroom, as a formal organization functioning within the wider educational organization, must also consist of a structure for the patterning of the relationships between its members. Classroom managerial structuring may therefore be defined as the deliberate patterning of relationships between the pupils and the teacher, influenced mainly by the tasks and the technology involved, defining the functions or work to be done, and the relative authority attached to the position of each member of the classroom organization.

An analysis of this definition indicates that the critical components of a structure are the work/job/task, the position of the person, and the authority intimated by the position (Paisey, 1981:65). In the classroom, the teacher's task consists of both instructional work and managerial work (Ibid.), and the work of the pupils is basically that of taking part in classroom activities in order to learn, where various duties or tasks are assigned to the pupils to actualize learning, and also to facilitate the smooth operation of all classroom activity.

Both teacher and pupils are therefore assigned various tasks within the structure to facilitate teaching and learning. These tasks involve the acceptance of the respective authority attached to the task. The degree of authority coupled to a task is influenced by the position of the person in authority (Ibid.:67). Position is usually indicated by the title assigned to the person, where, in the case of the teacher, it may, for example, be the senior Home Economics teacher, which indicates a certain degree of authority and responsibility for the task at hand, and, in the case of a pupil, it may be that of class captain, which also intimates certain tasks, authority and responsibility. The title or designation assigned to a person within a structure will convey the task, the authority, and

the position of each member of an organization, also of a classroom (Ibid.).

To place the structuring of a classroom in its correct perspective within the structure of a school, it is necessary to investigate the various types of structures prevalent in school organizations. A possible organization structure for a typical complex, secondary school may consist of the following (Basson, Niemann & Van der Westhuizen, 1986:478-479):

Diagram 4.1 Organization structure for a complex secondary school

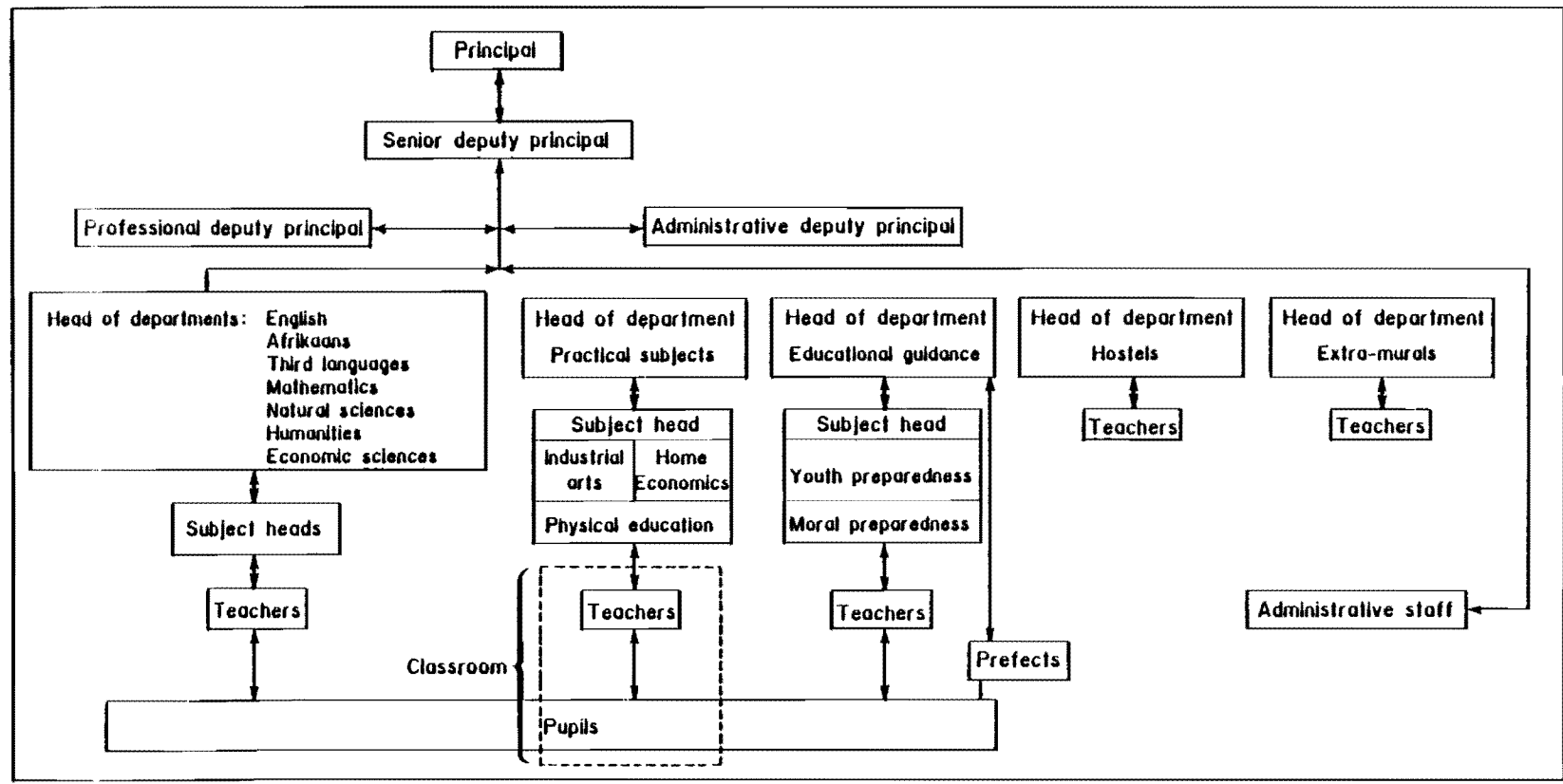
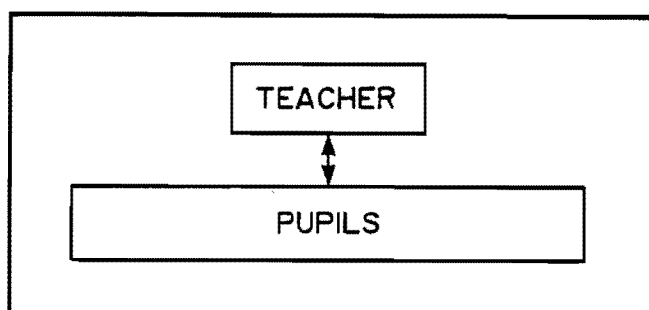


Diagram 4.1 shows the grouping of people according to the various tasks involved within the framework of positions in the school organization (Barnard, 1986:369).

The specific structure is created for the co-operative effort of achieving the common, major goal of effective education within the school, where the particular organization of the classroom is depicted by the positions of the teacher and the pupils in the following manner:

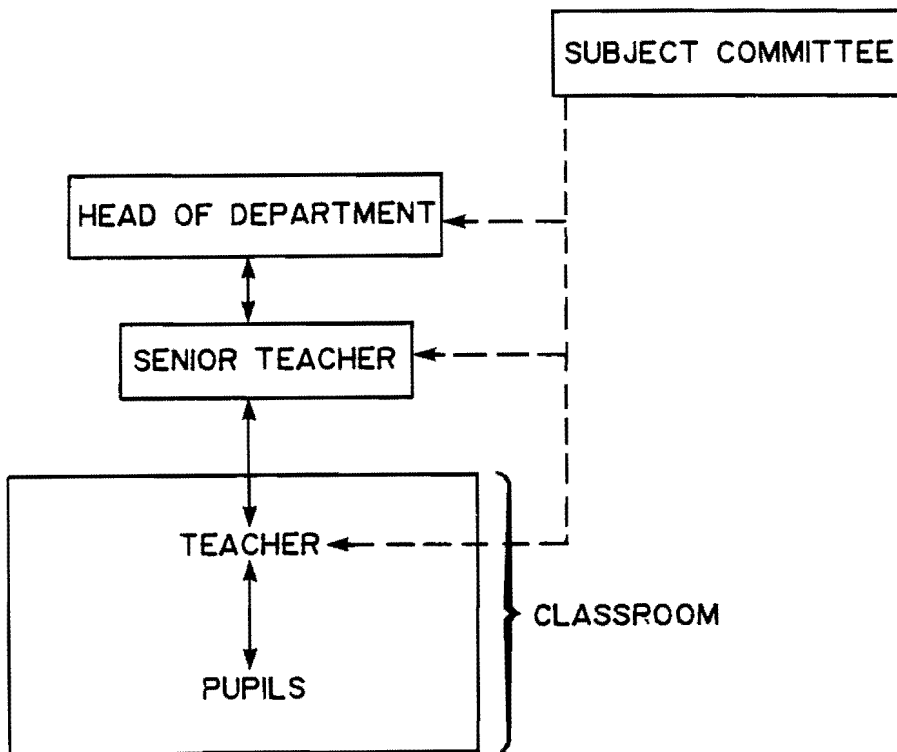
Diagram 4.2 Basic line structure of a classroom



In diagram 4.2 a basic line organizing structure is given, wherein the authority is in the hands of the teacher only (Van der Westhuizen, 1986:156). However, this simple structure is no longer applicable to modern day education due to the complex nature of the education system, where ancillary bodies have been created which play an influential role in the nature of the classroom organization as indicated in diagram 4.3 and 4.4.

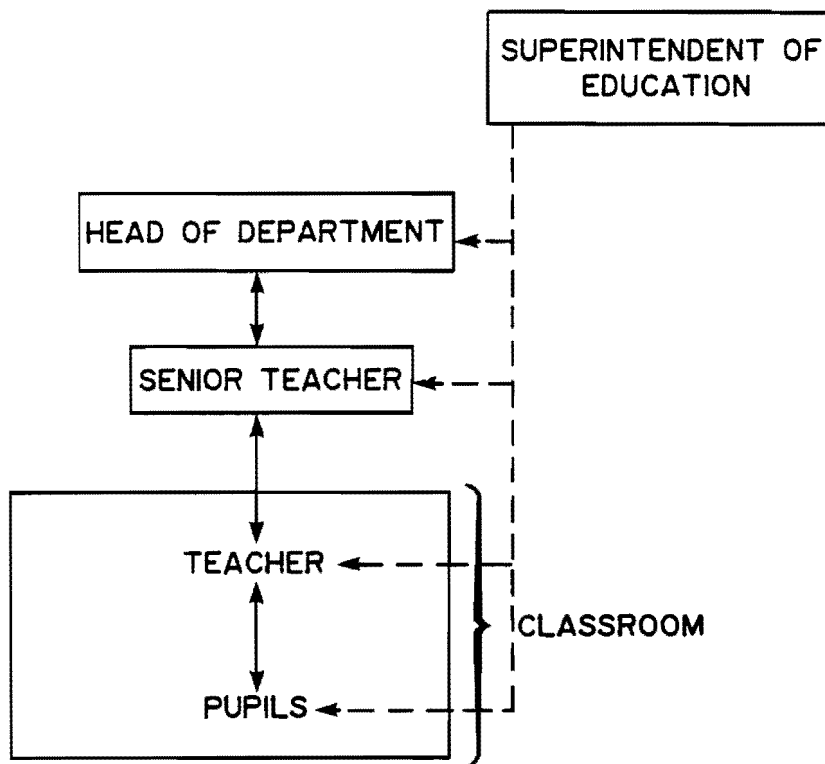
A line and staff structure model may be used to depict the organization structure of a classroom wherein the ancillary positions of a subject committee are shown, acting in an advisory capacity by supplying expert advice concerning education in the classroom (Van der Westhuizen, 1986:157), as depicted in the following diagram:

Diagram 4.3 Line and staff structure model for the classroom



A functional organization structure is a further example of the classroom structure, where the ancillary services of a superintendent of education are used for the more effective attainment of the goals of a subject. The superintendent is responsible for supplying expert advice, and also has the necessary authority to control whether the advice given has been implemented (Van der Westhuizen, 1986:158). The functional structure is depicted by the following diagram:

Diagram 4.4 Functional structure model for a classroom



The above mentioned structures are examples of some of the structures used in educational organizations affecting the classroom. Further examples of structures are, amongst others, the matrix structure, and the tall and flat pyramid structures (Paisey, 1981:75, 82-85; Van der Westhuizen, 1986:160).

The structuring task of the classroom teacher-manager is therefore affected by both the entire structure of the school, and the structure of the wider education system. However, within the classroom, a specific structure must exist to ensure quality participation of each pupil in the teaching-learning situation (Prinsloo & Van Rooyen, 1986:308). Pupils with leadership potential may be identified and given certain positions (diagram 4.5) and authority in the classroom (Prinsloo & Van Rooyen, 1986:317) to carry out tasks which will facilitate effective education. It must, however, be remembered that these tasks are peripheral to the learning tasks of pupils, in that no hierarchy may be imposed within the ranks of pupils concerning their learning function in the classroom (Johnson & Brooks, 1979:27-28). Although differentiated roles may be assigned during group work, or during individual work, teachers must insist on universal norms where individuals are responsible for approximately the same achievement, receiving differential rewards for differences from the norm (Ibid.:28).

Apart from structuring the tasks, roles, position and authority of both the teacher and each pupil in the classroom, the teacher-manager must also consider the structuring of the subject itself, the grouping of the pupils, time structuring, and the physical facilities and available space.

A very brief exposition of the structuring of each of these factors will be given in an attempt at describing the complexity of the task of classroom structuring.

The subject presented must be structured in a logical manner, with lessons following in an ordered fashion (Jacobsen et al., 1985:235). The subject matter must be broken down into units small enough to suit the available time, ensuring continuity (Broadwell, 1984:195). Transitions from one activity to the next, and from one subject component to the next, should be structured to ensure smoothness and continuity, a minimum waste of time, and a logical work pattern for both teacher and pupils (Brophy & Evertson, 1976:58). Davies (1971:91) states that an underlying structure of the subject is of major importance, simplifying the teaching-learning activity, and enabling the subject to be presented as an organized body of knowledge.

The social structure within the classroom is also an important structuring task of the teacher-manager. Jacobsen et al. (1985:239-240) state that a teacher may use a competitive structure, stressing individual achievement, a co-operative structure, with the emphasis on pupils working together, or an individualistic structure, whereby pupils continue at their own individual levels. A combination of these three structures is often present in one class. These structures will demand varying degrees of grouping of pupils, which forms a further structuring task of a teacher-manager. Doyle (1979:56) and Calderhead (1984:63) maintain that the managerial demands on a teacher increase when complex grouping of pupils is used in the classroom. The teacher may structure the classroom into an entire class group of pupils, divide the class into smaller groups, or may structure for individuals to work on individual tasks (Calfee & Brown, 1979:157). Research on various grouping structures in classrooms has shown that the specific teacher's style, either authoritarian or democratic, determines the nature of the grouping which he will use. The authoritarian is more likely to structure whole class groups, whereas the more democratic teacher will structure a class for smaller group work (Ibid.:163).

Creating time structures is largely the responsibility of those in higher authority positions within the school (Johnson & Brooks, 1979:29), but an important dimension of classroom management is the creation of a time structure within the allocated time schedule for the teaching-learning situation and all its relevant activities (Corno, 1979:279). There has been increasing emphasis on the concept of "time-on-task" in educational research, implying that the amount of time a child spends "on task" in the teaching-learning situation influences the degree of learning (McNamara, 1981:284). Teachers must schedule the use of time both for the pupils and for themselves, and for time spent both in the classroom and for out-of-class activities concerned with their subject, by manipulating the order and duration of the events (Johnson & Brooks, 1979:29).

The structuring of available space and physical facilities is a further managerial structuring activity of the teacher, involving the placement of pupils and objects within a classroom, by anticipating the amount and

type of space required for an activity, and the physical facilities involved (Ibid.:29).

These structuring activities of the teacher-manager are all pro-active behaviours, occurring before the teaching-learning situation takes place (Griggs, 1980a:55).

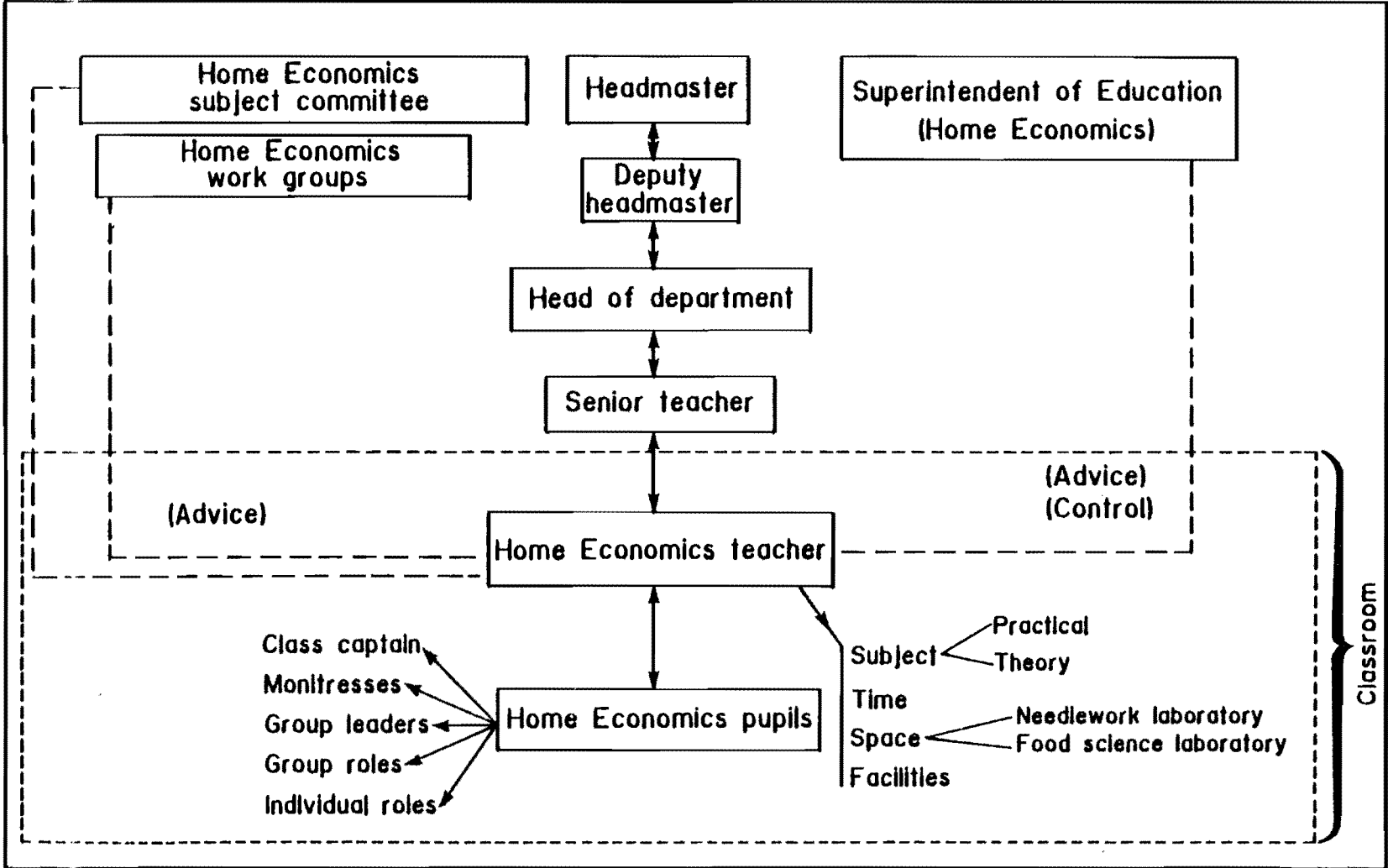
In summary, therefore, structuring is a complex organizing task of the teacher-manager, involving the creation of structures relating mainly to the task, position and authority of each member of the class, and of those who exert a direct influence on classroom activity, including the creation of structures for the interaction of all the major variables in the classroom, which must take place within the environment of the classroom.

4.4.1.3 Structuring as a classroom managerial task of the Home Economics teacher

The managerial sub-task of structuring has been identified as being complex in nature (4.4.1.4), as has the nature of the Home Economics classroom (2.4.3). This complexity emphasizes the necessity for careful and thorough structuring by the Home Economics teacher in an attempt at facilitating her major task of effective education.

A combination structure model, containing elements of the line, line and staff, functional and matrix models of structuring, is used in an example of a structure suitable for a Home Economics teacher-manager to consider for her classroom. The following diagram contains the elements basic to an universal Home Economics classroom situation, and would have to be adapted for use by individual teachers, depending on the nature and scope of the specific variables which play a role in her individual situation:

Diagram 4.5 Proposed structure for the organization of Home Economics.



An analysis of diagram 4.5 shows the position of the Home Economics teacher in the school organization, directly responsible for her actions to the senior teacher and head of department. The superintendent of education in the specific Home Economics field will visit the school periodically, mainly in an advisory capacity, but with the authority commensurate with her position to hold the teacher accountable for the results of the work performed in the classroom.

The Home Economics subject committee, which consists of the subject superintendents, representatives from the Education Bureau, universities, teacher training colleges, a headmaster/mistress or his/her delegate, and senior teachers, is responsible for research in the subject field, and must issue advice to teachers in the field concerning relevant matters. Regional Home Economics work groups, consisting of subject teachers are also responsible for issuing advice to teachers on various aspects of their work.

The classroom area of the diagram indicates the position and authority of the teacher in relation to the pupils, who are usually in groups of up to thirty-two in a class. (The group size is determined by the physical facilities available for the practical components of the subject.)

The structuring task of the teacher includes forming structures for the subject content, the task, the use of available time, structuring the space and facilities in the food science laboratory and in the needlework laboratory, and may also include a further general purpose classroom to be structured for the presentation of the theoretical components of the subject. At some schools, a dual purpose laboratory is used for the teaching of both the food science and the needlework practical and theoretical components of the subject. Recent inclusion and emphasis on the home management aspects of family and work studies demands the use of group activities which must also be accommodated in the classroom. Self activity as a teaching strategy is presently being advocated by many leading Home Economists (Fleck, 1980:225-249; Chamberlain & Kelly, 1981:99-119), and the classroom space and facilities must be structured to accommodate these new approaches to the subject.

The structure created must also include the position, role and tasks of the pupils, wherein the duties and responsibilities of the class captain, monitresses, group leaders and each individual in the class must be structured. The complex nature of the teaching-learning situation, especially during the presentation of the practical components of the subject, demands that pupils should be incorporated thoroughly within the structure and function of the classroom, thus relieving the teacher of many routine, time consuming tasks. This aspect of Home Economics as a school subject allows for the active participation by the pupil, thus affording the opportunity for further growth and development, as the pupil assumes more responsibility within the classroom, and, therefore, for her education.

Structuring, therefore, is a major sub-task for any Home Economics teacher who wishes to create a more effective teaching-learning situation in her classroom.

4.4.1.4 Conclusion

The managerial organizing task of the classroom teacher-manager includes the complex sub-task of structuring, which must portray the task, position and authority of each member of the classroom organization, and must include suitable structures for the functioning of all the major variables within the classroom to facilitate a more effective teaching-learning situation.

4.4.2 DELEGATING

4.4.2.1 Introduction

Structuring, delegating and co-ordinating form the three interwoven and interrelated sub-tasks which form the major managerial task of organizing. Once a structure has been created by forming a hierarchical framework which indicates the position of each member, or groups of members of the organization, the various tasks associated with each position must be allocated. This allocation is termed delegating in managerial context.

4.4.2.2 Nature and scope of delegating as a classroom managerial task

Delegating, as an essential managerial function, is one of the most difficult sub-tasks for any manager to perform, in that a person is inclined to rather complete a task himself, than risk it being unsuccessfully completed by someone else (Robbins, 1980:229). This is especially true of the teaching profession, where an autocratic managerial style is prevalent among the leaders in the profession. Successful delegation requires confidence in the ability of others in that it includes the assigning of duties to subordinates, the granting of authority to allow these duties to be performed, and the acceptance by subordinates of both the responsibility and the accountability for the satisfactory performance of these duties (Ibid.).

Van der Westhuizen (1986:163) defines delegating in educational management as the work which an educational leader does when assigning duties and the relevant responsibility and authority to subordinates in order to create a meaningful division of work, and to ensure the successful

execution of the task by holding a person accountable for the results or achievement of the goal.

The following salient components of this definition of delegating require further clarification:

- an element of authority is present in delegating in that certain rights, inherent to the position of the person in the organization legitimize the person's actions (Robbins, 1980:240), therefore, the educational leader has the right, associated with his position, to exercise and delegate his power of authority;
- responsibility is involved in delegating, in that when "rights" are assumed in a position, the corresponding obligation is also assumed (Ibid.:164);
- accountability is a further component of delegating in that, where authority supplies the rights which legitimize the action, and responsibility involves the assumed corresponding obligation, accountability is the duty of the person who assumed the delegated responsibility to report on the satisfactory completion of the task to the person who originally delegated the task (Van der Westhuizen, 1986:164);
- Although responsibility and authority may be delegated by the person in the higher authority position, this person remains primarily responsible and accountable for that which was delegated (Ibid.).

The headmaster, in the position of highest authority in a school, should delegate various tasks and the corresponding authority, responsibility and accountability from the top downwards in the structural framework of the school, or according to a linear principle. He may also delegate directly to a staff member or a pupil, where the linear-concentric principle applies (Ibid.:167). Delegation is essential for the teacher in the classroom, who has to operate successfully in an increasingly complex teaching-learning situation. Classroom managerial delegating may be

defined briefly as the assigning of duties and the relevant authority, responsibility and accountability to the pupils in the classroom.

Morrison & Mc Intyre (1980:165-166) report that research on the greater dispersion of power in the classroom, or the extent to which teachers delegate responsibilities to the pupils, has shown that a more pleasant social-emotional climate exists in the classroom, that there is less conflict and anxiety among pupils, and that there is an increased self and mutual esteem among them; that there is more frequent pupil interaction, a wider dispersion of power within their peer groups, and more self-initiated work and personal responsibility for their actions.

Metzger (1981:272) states that pupils should share the responsibility in their formal learning experiences and thereby directly assist in the effective operation of the classroom. This will improve classroom management, and contribute to a positive classroom atmosphere (Ibid.:275).

Essentially, good delegation is a three step process, in that capable pupils must be sought for the task, the goals of the task defined and explained to the pupils, and a time limit, which includes a checking period for the necessary guidance, must be set for the completion of the task (Cooper, 1984:66).

The following points must be considered when delegating in the classroom (Van der Westhuizen, 1986:167):

- both authority and responsibility may be delegated;
- select the correct pupil/s for the task;
- trust the judgement of the pupil;
- display confidence in the pupil's ability;
- describe the task in detail;
- supply complete information relevant to the task;

- assist, guide and control if necessary;
- demand feedback from the pupil; and
- the final responsibility and accountability rests with the teacher.

The classroom teacher-manager may delegate many classroom managerial tasks to pupils, thereby creating an improved teaching-learning situation. Needless rituals and delays in the classroom can be avoided by delegating classroom management functions which pupils may handle on their own, thereby assisting pupils to develop independence and responsibility (Good & Brophy, 1978:172). Clear instructions must however accompany the delegation. The pupil may be used as a potential "teacher aid" through the appointment of monitors responsible for certain tasks in the classroom (Gue, 1977:95; Good & Brophy, 1978:58; Johnson & Brooks, 1979:30). The delegation of authority to an individual pupil to encourage the pupil to be accountable for playing a greater role in his own learning is propagated by Cohen et al. (1979:135-136). Delegation of authority to a small group of pupils may lead to the group functioning in a highly autonomous manner, maintaining its accountability to the teacher in the classroom (Ibid.:136). Metzger (1981:274) advocates expanding the role of the pupil as a partner in the learning situation further, by delegating authority to various pupils to assist fellow pupils, instead of creating the typical competition element prevalent in classrooms.

Delegating, as a classroom managerial sub-task of organizing, therefore holds many advantages for the classroom teacher-manager. The following advantages stated by Marx (1981:174-175) of delegating in a general managerial context may be applied to the classroom in the following manner:

- delegating assists in the education of the pupil in that it affords the pupil the chance to assume responsibility and be accountable for his actions;

- the routine managerial tasks of the teacher may be delegated to pupils, thus affording the teacher more time for other functions and increasing the good use of time;
- more tasks are completed because the work load of the teacher is shared when delegating occurs;
- the pupils are more involved in their education, which increases both motivation and morale.

Therefore, it may be assumed that delegating is an important function of the teacher-manager whereby he may establish a more effective teaching-learning situation, by incorporating the pupils to share the responsibility for their education. In particular, the pupils in the Home Economics classroom should accept delegated responsibility for many of the managerial tasks of the teacher.

4.4.2.3 Delegating as a classroom managerial task of the Home Economics teacher

The teaching of Home Economics with its accompanying practical laboratory work places great demands on the organizing function of the teacher. Delegating routine managerial tasks to pupils may relieve the teacher of many time consuming duties.

A monitoring system is of utmost importance in the effective organizing of the laboratories or classroom, where daily routine tasks should be delegated to various pupils (Griggs, 1980b:92). The higher maturation level of more senior pupils increases the likelihood of their acceptance of delegated authority (Metzger, 1981:273), therefore the Home Economics teacher should incorporate her more senior pupils for managerial tasks which will facilitate the teaching-learning situation in the lower standards, where classes are usually bigger, demanding more effective planning and organizing. Fleck (1980:164) states that during any

teaching-learning situation in Home Economics, the teacher should delegate the responsibility of various tasks to pupils, and thereby use the pupils as assistants or aids.

The ideal situation in the Home Economics classroom calls for the services of a permanent laboratory assistant, so that most of the managerial routine tasks may be delegated, allowing the teacher more time for her teaching function. The assistant should have some training in the Home Economics field of study, and be familiar with the procedures used in the classroom, and the location of all physical facilities (Chamberlain & Kelly, 1981:211). The amount of assistance which such paraprofessional aids give, however, depends largely on the initiative and delegating ability of the teacher (Ibid.:212).

The Home Economics teacher has the opportunity to exercise delegating in many and varied ways to assist her in the management of her complex classroom situation. However, as stated by Fleck (1980:158), all too often the Home Economics teacher does not effectively use the people around her. Although pupils may never be exploited in a Home Economics class (Ibid.; Chamberlain & Kelly, 1981:208), they should be incorporated in the operation of the effective classroom through sound delegating by the teacher, thereby allowing them to become active partners in their Home Economics education.

4.4.2.4 Conclusion

Delegating is a managerial sub-task which teacher-managers should employ increasingly in the modern, complex classroom to facilitate effective education. Delegating to both individual pupils and to groups of pupils causes a situation wherein the pupil is given a greater share in the responsibility for his education.

Delegating however, creates the necessity for co-ordinating as a further managerial organizing function (Anon. 1982:36).

4.4.3 CO-ORDINATING

4.4.3.1 Introduction

Although the managerial sub-task of co-ordinating has been classified under the main task of organizing (diagram 2.2), it is a managerial function applicable to all the management tasks (Gorton, 1980:52), in that it involves the harmonious integration of parts of a whole, or the bringing of parts of a system into proper relation (Marckwardt, Cassidy, Hayakawa & McMillan, 1970:287).

4.4.3.2 Nature and scope of co-ordinating as a classroom managerial task

Whenever various people work together on the same or different tasks with a common, major goal, an element of co-ordinating is required (Van der Westhuizen, 1986:168). Gorton (1980:52) states that a school manager engages in the process of co-ordinating when he attempts to relate people, tasks, resources and time schedules in such a way that they are mutually supplementary and complementary. Co-ordinating is of particular importance in a school where people of different backgrounds, training, specialization areas and interest, work together on various authority levels and in various departments towards the common goal of effective education (De Wet, 1980:72). The harmonious relationship of people, materials, ideas and techniques brought about by co-ordinating prevents unnecessary overlapping, time wasting and conflict (Ibid.)

Co-ordinating is an essential function of the teacher-manager within the classroom in an effort to achieve an effective teaching-learning situation. The interacting variables must function as a co-ordinated whole towards the common goal.

Classroom managerial co-ordinating may be defined as the managerial action of the teacher to synchronize and harmonize the interaction of the variables within the classroom which contribute to the achievement of effective education. Johnson & Brooks (1979:22) state that co-ordinating is the orderly arrangement of a group effort in the classroom, to provide unity of action in the pursuit of a common purpose. It is the task of the person in authority, or the teacher, to co-ordinate both the teacher-operator functions, and the teacher-manager functions, thereby creating an harmonious teaching-learning situation whereby more effective education may take place. This emphasizes the interwoven nature of the co-ordinating activity in the classroom. The planning, organizing, guiding and controlling functions of the teacher must be co-ordinated to ensure effective management of the classroom. During the specific organizing activity, the structuring function, which indicates the task, position and authority of the members of the classroom organization (4.1.2) resulting in the delegation of various tasks and duties (4.4.2.2), must be co-ordinated to ensure that the classroom will function as a whole towards a common goal.

Co-ordinating may be facilitated by the following (Marx, 1981:201):

- discussion of the goals and policy of the classroom with all members of the class, allowing class participation;
- formulating guidelines for all class procedures and rules;
- creating applicable communication channels between all members of the class; and
- continuous follow-up procedures when tasks have been delegated to ensure effective achievement.

Therefore, in summary, co-ordinating is a comprehensive activity, used throughout all the managerial functions of the teacher, and is especially prevalent during the organizing task for successful management of the teaching-learning situation.

It is therefore also an important managerial function of the Home Economics teacher in her specific subject field.

4.4.3.3 Co-ordinating as a classroom managerial task of the Home Economics teacher

Cohen et al. (1979:134) state that the complexity of co-ordinating increases with the complexity of the teaching situation. The complexity of the teaching of Home Economics identified in 2.4.3 creates the necessity for the effective application of the co-ordinating activity, where, for example, the arranging of time, space, pupils, subject matter and resources to maximize the attainment of educational goals becomes a critical factor in the teaching-learning situation (Ibid.:123).

The accent on group work and on self activity strategies in the teaching of the new Home Economics syllabus has compounded the function of co-ordinating, as has the diversity of the subject matter and the practical and theoretical components.

The presentation of Home Economics at secondary school level therefore demands that the teacher employs the managerial strategies of planning and organizing, co-ordinating the interaction of all the variables within the classroom for effective achievement of goals.

4.4.3.4 Conclusion

Co-ordinating is a managerial activity which ensures the co-operation between people and tasks in an effort to realize a common goal (Van der Westhuizen, 1986:170). As such, it forms an essential sub-task of organizing, but is also necessary throughout the entire managerial activity

of planning, organizing, leading and controlling, allowing the parts to function as a whole.

4.5 SUMMARY

Where the managerial task of planning was identified in chapter three of this dissertation as being the most important facet of management in teaching, organizing has been identified as the sequel action to planning, where that which was planned is operationalized or actualized by being organized into a plan of action.

Organizing consists of the interwoven and interrelated sub-tasks of structuring, delegating and co-ordinating, the complexity of which is determined by the compound nature of the specific teaching situation.

Planning and organizing, as the mechanics of management pave the way for the ensuing dynamic activity of guiding/leading, and of controlling, a discussion of which is beyond the scope of this research project.

A brief resumé, conclusions, and recommendations arising from this research are given in the following concluding chapter of this dissertation.

5. RESUMÉ, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

In this, the concluding chapter of this dissertation, a brief resumé of the research is given. Conclusions arising from the research are discussed, and recommendations for further research and for the teaching profession are made.

5.2 BRIEF RESUMÉ OF THE RESEARCH PROJECT

Classroom management, as part-discipline of Educational Management, is a universal phenomenon applicable to all classrooms as a managerial function of the teacher in his role as teacher-manager, and may be defined as a certain type of work consisting of those regulative tasks or actions carried out by the teacher to achieve effective education in the classroom.

Classroom management is of particular importance to the Home Economics teacher, who is responsible for the presentation of a multi-disciplinary subject field consisting of multi-faceted theoretical and practical components.

The four major classroom managerial tasks are identified for the teacher as being that of planning, organizing, leading and controlling, each consisting of numerous sub-tasks, which, although being classified within the framework given in diagram 2.2, are interwoven and interrelated throughout the entire management activity.

The task of planning, which consists of the interdependent sub-tasks of goal defining, policy making, decision making and problem solving, is

defined as the purposeful contemplation by the teacher regarding the future goals of the classroom, the resources and activities involved, and the problems which may occur in the compilation of the most suitable plan for the achievement of the goals of the organization.

The application of managerial planning is vital for the effective teaching-learning situation in the complex Home Economics classroom.

Organizing, as the second major managerial task for the teacher-manager in the classroom is facilitated by the planning task, and consists of the actualization of that which was planned. The teacher-manager organizes the teacher, pupils, activities, time, subject, space and resources by creating a structure for the interaction of the variables, delegating various tasks and duties, and exercising his co-ordinating function in an effort to create an harmonious organization, wherein all the members work towards the major managerial goal of effective education. This organizing function is of paramount importance to the Home Economics teacher, who is responsible for the smooth, effective interaction of many and varied variables which form the components of her complex classroom, in an attempt at the realization and actualization of the specific goal of effective Home Economics education.

The remaining major managerial tasks of the classroom teacher-manager extend beyond the limits of this dissertation. These tasks, namely that of leading and controlling, with their relevant sub-tasks, are however essential to classroom management due to the totally interwoven and interdependent nature of the task of classroom management.

Classroom management, therefore, and in particular the specific managerial tasks of planning and organizing, are essential functions of the teacher in the realization of the goals of effective education.

5.3 CONCLUSIONS ARISING FROM THE RESEARCH

An analysis of this research project on the classroom managerial tasks of planning and organizing for the Home Economics teacher at secondary school level leads to the following salient conclusions.

- A wealth of scientific literature has recently been published on classroom management, which indicates a growing awareness and interest in this new part-discipline of the field of Educational Management. Although much of this literature was consulted for this research project, the physical limitation of the length and nature of this dissertation allowed only for a brief report.
- The literature consulted showed profound confusion in the entire classroom management field, where the authorities in the field have not reached any form of consensus even as to the very nature and essence of classroom management. At present, classroom management is being viewed from a variety of schools of thought, and no basic structure has been attached to the subject field, with many researchers conducting active research projects into various facets of the field.
- In this research it is shown that it is possible, feasible and logical to apply a basic structure of four major managerial tasks to the classroom management situation. The structure of planning, organizing, leading and controlling, with the relevant sub-tasks in each component, may form a structural framework in which all classroom managerial tasks may be classified. This method of classification may supply a basic structure for the subject field, and allow for less confusion in the literature.
- A major point of consensus found in all the literature consulted, however, was that of the goal of classroom management, which is seen to be that of effective education. All managerial tasks referred to by the various authors in the field have, as major goal, the facilitation of an effective teaching-learning situation.

- The managerial function may be clearly distinguished from the teaching function of the teacher. The teacher plays a unique role in the classroom in that he functions as both manager and teacher, where his teaching function is to achieve the goal of equipping the child for his future life, and the managerial function lies in regulating and facilitating the teaching function, thereby creating conditions which will facilitate the equipping action. The roles of teacher and manager in the classroom are however equated by many authors in the field of classroom management.
- The managerial functions of planning and organizing are of paramount importance in the modern classroom, where the teacher is being held increasingly accountable for the effectivity of the education which takes place in his classroom. The complex nature of the vast, modern education system in which the teacher functions, has led to the institution of managerial practices throughout all levels of the system, which has enabled a control system to be developed wherein the teacher is held accountable to higher authority for the execution of his task. This has resulted in a greater awareness on the part of the teacher for effectivity in his particular task, which may be achieved by the successful application of managerial practices in his classroom.
- The Home Economics teacher requires much managerial expertise for the effectivity of her specific task. The nature and scope of her subject field and classroom are more complex than other secondary school subjects, and therefore demand a more complex managerial action to allow for effective education to take place.
- A final conclusion to be made from this research project is that the average teacher has no prior training in the field of classroom management, and that his attempt at planning and organizing for a more effective teaching-learning situation is based mainly on pre-scientific intuition.

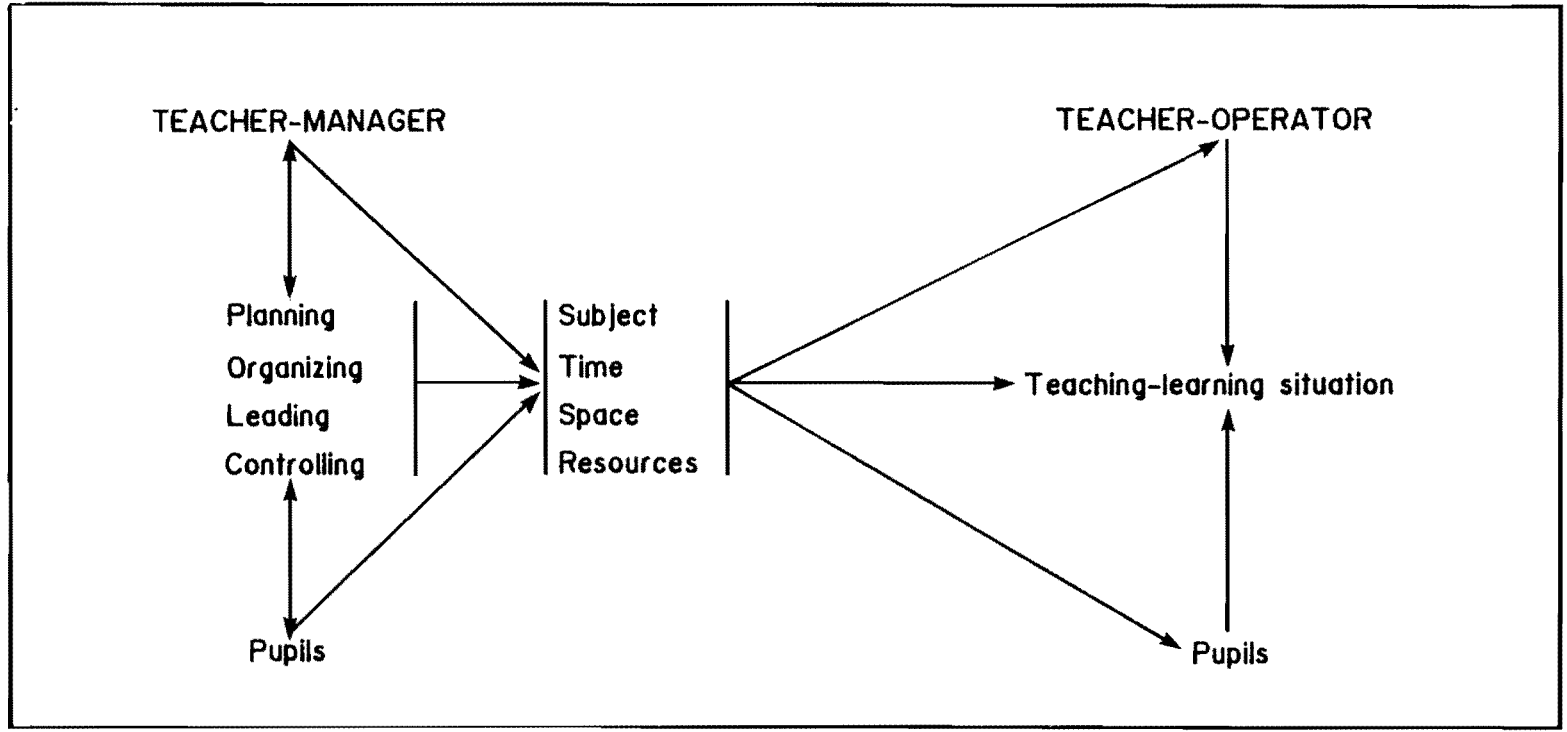
The conclusions made from this research project lead directly to the following recommendations concerning classroom management.

5.4 RECOMMENDATIONS

Various recommendations concerning classroom management may be made based on the information specified in this dissertation, in an attempt at facilitating the major task of classroom management for the teacher.

- A thorough, in-depth investigation into all the relevant scientific literature concerning classroom management is essential for the establishment of a basic foundation for the subject field in an attempt at creating order from the present confusion and profusion of theories surrounding the field. This would eventually lead to a basic structure for the subject, enhancing its relative importance in education.
- This structure could possibly be based on the planning-organizing-leading-controlling management principle, which has been used successfully in this research.
- A direct recommendation concerning the matter of structuring the field of classroom management is that, where this research briefly investigated only two aspects of this structure, namely that of planning and organizing, further research is both possible and necessary in these two aspects, and in the aspects of leading and controlling as applied in classroom management.
- Teachers should view their managerial function as separate from their teaching function, yet interrelated, interwoven and interdependent in their complex task within the classroom. The following diagram may assist in the clarification of these functions of a teacher:

Diagram 5.1 The teaching and managerial functions of a teacher



- All teacher training should include a comprehensive component of classroom management, based on a scientifically structured field of knowledge. This will result in the novice teacher being better equipped for the mammoth task of educating the youth, which is known to be overwhelming and confusing, especially during the first few years of teaching. Training in the managerial functions will obviate the prevalent "trial and error" method employed by most teachers.
- This training is of significant importance to the Home Economics teacher who is faced with a highly complex classroom situation, and will lead to a decidedly improved teaching-learning situation in her classroom situation, thus improving the quality of Home Economics education.
- Thorough training in managerial practices in the classroom will also lay the foundation for future managerial functions required by higher authority positions in the education system, an aspect of education which is receiving increasing attention at present.

Therefore, in conclusion, it may be recommended specifically that the Home Economics teacher should receive comprehensive training for the managerial functions of her role as teacher-manager of a complex subject at secondary schools. This training should be based on the results of scientific research into the field of classroom management, and should consist of a scientifically structured body of knowledge, which will enable her to enhance the effectivity of the teaching-learning situation in her classroom, and also prepare her for possible future promotion positions within the education system, which require certain managerial competencies.

5.5 CONCLUSION

"The teacher is captain of his fate and master of his soul in that small rectangle of educational territory which is his classroom." (Dawson, 1984:141.) Sound application of the principles of classroom management to enhance the quality of his God given task in life, will surely influence the quality of all the education which takes place in his specific educational territory.

SYNOPSIS

Classroom management, as part-discipline of Educational Management, is a function of the teacher in his role of teacher-manager, consisting of the specific regulative tasks or actions performed by the teacher to facilitate the achievement of effective education within the classroom.

The four major classroom managerial tasks for the teacher are the planning, organizing, leading and controlling actions, each consisting of numerous sub-tasks, which, although researched as separate phenomena, are interwoven and interrelated throughout all the managerial activity.

The task of planning, which includes the interdependent sub-tasks of goal defining, policy making, decision making and problem solving, consists of the purposeful contemplation by the teacher regarding the future goals of the classroom, the resources and activities involved, and the problems which may occur in the compilation of the most suitable plan for the achievement of effective education.

Organizing, as the second major managerial function of the teacher, is facilitated by planning, and consists of the creation of a structure defining the tasks, authority and position of each member of the classroom organization, delegating according to the structure, and co-ordinating all facets of the organization to function as an integrated whole towards the achievement of the goal of effective education.

The Home Economics teacher responsible for the presentation of a multi-faceted subject within a complex classroom situation should exercise her managerial functions of planning and organizing to facilitate the effective education of the adolescent secondary school girl in preparation for her future role in her family life within society.

The Home Economics teacher should receive comprehensive training in classroom management, consisting of scientifically structured knowledge which will enable her to enhance the effectiveness of teaching and

learning in her classroom, and also prepare her for possible future promotion positions within the education system which require certain managerial competencies.

The managerial tasks of planning and organizing are important functions in the modern classroom where the teacher is being held increasingly accountable for the effectiveness of the education which takes place in the classroom.

OPSOMMING

Klaskamerbestuur, as 'n sub-dissipline van Onderwysbestuur, is 'n funksie van die onderwyser in sy rol as onderwyser-bestuurder, en bestaan uit spesifieke reëlbare handeling of take wat die onderwyser uitvoer ten einde effektiewe opvoedende onderwys in die klaskamer te verseker.

Die vier hooftake in klaskamerbestuur is beplanning, organisering, leidinggewing en kontrolering, elk bestaande uit talle subtake wat wel afsonderlik bestudeer word, maar wat in die bestuursaktiwiteit nou verweef is met, en onderling afhanklik is van mekaar.

Beplanning, wat die subtake doelwitformulering, beleidmaking, besluitneming en probleemoplossing insluit, bestaan ondermeer daaruit dat die onderwyser doelbewus besin oor toekomstige doelwitte in die klaskamer, die betrokke hulpbronne en aktiwiteite om die doelwitte te bereik en die probleme wat mag ontstaan in die ontwerp van die geskikste plan om effektiewe opvoedende onderwys te bewerkstellig.

Die tweede hoofbestuurstaak van die onderwyser, naamlik organisering, word deur beplanning voorafgegaan. Organisering bestaan uit die skepping van organisasiestrukture wat die take, gesag en posisie van elke lid wat by die klaskamerorganisasie betrokke is, bepaal. Dit bestaan ook uit delegering, en die koördinering van alle fasette van die organisasie om as 'n geïntegreerde geheel in die strewe na effektiewe opvoedende onderwys te funksioneer.

Die Huishoudkunde-onderwyseres, wat verantwoordelik is vir die aanbieding van 'n vak met verskeie komponente in 'n komplekse klaskamersituasie, behoort die onderhawige hoofbestuurstake, naamlik beplanning en organisering sodanig uit te voer dat dit effektiewe opvoedende onderwys in die Huishoudkundeklaskamer sal verseker.

'n Omvattende wetenskaplik gefundeerde opleiding in klaskamerbestuur sal haar in staat stel om bestuursvaardighede in die Huishoudkundeklaskamer toe te pas. Sodanige opleiding moet haar ook toerus vir moontlike toekomstige bevorderings na hoër posvlakke in haar beroep.

Beplanning en organisering is twee hoofbestuurstake wat steeds belangriker word in die hedendaagse klaskamer waar die onderwyser in 'n toenemende mate verantwoordelik gehou word vir die effektiwiteit van opvoedende onderwys.

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