CLASSROOM ORGANIZATION AND MANAGEMENT FOR EFFECTIVE TEACHING AND LEARNING AT THE INTERMEDIATE PHASE IN THE MAFIKENG DISTRICT OF THE NORTH WEST PROVINCE.

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BY

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B. A. EDUCATION, (UNISA), B. ED. (RAU)

SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION (PRIMARY) IN THE DEPARTMENT OF TEACHING AND CURRICULUM IN THE FACULTY OF EDUCATION AT THE UNIVERSITY OF NORTH WEST, REPUBLIC OF SOUTH AFRICA.

SUPERVISOR : PROFESSOR S.A. AWUDETSEY

SEPTEMBER 2003

DECLARATION

I declare that the dissertation for the Degree of Master of Education at the University of the North West hereby submitted, has not previously been submitted by me for a degree at this or any other university, that it is my own work in design, execution and that all material contained herein has been duly acknowledged.



Mmapula Joyce Segatlhe

CERTIFICATION OF ACCEPTANCE FOR EXAMINATION

This dissertation, entitled "Classroom Organization and Management for Effective Teaching and Learning at the Intermediate Phase in the Mafikeng District of the North West Province, RSA", written by Mmapula Joyce Segatlhe: 10175695/99, is hereby recommended for acceptance for examination.



Supervisor : Professor S.A. Awudetsey

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M.J. SEGATLHE

SEPTEMBER 2003

ABSTRACT

This study concerns itself with issues relating to classroom management and organisation for effective teaching and learning. The study focuses on these aspects of classroom management and organisation: What is classroom management? What is effective within the management of the classroom? What role does or should a teacher play in classroom management? What contributions do discipline and 'tasks' make to effective classroom management in the Mafikeng District?

Eighteen primary schools were selected from the six circuits in the Mafikeng District and five educators of grade four, five and six were chosen. The principal, deputy principal, heads of department and educators who were part of the eighteen schools formed the sample. Questionnaires and interviews were used to collect information on the following issues: location of the school, personal details, qualifications, position held, age category, teaching experience, educator behaviour, how educators give directions and assignments, classroom climate, how to maintain discipline in the classroom, classroom management and lesson delivery.

Conclusions drawn from the study reveal that there is a need for improvement in the issues of classroom management and organisation. The School Management Team (SMT) must also help the educators to improve their classroom management. The In-Service Empowerment must also help to emphasise the importance of intervention and prevention strategies in the classroom. The study ends with recommendation on how problems, lack of knowledge in classroom management and organisation can be alleviated.

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CHAPTER ONE

1. INTRODUCTION

The beginning of the year is a time when educators have greatest access to learners. Learners are tuned to learning what will be expected of them in the classroom environment (Randolph and Evertson, 1995).

The amount of time learners spend learning the curriculum, varies from school to school. The key issue is really how time is used. Effective classroom management conserves instruction time by planning activities and tasks to fit the learning materials. By also setting and conveying both procedural and academic expectations. Lastly, by providing feedback for learners' work.

1.1 BACKGROUND INFORMATION

Classroom management entails the teacher's ability to provide and maintain a teaching-learning environment that encourages successful learning by all pupils (Jacobs and Gawe, 1996).

Classroom organization requires teachers to develop a classroom management strategy in preparing and presenting lessons, for example, managing time, managing changes from one pupil activity to another. Evaluating pupils' learning as well as discipline forms a significant part of that strategy.

Classroom management may be achieved through advanced planning which aims at preventing delays, distractions and disruptions. Every teacher strives

to develop an effective classroom management strategy because that is an essential part of their professional training.

Lemlech (1988:3) describes classroom management as the arrangement of classroom life that involves planning the curriculum, organizing classroom procedures and resources, arranging the environment to maximize efficiency, monitoring pupils' progress, anticipating potential problems and thinking how to deal with problems when they occur.

Another important component of classroom management strategy relates to discipline. Discipline is considered a crucial issue in schools today (Jackson 1968). It is viewed as the greatest classroom problem facing teachers. Beginning and experienced teachers alike are well aware of the importance of maintaining classroom discipline. If teachers are to teach and learners are to learn effectively, discipline is a necessity. Without classroom discipline one would admit, learning can hardly take place.

Learners, parents and educators all desire disciplined classrooms. Parents are always concerned about disciplined classrooms. Educators fear lack of discipline. According to Lemlech (1988) effective discipline anticipates potential problems especially those relating to learner behaviour and preplans key activities to prevent them.

One important principle, which is generally recognized, is that if all learners in any classroom help to set rules and are knowledgeable of the guidelines for

maintaining rules, discipline can be consistent and fair (Evertson, Emmer Standford, and Clements, 1983).

Educators are the key people in the moulding of learners to maturity. It is important therefore, that they do not excuse learners when they fail their commitments. They must be able to work with learners again and again as they commit and repeat mistakes until they finally learn. Glasser (1977) agrees that learners may gain maturity, respect, love and a successful identity if they are involved with educators who are considerate. In this regard, the school has an important role in teaching learners self-worth.

According to Evertson, Emmer, Standford and Clements (1983:173), a teacher's ability to manage a classroom and to organize instruction are the basic components of effective teaching. Some teachers prefer to set all rules at the beginning of a school year. For example, learners are more receptive to learning rules and procedures at the beginning of a school term than in mid-term. Some of the rules are also formulated by the learners themselves.
Brophy and Good (1983) state that a well organized classroom functions as a successful learning environment. This shows organization, planning and scheduling on the part of the educator. Good planning is suggested by Brophy and Good (1983 : 80) who also insist that process begins with preparation and planning before the school year begins.

Laslett and Smith (1984:1) explain four basic rules of classroom management producing a high rate of work involvement with a low rate of deviancy in academic settings.

The first rule requires attention to planning the start of each lesson. The process of beginning a lesson smoothly and promptly involves greeting, seating and starting. By simply being present before the learners arrive the educator establishes his role as host. How the seating is arranged will depend on the type of lesson to be taught. It may be important to regroup children for some activities or to increase participation or decrease instruction, to show that the educator is in control.

Rule number two is to get the learners out. The most important thing is how to conclude the lesson and dismiss the class. Planning the end of a lesson also seems to be part of a smooth transition from one activity to another. Brophy and Evertson (1978) explain that learning that has taken place during a lesson can often be wasted if an opportunity is not taken to reinforce what has been taught by a summary and short question session. If there is still time to spare, play an appropriate game that requires no more than a blackboard and a piece of chalk. This can be an incentive for prompt and orderly collection of materials at the end. Children need to be cued into their next activity.

Rule number three is to get on with the lesson. Momentum is the key to determining the content of the lesson, its variety and pace. Variety is needed within a lesson to maintain interest, curiosity and motivation. The authors

agree that two short lessons are more effective than one long one. Mixing quiet learners with more active group tasks can all help keep a lesson moving. Each activity should be clearly specified; giving precise instructions can be the simplest way to alter behaviour. Pace is also helped by breaking up a topic into several smaller units of learning. Short periods of practice followed by a rest or a different activity seem most effective (Lemlech, 1988).

Positive interaction between the educator and the learners can be traced to the way in which they communicate with each other. The skills involved in creating a good classroom atmosphere are a series of ways to regulate what goes on in the classroom (Laslett and Smith, 1984:5).

Organized structured movement from one activity to another is based on an almost automatic handling and, if possible, avoidance of problems. This can be done through the use of learner's monitors, the provision of varied activities and plenty of materials (Brophy and Evertson, 1978).

The last rule is to develop mutual trust and respect. The educator also needs to show an awareness of each child as an individual. He needs to be sensitive to the mood of the class as a whole. For example, it is easier for the educator to curb indiscipline immediately when it occurs. It will be personal: For example, "quiet please, Karabo", "sit up straight, Gomolemo". Recognition of the names of the learners shows interest on the part of the educator (Lemlech, 1988).

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Scanning the class while learners are writing can enable the educator to spot the first signs of trouble quickly and intervene firmly but quietly.

Marking work in progress is not only a good way of giving immediate feedback but it is also a natural form of contact. Offering help and advice may be the best way to return a learner's attention to the task in hand (Laslett and Smith, 1984:10).

It is also important to develop a routine which enables learners to get help from each other if the educator is busy. The routine must also provide them with alternative purposeful activities while waiting for advice or correction. All these will free the educator to move around the room, sharing his time and interest, adding all the time to his awareness of personalities and problems. It is this combination of activities that enable the responsive educator to judge correctly the time for serious endeavour or light-hearted amusement or fun.

All the points advanced above, are harnessed below into a problem statement leading to the determination of possible questions worth investigation.

2. STATEMENT OF THE PROBLEM

Few aspects of educational practice have created as much concern as classroom management and organization. The two concepts head the list of concerns of school managers and administrators. Recently they have attracted more attention from educators and researchers (Evertson,et al 1983:173)

Brophy and Good (1983) also explain that a teacher's ability to manage a classroom and to organize instruction are the basic components of effective teaching. To organize and manage a classroom at the beginning of the year is crucially important.

Effective classroom management is a measure of learners' involvement and cooperation with the teacher. It is crucial that several factors of classroom management be established early in the year.

According to Jacob and Gawe (1996), teachers may develop similar classroom management skills by trying out strategies that are reported to have worked successfully for others. The teacher must finally find and adopt the classroom management approach that fits well with his / her individual teaching style.

Ornstein (1990) notes that personality, philosophy and teaching style directly affect the teacher's approach to management and matters of discipline in the classroom. He describes seven approaches which teachers may identify. These are:-

- The assertive approach
- The business-academic approach
- The behavioural modification approach
- The group managerial approach
- The group guidance approach

- The acceptance approach
- The success approach (Ornstein, 1990:58)

The business-academic approach description is: about learners who are occupied with meaningful activities and know exactly what to do at the completion of each activity and are unlikely to engage in disruptive behaviour during class time.

Ornstein (1990) recognizes that the business-academic approach requires the teacher to arrange activities that will keep pupils on task.

Clear and detailed information is available about how successful teachers organize and manage their classrooms (Brophy and Good 1983:265). This includes information about how educators get off to a good start at the beginning of the year. There are principles which enable teachers to establish their classrooms as effective learning environments and prevent or cope with conduct problems (Evertson, et al 1983:174).

The educator is both the authority figure and the instructional leader in the classroom. Learners can be invited to share in decision-making, but the teacher retains ultimate authority and responsibility. Good classroom management implies good institution. It is clear that successful classroom management involves not merely responding effectively when problems occur but preventing them from occurring (Emmer, Evertson and Anderson, 1980:220).

This prevention is accomplished primarily by good planning, curriculum pacing and instruction that keeps learners engaged in appropriate activities (Emmer et al, 1980). Furthermore, instruction is involved in much of classroom management. Classroom management and instruction cannot be discussed separately. In practice, these two key teaching tasks are interdependent (Brophy and Good 1983).

Having considered all these principles and practices relating to classroom organization and management, this researcher would like to investigate their applicability or otherwise to the education environment of the North West Province. How does the classroom contribute a problem in the education environment?

The success of classroom organization and management rests, to a large extent, on the teacher's ability to monitor, to respond to pupil concerns and to use basic communication skills. What really happens within the education environment in this regard within the North West Province is worth investigating.

2.1 RESEARCH QUESTIONS

In trying to unravel the problem of classroom organization and management as outlined above, certain key questions emerge as ingredients to understanding the concepts involved and giving direction to the investigation.

1. What is classroom management?
2. What is effective within the management of the classroom?
3. What role does or should a teacher play in classroom management? To what extent do teachers in Mafikeng play this role?
4. What contribution(s) do discipline and "tasks" make to effective classroom management in Mafikeng District?

3. THE PURPOSE OF THE STUDY

The purpose of this study was to investigate the extent to which teachers in the Mafikeng District are ready and well organized at the beginning of the year to start teaching. The way in which teachers structure the first part of the year has consequences for their classroom management throughout the year. For example:

- Which classrooms have teachers prepared for the new learners?
- Class lists for their learners, are they ready?
- Readiness of the learners' portfolio files.
- Have classroom rules and procedures been clearly outlined?
- Have expectations of behaviour, academic work standards and classroom procedures been set during the first class meetings?

This study explored aspects of the teacher's effective classroom management at the beginning of the year to determine how soon teaching could begin in each classroom when the school re-opened in January.

Secondly, it looked at qualities of good and effective classroom leaders that help to curb disciplinary problems. In other words what does the effective classroom manager do to curb misbehaviour? What role does an educator play or should play in classroom management that brings about positive results.

Thirdly the study also aimed at discovering professional challenges that face educators in their desire to do effective work at the beginning of the year. How does an educator approach his daily activities?

From this investigation, the researcher hoped to identify specific areas of weakness and strengths of educators with reference to classroom management and, hopefully, make recommendations which would lead to improvement upon the situation regarding both educators and learners.

4. RATIONALE

In this investigation, the researcher took a close look at how effective managers establish themselves as classroom leaders; How they integrate rules and procedures into a workable system and how effectively the system is taught to learners.

A good start includes how an educator establishes a well-managed classroom at the beginning of the year. Brophy and Good (1983) suggest that the process begins with preparation and planning done before the school year begins.

An educator anticipates the learners' academic activities. He also plans the most efficient use of space. How should the furniture be grouped and the equipment be placed?

The convenience of learners in planning storage space can maximize the degree to which they can handle personal belongings. School supplies can also be stored properly. This will minimize their need for help from the educator. This will help the learners to know what to do when the educator is busy with other learners.

This study, it is hoped, will assist schools, principals, educators and the Department of Education to identify strengths and weaknesses in the present system. Shortcomings of what happens in classroom organization and management can lead to the adoption of appropriate measures to rectify the situation.

This study will also help an educator to be able to plan how to establish a well-managed classroom at the beginning of the year. One can hardly over-emphasize the importance of preparation and planning before the year begins. The educator in this regard, will be armed to anticipate academic activities and be able to plan the most effective and efficient use of space and resources.

5. DEFINITION OF TERMS

Effective classroom management

Successful classroom management is pre-planning. Studies of classroom management have differentiated between effective teachers and ineffective ones. Thus, effective classroom managers remember to:-

i. set classroom routines and standards and communicate these to learners.

ii. monitor compliance of standards and rules by teaching and reinforcing them, helping learners to accept and understand them.

iii. pre-plan instruction, anticipates learners' needs for materials, assistance and movement.

iv. develop accountability systems to keep track of learners' progress and develop learners' self-control and self-evaluative skills.

v. analyze tasks and learning experiences to anticipate time allotment, involvement and task constraints.

Classroom organization

In the classroom organization, the classroom is arranged in such a way that it is appealing to learners by having areas of activity of interestingly equipped materials and resources. For example, the classroom organization should provide opportunities for teacher-learner interaction and learner-learner interaction. Individual, group and class meetings should also be possible.

Classroom management and organization

In this study, these concepts refer to the ability of the teacher to manage and organize the classroom for effective instruction and learning.

Parent involvement

Parent involvement can be defined as the active and significant involvement of the parents in all aspects, non-curricular and curricular activities of the learners' formal education.

Educator

An educator is a single individual who in a formal school situation faces groups of learners with the intention of making them acquire knowledge or skills. Educator is the term used in Curriculum 2005 in place of teacher. In this report, both terms "educator" and "teacher" are used interchangeably.

Learner

A learner is an individual who comes to school to gain knowledge and skills, whose response indicates whether positive, negative or no learning takes place. In everyday language, this is a pupil or student in any educational institution.

School Manager

A school manager is an individual who is the head of the school. He / she is accountable for all the academic and administrative activities of the school. A school manager is the principal of a school.

Discipline

Discipline is a system of rules or method of practice collectively embraced in a course of learning. Discipline helps an educator to exercise effective control and create a happy atmosphere in the classroom. In the school situation, it embraces the prompting of the educator to enable the learner to respond positively to his learning environment.

Classroom management

Classroom management refers to the ways educators organize and structure their classroom for the purpose of maximizing learners' cooperation and engagement and minimizing disruptive behaviour. The basic purpose is to achieve maximum learning.

Learning environment

This refers to the overall climate and structures of the classroom which influences how students / learners respond to and remain engaged in learning tasks. It also includes the context in which teaching acts are carried out.

Self-discipline

Self-discipline means an individual is responsible for his own actions. He / she knows the rules and behaves according to them. Self-discipline is the major key for learning how to behave within a group.

Mafikeng District

This is an educational district in the North-West Province of the Republic of South Africa. This district consists of six circuits, which are, Mmabatho, Stadt, Makgobistadt, Montshiwa, Dithakong and Botshabelo. The district has a learner population of around twenty thousand and three thousand teaching staff. This is partially an urban, but mostly a rural district with minimum educational facilities in the peripheral area. Its major towns are Mafikeng and Mmabatho. Mafikeng is the official capital of the North-West Province. (See map on page 19).

Behaviour modification

Behaviuor modification occurs when the teacher examines his or her own teaching behaviour to discover the ways in which he or she may intentionally or unintentionally reinforce learner misconduct.

Reinforcement

Reinforcement is a well-established principle in psychology to influence learner behaviour to be desirable. This principle holds true for the classroom and provides teachers with one means for managing learner behaviour.

Intervention strategies

Intervention strategies are ways of handling behaviour problems as quickly as they occur.

Logical consequences

Logical consequences are punishments administered for misbehaviour that are directly related to the infraction.

Prevention strategies

Prevention strategies are ways of eliminating or reducing the causes of misconduct.

Contingency planning

Contingency planning requires anticipating possible disruptive events before they occur and developing strategies for responding to them.

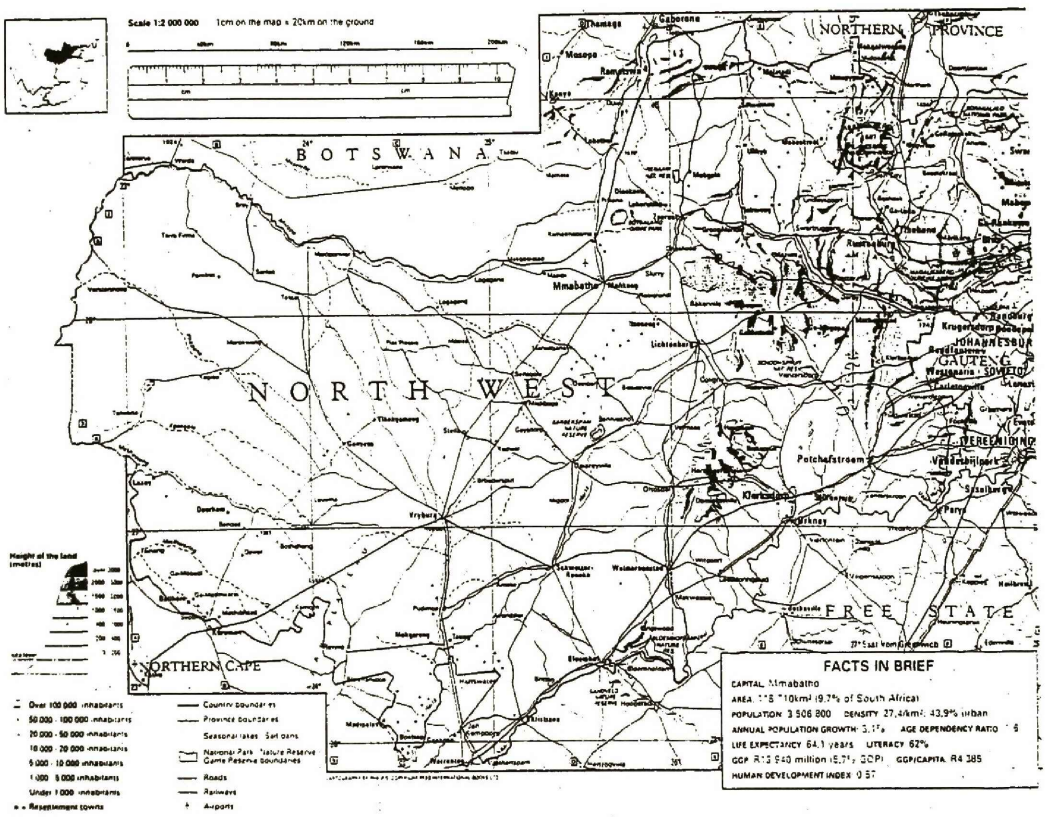
Strategic planning

Strategic planning implies that long-range planning is undertaken by groups of teachers, administrators and parents. Such planning is intended to address broad concerns such as the extent to which what is being taught is serving the needs of particular groups of learners. Strategic planning entails an analysis of future trends, demographic changes and shifts in resources.

Effective teaching

An orderly environment is crucial to effective teaching. When learners interrupt each other, act in a boisterous manner and move about the classroom at will, learning is less likely to occur.

North West Province



Philip. (1996). **Juta's General Schools Atlas,** Western Cape, The Rustica Press (Pty) Ltd.

The North West Province is one of the nine provinces of the Republic of South Africa. It is a predominantly Tswana speaking population and consists mostly of rural areas. The major cities are Mmabatho, Mafikeng (capital), Rustenburg, Potchefstroom and Klerksdorp.

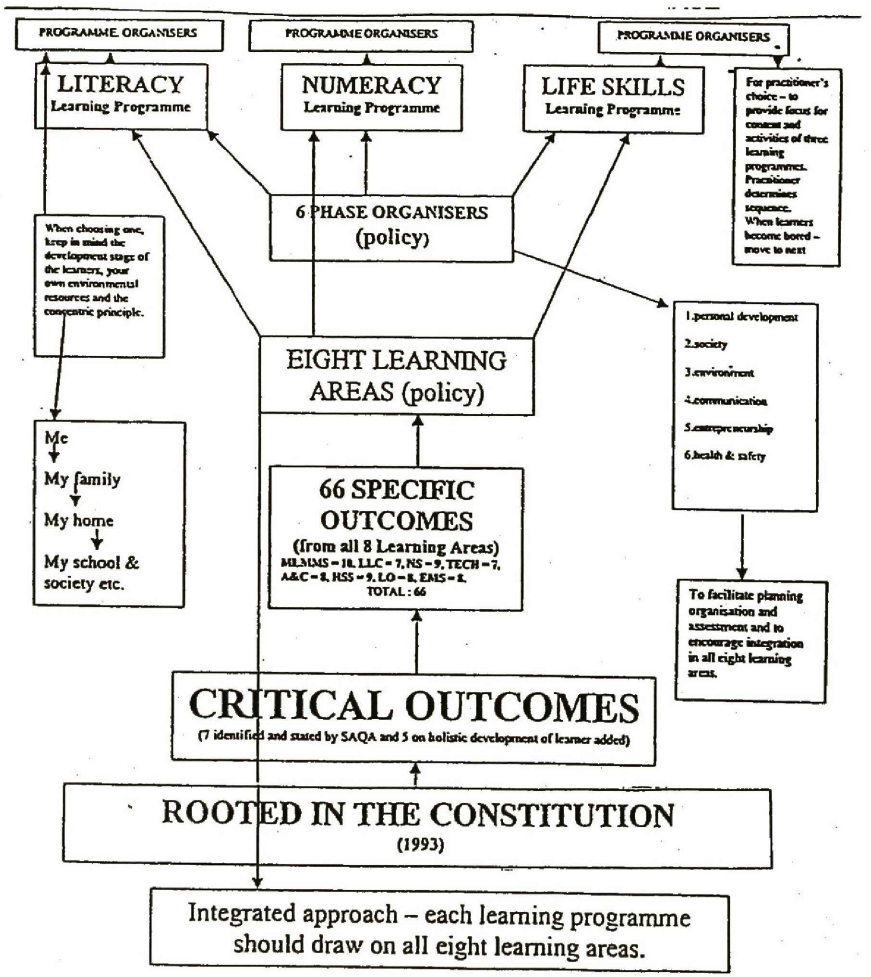
Phases

There are phases in education, which are meant to accommodate the different needs of learners. They are:- The Foundation phase

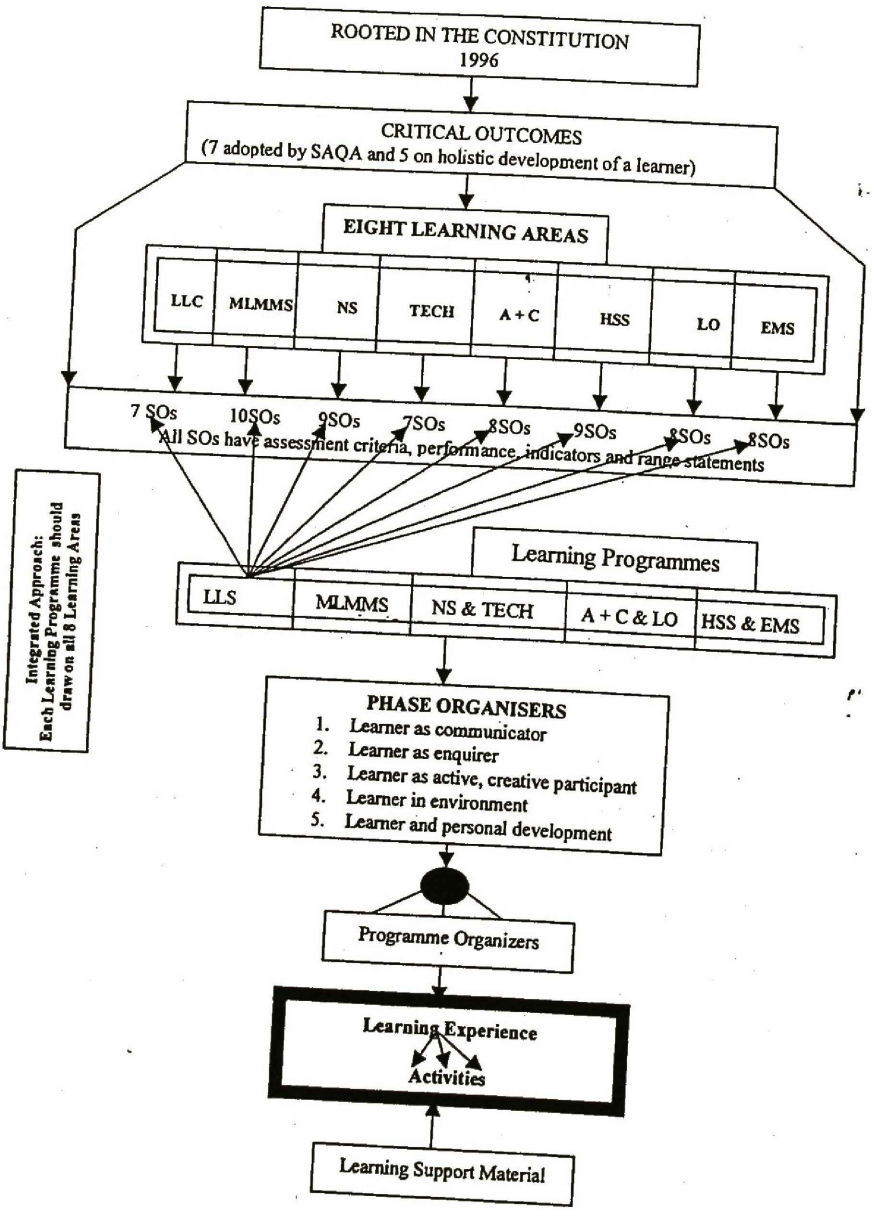
- The Intermediate phase
- The Senior phase

At the end there is Further Education and Training at different Colleges and Universities.

MODEL FOR FOUNDATION PHASE



MODEL FOR THE INTERMEDIATE PHASE



6. LIMITATIONS OF THE STUDY

This research is limited in the following ways:-

1. The sample was taken from different Primary Schools around Mafikeng District and the information is restricted to the Mafikeng educational district only.
2. The findings of this study may not be generalized to cover either the North West Province or the whole of South Africa.

3. ORGANIZATION OF THE REPORT

The research project consists of five chapters.

Chapter.1.

The first chapter deals with the background information, statement of the problem, research questions, purpose of the study, rationale of the study, definition of terms, limitations and organization of the report.

Chapter.2.

The second chapter reviews related literature on Classroom Organization and Management.

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Chapter.3.

The third chapter deals with the Research Design and Methodology.

Chapter.4.

The fourth chapter analyses and interprets the data collected.

Chapter.5.

The fifth and final chapter deals with a summary of the results, conclusions and suggested recommendations.

CHAPTER TWO

2. LITERATURE REVIEW

2.1 INTRODUCTION

The chapter focuses on literature relating to most of school and classroom life. These include the first day which sets the pattern for the year. Evidence of the importance of the teacher's activities at the beginning of the year and how effective educators are in managing their classrooms at the beginning of the year.

There is also a look at issues relating to managing and organizing problem situations in the classroom. The first focus is a consideration of the general views revealed by the literature. The second focus will be the specific findings of researchers on the issue.

Early research by Jacobs and Gawe (1996) showed that good classroom management skills are crucial for creating a teaching-learning environment that promotes maximum learning within a given time. The educator must be a good manager of time, pupils, content, media, physical space and learners' movement in the classroom and during class time. The educator must have everything under control pertaining to teaching and learning.

Emmer and Evertson (1981) divided organizing and managing students' work into three major categories. That is:-

i. The establishment and communication of work assignments, standards and procedures.
ii. The monitoring of learner work and
iii. The feedback to learner.

Early research (Emmer, Evertson and Anderson, 1980) highlighted how educators used the first class day for orientation and climate setting. Educators dealt with learners' feelings. They had less off-task behaviour, smiled, joked and talked more to make learners relax on the first day. Observations made later in the year caused the authors to conclude that the first day was crucial for setting the pattern for the year.

Lemlech (1988) lists the following procedures for the first day of school:-

i. Getting acquainted with learners
ii. Communicating your expectations (while alleviating their concerns) and
iii. Establishing a friendly but business-like environment for work.

i **Getting acquainted with learners**

Getting acquainted with your learners as an educator helps you to identify individuals for communication and classroom management purposes. Firstly learn names to establish a setting chart as soon as possible. It makes a

difference to call a learner by name and also impedes misbehaviour. On the other hand, the educator establishes peer and educator-learner relationship. It is important to resolve learners' uneasiness. Learners may also have heard about the reputation of certain teachers. They may be very concerned about how they will be perceived as members of the group.

ii. Communicating your expectations and alleviating learners' concerns

Learners are interested in learning about what you have planned for the term or semester. You may also want to learn about their expectations for learning. Learners' preconceptions are useful for planning purposes. Communicate important information and clarify learners about the new grade or term. Remember to make your presentation interesting and lively.

This is also time to tell the learners about your expectations regarding work, cooperation, walking around the classroom, getting a drink and so on. It is also the time to make rules from both educators and learners.

iii. Establish a friendly business-like environment

This is a very important task on the first day of school. The educator's responsibility is to communicate to learners that you as an educator are like them. That you are a friendly concerned adult but the classroom is a work environment. Learners need to know that work is expected in an orderly environment. As an educator, you may assign monitors who may be changed regularly so that everyone has an opportunity to perform the tasks.

During the first week of school, you are focusing on class standards and procedures. It is also advisable to make presentation to the whole class to ensure that everyone hears the same thing at the same time.

Emmer, Evertson and Anderson (1980) like Lemlech (1988) emphasize the importance of the first day at school.

Emmer et al; (1980) also distinguish between the more effective managers and the poorer managers. The more effective managers follow rules and procedures until the children learn them. The teaching of content is important for these teachers but they stress socialization into the classroom system. By the end of three weeks, these classes are ready for the rest of the year.

In contrast to the more effective managers, the poorer managers do not have well worked out procedures. For example, a new teacher may not have a procedure for using the pencil sharpener or water. The learners may come and go as they please. They may complicate the teacher's organizational tasks. The poorer managers may also be ineffective monitors of their classes.

Evertson, Emmer, Sandford and Clements (1983) also investigated similar occurrences of beginning of the year procedures just like Emmer, Evertson and Anderson (1980).

The investigations focus on planning for and conducting class and managing learners' behaviour in the first weeks of school. Once educators are in the

classrooms for several weeks, they are ready to think more about maintenance and instructional problems.

2.2 Procedures

The beginning of the year procedures include:-

1. Readying the classroom
2. Planning rules and procedures
3. Consequences of inappropriate behaviour
4. Teaching rules and procedures
5. The beginning of school activities
6. Strategies for potential problems
7. Monitoring
8. Stopping inappropriate behaviour
9. Organizing instructions
10. Learners' accountability
11. Instructional clarity (Evertson, Emmer, Standford & Clements, 1983)

1. Readying the classroom.

As an educator, one needs to be certain that the classroom space and materials are ready for the beginning of the year.

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2. Planning rules and procedures.

An educator must think about what procedures learners must follow to function effectively in the classroom and school environment. He or she must decide on what behaviours are acceptable and what unacceptable. He or she must draw a list of procedures and rules.

3. Consequences of inappropriate behaviour.

As an effective manager, decide ahead of time the consequences for the appropriate and the inappropriate behaviour in the classroom. Communicate the consequences to the learners and follow through consistently.

4. Teaching rules and procedures.

Teach learners rules and procedures systematically. In your lesson plans for the beginning of the school year, include sequences for teaching rules and procedures. When and how they will be taught and practice and review will occur.

5. The beginning of school activities.

The educator develops activities for the first few days of school that will involve learners readily and maintain a whole group focus.

6. Strategies for potential problems.

The educator plans strategies to deal with potential problems that could upset classroom organization and management.

7. Monitoring.

The educator monitors learners' behaviour closely.

8. Stopping inappropriate behaviour.

The educator handles inappropriate behaviour promptly and consistently.

9. Organizing instruction.

The educator organizes instruction and learning activities at suitable levels for all learners in your class.

10. Learners' accountability.

As an effective manager, develop procedures that keep the learners responsible for their work.

11. Instructional clarity.

The educator should be clear when presenting information and giving directions to the learners (Evertson et al; 1983).

Evertson (1989) also emphasized the importance of classroom management and organization at the beginning of the year. Classroom management lays the groundwork for quality learning opportunities for learners.

On the other hand, Emmer and Evertson (1981) had their major focus on identifying teaching behaviours that promoted learning. This teaching behaviour is compared between new educators and best educators.

The best educators focused more on setting expectations and establishing appropriate behaviour on the first day. The best educators also used and accepted learners' ideas more, joked more, contrary to the advice "Don't smile until Christmas", they smiled more (Emmer and Evertson, 1981).

The best educators tend to be better managers, based on task learners' behaviour rates. Emmer and Evertson (1981) explained the difference between better managers and less effective managers.

Better managers set clear expectations for behaviour, academic work standards and classroom procedures during the first several class meetings. Better managers also were good monitors and dealt with inappropriate behaviour promptly, unlike the less effective managers.

The less effective manager's problems began early in the year although not immediately. During the first week of school, off-task and disruptive behaviour rates may be low. During the second and third weeks, such behaviours may become significantly more frequent in the less effective manager's classes than in the more effective manager's class.

According to Evertson, et al, (1983), few researchers have addressed the major question of how to organize and manage a classroom at the beginning of the year and how to maintain it.

(Evertson et al, 1983) collected classroom data which included detailed narrative records of classroom events. Student behaviour measures, ratings of specific teacher behaviours and how class time was used. Data of effective managers was compared with data of less effective managers.

Effective classroom managers established rules and procedures at the beginning of the year that guided learners' behaviour in a variety of activities in their classrooms. The better managers carefully taught these procedures to the learners. They also utilized the first several weeks of school for the socialization of learners into the classroom settings.

Better managers monitored learners' behavours very carefully at the beginning of the year. They provided feedback regarding the appropriateness of the behaviour. They were more consistent than poor managers in responding to learners' behaviour. Instead of ignoring the inappropriate behaviour, they dealt

with it quickly when it occurred. The study is organized and discussed in detail in several articles. For example, Evertson and Harris (1992) and Evertson (1989).

Brophy and Good (1983) describe the well-organized and well-managed classroom as a classroom that functions as a successful learning environment. It reveals organization, planning and scheduling.

The room may be divided into areas for specific activities. Equipment which is stored may be removed easily and be replaced without difficulty. Traffic patterns facilitate movement and minimize crowding or bumping. Changing of activities is accomplished efficiently with the guidance of the teacher. The learners may know where they are supposed to be, what they are supposed to do and what equipment they need.

A classroom like what Brophy and Good (1983) described seem to work automatically without much teacher effort devoted to management. Research has established that well-functioning classrooms do no just happen. They result from consistent teacher efforts to create, maintain and restore conditions that foster effective learning.

Kounin (1970) first showed this in his study of two types of classrooms. The first type included the smooth running classrooms as described above. In contrast, teachers in the comparison classrooms were fighting to maintain order.

Activities suffered from poor attention and frequent disruption, transitions were too long and chaotic. Much time was spent dealing with misconduct. Thus Kounin analyzed the education methods of dealing with misconduct and disruption.

There were great differences in management styles displayed by the two groups of teachers. The researchers also expected major differences in methods of dealing with misconduct. To their surprise, they found no systematic differences at all.

Good classroom managers were not different from poor ones when responding to learners' misconduct. The two groups differed in other ways. The effective classroom managers minimized the frequency with which learners became disruptive in the first place. Some of their techniques were as follows:-

2.3 **Techniques**

a. "Withitness"

Effective managers cut short problems before they could escalate into disruptions. They were able to do this because they monitored the classroom regularly. Standing or positioning themselves where they could see all of the learners continuously. This and related behaviours let learners know that the educators were "with it" aware of what was happening at all times and likely to detect inappropriate behaviour.

b. Overlapping.

Effective managers also learned to do more than one thing at a time when necessary. They would continue to monitor events going on in the rest of the classroom. When teaching reading groups, they would deal with learners from outside the group, who came to ask questions and guidance. Educators would do so in ways that did not involve disrupting the reading group.

c. Signal continuity and momentum in lessons.

When teaching, effective managers were well prepared and thus would be able to move at a brisk pace. Minor fleeting inattention was ignored. More serious inattention was dealt with before it escalated into disruption but in ways that were not themselves disruptive. These educators would move near the inattentive learners or use eye contact where possible, direct a question to them. In general these methods are effective, learners tend to be attentive when they are presented with continuous academic "signal" to attend to.

Problems begin when learners have no clear "signal" or task to focus on. These problems will escalate the longer the learners are left without such a focus.

d. Group alerting and accountability in lessons.

Effective classroom managers use presentations and questioning techniques designed to keep the group alert and accountable. These include looking

around the group before calling on someone to do something like answering questions, keeping the learners in suspense as to who would be called on next by selecting randomly, getting around to everyone frequently, expecting individual responses as well as asking for volunteers to raise their hands (Brophy and Good, 1983).

At times they throw out challenges by declaring that the next question would be tricky or difficult, or calling on listeners to comment on or correct a response. The idea is to keep learners attentive to presentation because something new or exciting could happen at any time. The basic principle here is to keep learners accountable for learning the content by making them aware that they might be called on at any time. In short, they keep the events of instruction (Gagné and Briggs, 1995) in mind at all times.

e. Variety and challenge in seatwork.

Kounin was one of the first to recognize that learners often work independently rather that under direct supervision of the teacher. Seatwork may be conducive for learning sometimes. This will be influenced by the difficulty of the assignment or task given to learners. There may be enough variety to stimulate learners' interest.

Subsequent research has supported most of Kounin's recommendations. In an experimental study of instruction in first grade reading groups, Brophy and Evertson (1978) indicators of withitness, overlapping and smoothness of lesson

pacing and transitions were associated both with better group management and better student learning.

These studies could not support some of the group alerting and accountability techniques, especially the notion of being random and unpredictably in calling learners to do something. In a study of grade four (4) Mathematics instruction, Brophy and Good (1983) found that group alerting was positively related to learning, but accountability was not. The various findings are all compatible with the interpretation that group alerting and accountability are appropriate for occasional use.

Group alerting and accountability devices stimulate learners' attention in the short run. If they have to be used too often, the educator is likely to fail to implement some of the more fundamental classroom management strategies sufficiently (Brophy and Good 1983).

Resent research by Weinstein and Mignano (1997) cited the assumption that the way teachers think about management, strongly influences how they behave. The research suggested that teachers who view classroom management as a process of guiding and structuring classroom events tend to be more effective than teachers who stress their disciplinary role.

Interestingly, research by four educators on classroom management, rarely use the words 'discipline' or 'punishment', 'confrontation' or 'penalty'. Instead, they stress the need to develop a "caring community", in which all children are

contributing, valued members of society (Schaps and Solomon, 1990). They speak about involving learners and helping them to achieve. They also talk about the importance of being organized and well-prepared.

These views are captured in the metaphors they use for classroom management. The first educators' metaphor was 'mothering'. Just as mothers teach their children how to behave in various situations, so could educators. The second educators' metaphor was 'gardening'. The third one was 'coaching'. Similar to setting the stage for a dance and helping everyone to do the right steps, to make one big beautiful dance together (Weinstein and Mignano, 1997:24).

The metaphors reveal the difficulty the educators have in separating classroom management from instruction. To them it is "all of a piece". It is also important to remember that the four teachers are real human beings working in a complex uncertain environment of the elementary classroom. These four teachers do not follow recipes or prescriptions for classroom management. Their way of interacting with learners, often look very different.

Many different activities occur in classrooms. Thus, researchers have observed the behaviour of effective classroom managers and have categorized the routines they use (Leinhardt, Weidman and Hammond, 1987).

They set out the three-category system which provides a way of thinking about routines in the classroom, viz:-

2.4 Classroom routines

2.4.1 Classroom-running routines

2.4.2 Lesson-running routines

2.4.3 Interaction routines

2.4.1. Classroom-running routines

These routines are non-academic. They enable an educator to keep the classroom running smoothly, like taking the attendance register, distributing school notices, so on and so forth. Procedures for learners' movement, for example:-

- Entering the room at the beginning of the day or period.
- Leaving the classroom at the end of the day or at the end of the period.
- Going to the Library or the Media Centre.
- Lining up to go to specials like Art, Music or Physical Education
- Moving around the classroom and
- Sharpening a pencil or getting materials.

Without clear, specific class-routines, these activities can consume a significant part of the school day. Research (Rosenshine, 1980) on the way time is used in classrooms has indicated that on the average activities consume almost 20 percent of the time spent in the classroom. This is more than the amount of time spent in Mathematics. This figure is undoubtedly higher in classrooms that are not well managed. The educator may also enable learners

to carry out many of these routines without direct supervision, freeing herself/himself to concentrate on instruction.

For example, an educator allows her / his learners, cardboard pass and they go to the bathroom without asking for permission, as long as the class is not in the middle of a lesson. Having a single pass means that only one learner can be out of the room at a time. The educator makes sure that no one leaves the room for an unreasonable number of times (Leinhardt, Weidman and Hammond, 1987).

2.4.2. **Lesson-running routines**

These routines directly support instructions by specifying the behaviours that are necessary for teaching and learning to take place. Lesson-running routines, describe what items learners are to have on hand when a lesson begins, how materials are to be collected and distributed. In which book is that assignment to be written? What are the learners to do if they finish early or if they are unable to finish the assignment by the end of the time period? Homework procedures can also be considered lesson-running routines. The educator needs to establish routines for determining quickly which learners have their homework and which do not.

2.4.3. **Interaction routines.**

These routines refer to the rules for talk. Talk between educators and learners and talk among learners themselves. Interaction routines specify when talk is permitted and how it is to occur. For example, during a whole class discussion,

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learners need to know what to do if they want to respond to a question or make a comment. Usually educators require learners to raise their hands and wait to be called on, rather than simply calling out.

Researchers have documented many advantages of close communication and collaboration between families and teachers. For example, parents' involvement in their children's schooling is associated with higher academic achievement, better attendance, more positive attitudes and behaviour and greater willingness to do homework (Kruger and Van Schalkwyk, 1997).

According to Weinstein and Mignano (1993:226) there are real benefits to working closely with families:-

1. Knowing about a learner's home situation provides insight into his / her behaviour in class.
2. Once families understand what you are trying to achieve as an educator, they can provide and implement behaviour management plans.
3. Families can also provide valuable support and assistance.

Parents' involvement has many advantages, but then the educator should know how to manage this involvement. Making use of parents' help requires planning, guidance and organization, that is, management. An educator may use his / her management skills and have a number of functional tasks done by others.

Duke (1990), for example, emphasizes the importance of parental involvement in the education of learners. In his opinion, learners who may see their parents actively participating in school activities are likely to try hard and take schoolwork seriously. All this means parents can play vital roles in increasing school effectiveness by engaging in school governance and directly assisting teachers in class with learners' behaviour.

Teachers may choose from a variety of approaches to classroom management. Each approach derives from a particular set of assumptions about human behaviour and encompasses different techniques, for encouraging appropriate behaviour and discouraging inappropriate one (Brophy and Good, 1983).

Duke (1990) cited behaviour modification as one of the most frequently used approaches, particularly with learners who experience great difficulty following conventional classroom rules. According to him, educators may examine their own teaching behaviour to discover ways in which they might unintentionally reinforce learners' misconduct. For example, he may do so by acknowledging that a learner's response is correct when he or she answers out of turn. A teacher increases the likelihood that the learner will continue to interrupt. A better strategy may be simply to ignore the remark.

One of the most important findings of Duke (1990) on behaviour modification is that the educators are more likely to maintain order by reinforcing good behaviour when it occurs than by punishing bad behaviour. In other words, educators are not supposed to take good behaviours for granted. Occasionally,

misbehaviour is bound to occur and when it does, behaviour modification offers educators a variety of intervention techniques. For example, when a learner who does not normally finish his or her work on time and one day finishes on time, a token is given.

When ten of the same tokens are acquired, the educator can exchange them for a reward. The learner may determine what the reward will be. He and his teacher agree that if he brings his book for five days in a row, he will be able to use art room or library for the last hour of the day or Friday (Duke and Meckel, 1984).

As an educator who is concerned with maintaining order, one may have to decide whether or not behaviour modification is a useful approach. Behaviour modification advocates claim that by controlling reinforcement, educators can train almost anyone to do anything.

Another alternative is Dreikur's (1968) approach, that learners who misbehave should be made aware of and have to experience the logical consequences of their own behaviour. The Dreikur's (1968) approach, emphasizes the importance of democratic classrooms in which learners have a say in making the rules. Dreikur's views encourage teachers to administer logical consequences in a friendly manner, without elements of moral judgement. In his opinion, a learner who messes up the floor scrubs the floor is a classic example of a logical consequence.

The long-range goal of this approach to discipline is to have learners understand the reasons for their misbehaviour and find ways to satisfy their self-worth and affiliation needs in socially acceptable ways.

Arends (2000) sets out the following points that educators without extensive training may have difficulties in developing the skill in identifying the specific motive that is causing learners to misbehave. Others find it difficult to identify logical consequences for much misbehaviours that occur in the classrooms. Nonetheless, some teachers who possess the necessary counseling skills have found the Dreikur's approach a powerful tool for dealing with disruptive learners and helping them develop self-management skills.

Similarly, Duke (1990) and Arends (2000) say reinforcement theory and behavioural theory dominate thinking about motivation. Reinforcers are stimulus events that occur contingent with a behaviour and increase the likelihood of a particular behaviour. Reinforcers can either be positive or negative.

Duke (1990) and Arends (2000) believe that positive reinforcers follow desired behaviour and enhance the probability that the behaviour will be repeated. Negative reinforcers on the other hand, are stimulus events removed after particular behaviours. These stimuli also increase the likelihood of the behaviour being repeated.

It is important to differentiate between punishment and negative reinforcers (Arends, 2000). Punishment decreases the likelihood of a behaviour being repeated or at least it is intended to do so. For example, if a learner misbehaves and gets to leave class as a result, that is a negative reinforcement.

The learner will continue to misbehave, assuming outside is better than a lesson during school hours. However, if a learner misbehaves and gets attention after school, that is a punishment. It is supposed to stop the misbehaviour.

All approaches to classroom management have disadvantages as well as advantages to different learners and behaviour modification is no exception. One will need to consider how one wishes to manage one's classroom. This decision requires consideration of the nature and needs of your learners. It also requires an examination of one's personal and professional beliefs about how learners should be treated.

Duke (1990) distinguishes helpful hints between prevention strategies and intervention strategies for maintaining order in the classroom. Prevention strategies are used to eliminate the causes of misconduct. These causes may be poor instruction and boring learning area matter to vague rules and inconsistent use of consequences.

In his opinion, intervention strategies focus on handling behaviour problems as quickly as possible. The aim is to minimize the disruptive effects of

inappropriate behaviour also protecting precious instructional time. Intervention strategies include verbal warnings, punishments and learner counseling. Behaviour modification is an example of an intervention strategy, while Dreikur's approach is concerned with prevention (Duke and Meckel, 1984).

Duke (1990) again explains that prevention strategies require greater amounts of teacher time in the short run. It is therefore important that the underlying causes of inappropriate behaviour be examined and understood. Prevention strategies may also save time by removing the conditions that give rise to misconduct in the first place.

(Weistein and Mignano, 1997) set out that recently educators have begun to recommend behavioural approaches that involve the learners in self-management, that is self-monitoring, self-evaluation, self-instruction and contingency contracting. In their opinion, the goal of these self-management strategies is to help learners to regulate their own behaviour. The perception of control is crucial in this process.

2.5 **Behavioural approaches**

2.5.1. **Self-monitoring**

According to Weinstein and Mignano (1997), the object of self-monitoring is to help learners gain an accurate picture of their own behaviour. Some learners

may not realize how often they are out of their seats or how frequently they sit daydreaming instead of focusing on their work.

Others may be unaware of how often they call out during class discussion or how many times they make nasty comments to other members of their small group. Children like this may benefit from a self-monitoring programme, in which they learn to observe and record their own behaviour during a designated period of time. Interestingly, self-monitoring can have positive effects even when children are inaccurate (Graziano and Mooney, 1984).

Before beginning a self-monitoring programme, the educator needs to make sure that learners can identify the behaviours targeted for change. For example, some learners may not know what "working independently" looks like. The educator may have to demonstrate, noting all the component parts:

> When I work independently, I am sitting down (without tilting back in my chair), I am looking at the workbook or paper on my desk. I am holding my pencil in my hand (Weinstein and Mignano, 1997).

Then learners learn how to observe and record their own behaviour. This can be done in two ways. The first approach can be learners tally each time they engage in the targeted behaviour. Learners can learn to chart the number of Mathematics or work they complete during an in-class assignment, the number of times they blurt out irrelevant comments during a discussion. For very young learners, the tally sheet might contain pictures of the appropriate and inappropriate behaviours.

In the opinion of Weinstein and Mignano (1997) the second approach can be a timer to cue learners to observe and record the targeted behaviour at regular intervals. At the designated time, learners mark a recording sheet with a "+" or a "-" , depending on whether they are engaged in the appropriate or inappropriate behaviour.

2.5.2. **Self-evaluation**

This self-management approach goes beyond simple self-monitoring by requiring learners to make judgements about quality or acceptability of their behaviour (Hughes, Ruhl and Misra, 1989). Sometimes self-evaluation is linked with reinforcement, so that an improvement in behaviour brings points or rewards.

2.5.3. **Self-instruction**

The third self-management approach is self-instruction in which learners learn to give themselves silent directions about how to behave. Weinstein and Mignano (1997) state that most self-instruction strategies are based on Meichenbaumn's (1977) five step process of cognitive behaviour modification:

i. An adult performs a task, while talking aloud about it, carefully describing each part.
ii. The child performs the task while the adult talks aloud (overt, external guidance).

iii. The child performs the task while talking aloud to self (overt, self-guidance).

iv. The child performs the task while whispering (faded, overt guidance).

v. The child performs the task while thinking the directions (covert self-instruction). In Meichenbaum's opinion, this approach has been used to teach impulsive learners to approach tasks more deliberately, to help social isolates initiate peer activity, to teach aggressive learners to control their anger and to teach defeated learners to try problem-solving instead of giving up (Brophy, 1983).

Manning (1988) suggests that self-instruction can be successful in regular classroom although it has been used in special education classes or in a one-to-one setting. According to Manning (1988), the educator modeled appropriate behaviours (e.g. raising hands, staying seated, concentrating, keeping hands and feet to self). Then the educator let the learners perform the behaviours while verbalizing aloud what to do e.g. "If I scream aloud, others will be disturbed, I will raise my hand and wait my turn". Finally, learners performed the behaviour without speaking aloud, but they used 'cue cards' as prompts. ("I will raise my hand and wait my turn"). These cards can be stuck on desktops to remind learners not to call out, not to tattle, or not whine (Manning, 1988).

2.5.4. Contingency contracting

Weintein and Mignano (1997) expain contingency contracting as behaviour contract. It is an agreement between the teacher and a learner that specifies

what the learner must do earn a particular reward. To be most effective, contracts should be written and signed. There should be an opportunity for review and renegotiate if the contract is not working (Evans, Evans and Schmid, 1989).

Although primary classrooms differ a great deal, there are few problems that always seem to group up regardless of the community or the school context. Different educators have similar tales of behaviour that they find especially troublesome.

It is impossible to generate recipes for dealing with these problems since every instance is unique in terms of key players, circumstances and history. It is helpful to reflect on ways to deal with them before they occur. There are a variety of behaviours ranging from chattering to open disobedience. Some of these are merely irritating, some are far more serious. But all of them have the power to keep teachers awake at night wondering what to do (Weinstein and Mignano, 1997).

2.6IRRITATING BEHAVIOUR

A few of these disturbing and irritating behaviours are now discussed.

2.6.1 Tattling

Tattling is idle chatter which creates a negative atmosphere and wasting instructional time. According to Weinstein and Mignano (1997), if tattling is

encouraged or condoned, learners receive the message that only a 'higher authority' can settle disputes and resolve problems. In their opinion, learners need to understand the difference between alerting the teacher to a dangerous or hurtful situation and reporting minor infractions or perceived injustices.

Charles and Senter (1995) highlighted the idea that tattling may then require a class discussion, what tattling is, and how it affects the atmosphere in the classroom. Sometimes, learners need practice in distinguishing among situations that call for different responses. There are instances when a particular situation demands an immediate report to the teacher. For example, when a learner sees a classmate about to jab someone with a pair of scissors, then a learner may report to the teacher.

The educator may encourage learners to resolve their own problems. However, they may be given strategies to do that. For example, learners may use "I don't like when you do that" to the learner who is a bother.

2.6.2 **Cheating.**

Like tattling, cheating can also be discussed in a class meeting during which the educator can explain the difference between helping and cheating. The educator may demonstrate the expected behaviour for various activities or have learners distinguish between situation when it is appropriate or inappropriate to share ideas. During independent activities, the educator can also minimize problems by spreading desks, circulating throughout the room and being vigilant.

Cangelosi (1988) suggested that if a learner cheats, then the logical consequence must follow. That is, the learner must re-do the assignment or test under more carefully controlled conditions. If a learner cheats repeatedly, Grossman (1995) emphasized the need for investigating the reasons for this behaviour. To check whether the learner has the skills or background necessary to succeed on the test or not. These different causes of cheating call for different responses.

2.6.3 **Stealing**

Most stealing incidents occur in the early grades when learners have less control over their impulses and when they are still learning the difference between sharing and taking what does not belong to them. It is important to help young learners distinguish between these two situations. A simple reminder about rules relating to personal property should help. Some cultures emphasize sharing and generosity while other stress private ownership (Grossman, 1995).

2.6.4 **Profanity**

The use of profanity in school has risen as learners are exposed to inappropriate language at home and through the media. Younger children may simply be echoing language they have heard used by friends, family or on television, with little or no understanding of the meaning. In this case, the appropriate response is instructional, not disciplinary.

In Grossman's (1995) opinion, learners may use profanity because they hear it used frequently at home, and it has become their regular part of speaking vocabulary. In that case, the educator may make it clear that language like that is inappropriate and unacceptable in school.

2.6.5 **Defiance.**

According to Walker, Colvin and Ramsey (1995) defiant situations can usually be avoided if an educator does not corner a learner, does not argue, does not engage in power struggle and does not embarrass the learner in front of peers.

Effective teachers are willing to take responsibility. They use a variety of strategies like, behavioural approaches, negotiating contracts, providing rewards, praising desirable behaviour, while others may build positive relationships, provide encouragement and foster self-esteem. In sharp contrast, less effective teachers may tend to disclaim responsibility and to refer problems to other school personnel. For example, Head of Department, Deputy Principal so on and so forth. Inappropriate behaviour threatens order by interrupting the flow of classroom activity.

2.7SUMMARY

In this chapter a review of the literature on classroom management has been given. Lastlett and Smith (1984) highlighted the teacher's ability to manage

a classroom and to organise instruction as the basic component of effective teaching.

Emmer, Evertson and Anderson (1980) like Lemlech (1988) emphasise the importance of the first day at school.

Emmer, Evertson and Anderson (1980) also investigated similar occurence of beginning of the year procedures just like Evertson, Emmer, Clements and Worsham (1997). The investigations focus on planning for and conducting class and managing learners' behaviour in the first weeks of school. Classroom management lays the ground work for quality learning opportunities for learners.

According to Evertson, et al., (1983) very few researchers have addressed the major question of how to organise and manage a classroom at the beginning of the year and how to maintain it. That is why it is necessary and important to do classroom management at the primary school level. This research aims at answering the question of classroom management at the primary school level.

The second pattern consisted of two categories of schools, that is primary from grade 1 up to grade 6 or grade 7, and secondary or high schools from grade 8 up to grade 12.

In this study, only primary schools from both patterns were randomly selected. The selected schools were found in three different types of environment, namely rural, semi-urban and urban settings.

Table 1 Strata of the population of educators in the six circuits

Classification Strata	Name of School	Circuit	No of Educators
Semi-rural	Rekopane P.S	Botshabelo	5
Semi-rural	Signal Hill P.S	Botshabelo	5
Urban	Sol Plaatjie	Botshabelo	5
Rural	Mokaila	Dithakong	5
Rural	Mosenogi	Dithakong	5
Rural	Seleri	Dithakong	5
Rural	Ipeleng Batlhoro	Makgobistadt	5
Rural	Moteu Makabanyane	Makgobistadt	5
Rural	Methusele	Makgobistadt	5
Semi-rural	B M Mokitime	Mmabatho	5
Urban	D.P. Kgotleng	Mmabatho	5
Urban	E.P. Lekgela	Mmabatho	5
Urban	Connie Minchin	Montshioa	5
Semi-urban	Molema Memorial	Montshioa	5
Semi-urban	Tlale	Montshioa	5
Rural	Stadt P S	Stadt	5
Rural	Mokgweetsi P S	Stadt	5
Rural	Lomanyaneng	Stadt	5
Total	18 Schools	6 Circuits	90 Educators

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3.3 SOURCES OF INFORMATION FOR THE STUDY

The use of different categories of schools was very important to the researcher, to determine if there were any significant differences and needs in the views of the respondents in urban, semi-urban and the rural schools (Cohen and Manion, 1980).

3.3.1 Sampling and sampling size

For the purpose of this study it has been decided to draw a sample of fifty percent of schools from each of the six circuits of the Mafikeng District. In each circuit there are urban, semi-urban and rural schools.

With the help of the District Office of Mafikeng a list of schools in all six circuits was made available. Out of the 165 schools in these six circuits, there are 104 primary schools. 18 of these schools, were randomly selected for this exercise. From each of these 18 schools the researcher selected 5 educators including principals, deputy principals, heads of department and educators so as to get a broader view of the management of classrooms (See Table 1). The total numbers of the educators who made up the sample was 90.

According to Brynard and Hanekom (1997) there are two basic methodologies for data collection. The quantitative method which produces data by assigning numbers and by measuring "things" or "objects". The qualitative method produces data by seeing the world from the participant's point of view. Various techniques are used to collect data, that is, observation, interviews and questionnaires.

In this study the emphasis was on questionnaires and interviews.

3.4 QUESTIONNAIRES

Questionnaires are the most commonly used research tools for data collection in research work (Bogdan and Biklen, 1992). Thus questionnaires were one of the instruments employed for data collection in this study.

The aim of the questionnaire was to gather information from the different respondents; in this case one from each School Management Team (Principal, deputy principal and heads of department) and four educators in different grades, from grade one up to grade six (See Table 1).

3.4.1 Advantages of questionnaires

- They are a considerably cheaper way of gathering information.
- Respondents have time to think about the answers to questions in the questionnaire.
- A large number of respondents distributed over a large geographical area can be reached (Brynard and Hanekom, 1997).

3.4.2 Disadvantages of questionnaires

- The researcher is not always at hand to explain uncertainties which may result in distorted answers by the participant.

- Using questionnaires could be quite costly, especially where a large number of respondents have to be reached in order to minimise the percentage error in the results obtained (Brynard and Hanekom, 1997).

3.4.3 The questionnaires for this study (See Appendix C)

The questionnaire was divided into different sections the first part of which deals with the location of the school, type of school, school circuit, personal details of the educators, qualifications, the educator's age category and teaching experience.

The other sections looked at educator behaviour which is important in classroom management. Other questions included how the educators give directions and assignments and also questions about classroom management practices. For example, whether learners found their educators waiting for them at the door; what happened during the change from one activity to another. Whether it is a smooth transition; How educators maintain overlapping of activities and lastly, how lessons are delivered and whether educators are able to provide materials in class for learners or not.

The questionnaires were meant for all the respondents - principals, their deputies and heads of department as well as educators.

3.5 INTERVIEWING

Bogdan and Biklen (1992) define interview as unique in that it involves a purposeful conversation, usually between two people but sometimes involving more. In the hands of the qualitative researcher, the interview takes on a shape of its own.

Interviews may be used in two ways. They may be the dominant strategy of data collection or they may be employed in conjunction with participant observation, document analysis, or questionnaires. In all of these situations the interview is used to gather descriptive data in the subject's own worlds so that the researcher can develop insights on how subjects interpret some piece of the world.

3.5.1 Advantages of interviews

- If the interviewer is adequately skilled, there should not be any missing or unusable data.
- Interviews tend to be more extensive.
- It is possible to observe the behaviour of the interviewee or respondent (Wiersma W, 1986).

3.5.2 Disadvantages of interviews

- The disadvantage is that many people may fear to commit themselves by telling the truth.

3.5.3 Interviewing for this study

30 educators were randomly selected for this exercise. Questions for the interview were about rules and procedures (See Appendix D).

The main purpose of the interviews was to determine procedures for establishing rules in classroom management. The researcher asked educators how they controlled learners' movement in their classes. The five questions in the schedule in Appendix D guided the process in this regard.

CHAPTER FOUR

4. DATA ANALYSIS

4.1 INTRODUCTION

The main issue in this study centred around classroom organisation and management. It is also about the study of effective teaching and learning at the intermediate phase in the Mafikeng District of the North West Province.

A questionnaire with five questions was given. An interview was also conducted. Questions one to question five on the questionnaire (Appendix C) are about the educator's school location, type of school and school circuit. Question two is about personal details of the educator, that is, gender, marital status, qualifications, professional, academic and teaching experience (See Appendix C).

Question 5.1 up to 5.7 contain details about the educator in the classroom. That is, behaviour, how to give directions and assignments, classroom climate, how to maintain discipline, classroom management, management practices during unstable periods, opening class, transition, closing class and classroom delivery.

4.2 DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

The study sample was drawn from primary schools in rural, urban and semi-urban areas of the Mafikeng District. Altogether eighteen primary schools from the six circuits of the Mafikeng District were chosen to participate. Out of a total of ninety questionnaires sent out, seventy valid responses were received. In addition, thirty educators from the eighteen primary schools in the sample were chosen for the interview.

Table 2 : Location of Schools

Location	Number	%
Rural	40	57%
Urban	14	20%
Semi-Urban	16	23%
Total	70	100%

It is clear from Table 2 above that most of the schools in the sample are in the rural areas.

Table 3 : Breakdown of sample by Gender

Gender	Number	%
Male Educators	5	7%
Female Educators	65	93%
Total	70	100%

As shown in Table 3 above, female educators dominate the primary schools. 93% are female educators and male educators are only 7%. In other words very few male educators opt to facilitate in the primary schools.

Table 4 : Teaching experience

Period	Number	%
5 years and below	25	36%
6 - 10 years	18	26%
11 - 15 years	15	21%
Above 15 years	12	17%
Total	70	100%

The statistics in the above Table show that 36% of the educators are almost new teachers who have only up to 5 years experience. 26% of the sample are relatively new in the profession. 21% of educators have longer experience. Lastly 17% of educators have more than 15 years experience.

The last category are likely to be effective managers if we consider their years of experience as a yardstick for measuring effectiveness.

Table 5 : Respondents by Age.

Age	Number	%
20 - 29 years	30	43%
30 - 39 years	24	34%
Above 40 years	16	23%
Total	70	100%

In Table 5 above, an analysis of the ages of the respondents reveals that twenty-three percent (23%) of them are above forty years. The vast majority of the educators are between the ages twenty to thirty nine years, that is seventy-seven (77%). This means that most educators in the study are still young professionals.

4.3 EDUCATOR BEHAVIOUR

Research participants were given statements on classroom organisation and management. Items were constructed on a 3 - 5 point scale as indicated in Table 6 below.

Table 6 : How consistent are you in the classroom with reference to your relationships with learners? [5.1]

Item	Agree Completely	Agree to some extent	Undecided	Disagree to some extent	Disagree completely
1. I can name all learners in my classroom	60 (86%)	10 (14%)	-	-	-
2. I can name all learners who contribute to a discussion	43 (61%)	23 (33%)	4 (6%)	-	-
3. I can name all learners who rarely contribute to a discussion	42 (60%)	20 (29%)	8 (11%)	-	-
4. I always make efforts to encourage learners to contribute to a discussion	50 (71%)	10 (14%)	10 (14%)	-	-
5. I always remember to praise good performance based on individual differences	44 (63%)	26 (37%)	-	-	-
Mean	68%	25%	6%	-	-

Table 6 above shows that on the average 68% of the educators agree completely on all the 5 items, 25% agree to some extent and 6% are undecided. It is important tc note that no educator shows any sign of disagreement on any of the items. A look at the individual items shows that as much as 86% of the respondents can name all learners in their classrooms. Not only that, 61% and 60% respectively can name learners who contribute frequently or rarely to classroom discussions. This shows a very positive relationship between educators and learners.

Perhaps the reason can be found in items 4 and 5 of the Table indicating that 71% of the educators make specific efforts to encourage learners' participation and 63% always remember to praise good performance.

Table 7 : How do you give directions and assignments? [5.2]

Item	Agree Completely	Agree to some Extent	Undecided	Disagree to some extent	Disagree completely
1. Establish eye contact (e.g. ask learners to look at me)	30 (43%)	20 (29%)	10 (14%)	5 7%)	5 (7%)
2. Scan the class to verify that learners are not performing another tasks	24 (34%)	16 (23%)	30 (43%)	-	-
3. Lower my voice to make learners focus on what I am saying	31 (44%)	15 (21%)	6 (9%)	6 (9%)	12 (17%)
4. Speak clearly	45 (64%)	10 (14%)	15 (21%)	-	-
5. Give concise directions	32 (46%)	12 (17%)	26 (37%)	-	-
6. Verify learners' understanding through one or more of the following (i) Ask one or more learners to repeat direction	22 (31%)	38 (54%)	10 (14%)	-	-
(ii) Ask if anyone has a question	26 (37%)	32 (46%)	7 (10%)	5 (7%)	-
(iii) Monitor learners' efforts if they are performing a task.	44 (63%)	6 (9%)	12 (17%)	8 (11%)	-
(iv) Rephrase direction if iv learners do not seem to understand.	30 (43%)	18 (26%)	12 (17%)	5 (7%)	5 (7%)
Mean	45%	27%	20%	5%	3%

Table 7 above shows that 45% of the educators agree on all the six items on how to give direction and assignment. 43% give direction through eye contact, 44% lower their voice, 46% give concise direction and 64% try to speak clearly.

A look at item 2, however, shows that 43% of educators are undecided about verifying that learners are not performing another task. This may be an indication that they feel lazy to walk around in order to monitor learners' efforts.

27% of the educators disagree while 20% is undecided. 8% disagree on how to give directions and assignments. When we look at item 3 on the above Table 7, there is 17% of educators who disagree completely. Which means they don't want to make use of the technique of lowering the voice to make learners focus on what is being said.

Table 8 : Classroom Climate [5.3]

Item	Agree Completely	Agree to some Extent	Undecided	Disagree to some extent	Disagree completely
My classroom climate is:					
(i) Purposeful	24 (34%)	17 (24%)	20 (29%)	9 (13%)	-
(ii) Task - oriented	27 (39%)	10 (14%)	23 (33%)	10 (14%)	-
(iii) Relaxed	20 (29%)	9 (13%)	10 (14%)	20 (29%)	11 (16%)
(iv) Supportive	23 (33%)	17 (24%)	14 (20%)	10 (14%)	6 (9%)
(v) Orderly	24 (34%)	18 (26%)	20 (29%)	8 (11%)	-
Mean	33,8%	20,2%	25%	16%	5%

According to the Table above, on the average 54% (i.e 33,8 + 20,2) of the educators agree either completely or to some extent that the classroom climate must be purposeful, task-oriented, relaxed, supportive and orderly. 25% of them are undecided while 21% (i.e 16 + 5) disagree either completely or to some extent about the issues of classroom climate. When we look at the above table item 1. (iii) 45% (i.e 29 + 16) of the educators disagree about the relaxed classroom. If learners are relaxed they are able to do a lot of tasks.

Table 9 : Classroom climate, layout and appearance (5.3.2)

Item	Agree Completely	Agree to some Extent	Undecided	Disagree to some extent	Disagree completely
1. My comments, particularly feedback, on learners progress help them to develop self-esteem and self respect as learners.	34 (48,5)	20 (28,5)	10 (14%)	6 (9%)	-
2. Learning activities are challenging and offer realistic opportunities for success.	38 (54,3%)	12 (17%)	11 (15,7%)	9 (13%)	-
3. My behaviour conveys positive expectations.	37 (53%)	13 (19%)	10 (14%)	10 (14%)	-
4. The furniture arrangements take traffic (movement) patterns into consideration	32 (46%)	8 (11%)	6 (9%)	24 (34%)	-
5. The furniture arrangements provides flexible grouping centres.	24 (34%)	8 (11%)	18 (26%)	20 (29%)	-
6. The appearance and layout of the classroom (i) convey positive expectations	20 (29%)	17 (24%)	9 (13%)	20 (29%)	4 (5%)
(ii) Facilitate the activities which occur	30 (43%)	10 (14%)	20 (29%)	6 (9%)	4 (5%)
Mean	44%	18%	17%	20%	1%

Table 9 shows that 62%(i.e 44 + 18) of educators agree to the issues of classroom climate, appearance and layout of classroom. The response to Item 3, for example, was very positive. A total of 72% (i.e 53 + 19) of educators agreed either completely or to some extent that "my behaviour conveys positive expectations".

In item 6.i the number of undecided educators and those who disagree add up to 47%. It means, educators do not know the importance of the appearance and layout of the classroom. It conveys positive expectations.

In item 6. ii those who are undecided and those who disagree is equal to 43%. Which means educators do not use the technique of the appearance and layout of the classroom to facilitate the activities which occur.

Table 10 : How to maintain discipline in the classroom [5.4]

Item	Agree Completely	Agree to some Extent	Undecided	Disagree to some extent	Disagree completely
5.4.1 In our school, discipline is embedded within a positive classroom climate characterized by:- (i) Mutual respect	36 (51,4%)	19 (24,2%)	15 (21,4%)	2 (3%)	-
(ii) Positive expectation	24 (34%)	23 (33%)	13 (19%)	10 (14%)	-
(iii) Linked with good lesson presentation and management	38 (54%)	9 (13%)	10 (14%)	13 (19%)	-
5.4.2 Authority is established and accepted by learners	21 (30%)	26 (37%)	5 (7%)	5 (7%)	13 (19%)
5.4.3 Good general teaching skills and strategies are used to minimize learners' misbehaviour occurring	33 (47%)	14 (20%)	4 (6%)	19 (27%)	-
Mean	43,2%	25,4%	13,4%	14%	4%

Table 10 shows 69% of educators agree that their school discipline is embedded within a positive classroom climate. 76% of item (i) are positive about mutual respect. 21% of educators are undecided about the mutual respect. Only 3% of the educators disagree about mutual respect in their classrooms.

In item (ii) there are 67% (i.e 34 + 33) of educators who agree with positive expectation. In item 5.4.2 67% of the educators agree with authority which is established while 33% of the educators disagree with that. There are good general teaching skills and strategies which are used in item 5.4.3 with 67% (i.e 47 + 20).

Table 11 : School disciplinary strategies (5.4.4)

Item	Agree Completely	Agree to some Extent	Undecided	Disagree to some extent	Disagree completely
5.4.4 Learners' misbehaviour is skillfully curbed by:- (i) Good use of investigating and counselling strategies	29 (41%)	18 (26%)	10 (14%)	13 (19%)	-
(ii) Reprimands	24 (34%)	20 (29%)	7 (10%)	10 (14%)	9 (13%)
(iii) Punishments	10 (14%)	16 (23%)	14 (20%)	25 (36%)	5 (7%)
5.4.5 Our school disciplinary strategies encourage good behaviour without undermining a positive classroom climate	33 (47%)	17 (24%)	2 (3%)	18 (26%)	-
5.4.6I avoid confrontation where possible and efficiently and effectively defuse those which occur	30 (43%)	22 (31%)	2 (3%)	16 (23%)	-
5.4.7 I am sufficiently alert to any particular needs of individual learner's giving cause for concern	38 (54%)	13 (19%)	5 (7%)	14 (20%)	-
5.4.8 I make adequate use of consultation with colleagues and ensure that my actions compliment the school's general policy towards discipline	46 (66%)	16 (23%)	8 (11%)	-	-
Mean	42%	25%	10%	20%	3%

Table 11 shows 67% of educators are able to curb misbehaviour skillfully. In item 2 71% confirm that they have school disciplinary strategies to encourage good behaviour.

33% of the educators disagree with school disciplinary strategies. For example, item 1 (iii) shows 63% of educators who cannot punish learners in any form of taking away their break or staying after school. Taking privileges from learners. For example, when other learners are playing they don't.

Table 12 : Classroom Management (5.5)

Item	Consistently	Occasionally	Rarely
5.5.1 Manage change smoothly from large to small group (whole class to group)	23 (33%)	40 (57%)	7 (10%)
5.5.2 Manage without delay to get learners' attention	34 (49%)	34 (49%)	2 (2%)
5.5.3 Manage transitions without disruptions or delays	21 (30%)	30 (43%)	19 (27%)
5.5.4 Manage to attend to overlapping incidents	23 (33%)	30 (43%)	17 (24%)
5.5.5 Manage to scan and monitor the classroom	24 (34%)	26 (37%)	20 (29%)
Mean	(36%)	(46%)	(18%)

Table 12 shows 57% of the educators in item 1 are not able to manage smoothly from large to small groups. That is, learners changing to smaller groups when doing group work.

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33% of the educators are consistent in managing smooth change from large to small groups. 10% of the educators do so rarely, that is, they do not manage to change smoothly.

In items 3 and 4, 43% of educators are not able to attend the overlapping incidents. They are also not able to manage transitions without disruptions or delays.

Occasionally means not all the time thus 46% of educators are not able to manage classroom issues always.

Table 13 : Management practices during unstable periods (5.6)

Item	Consistently	Occasionally	Rarely
5.6.1.1 I greet all the learners at the door	..... 33 (47%)	20 (29%)	17 (24%)
5.6.1.2 I always use learners' helpers for routine administrative tasks	28 (40%)	24 (34%)	18 (26%)
5.6.1.3 Learners find me waiting for them outside the door	15 (21%)	35 (50%)	20 (29%)
Mean	(36%)	(38%)	(26%)

Table 13 shows 47% of educators consistently greet learners at the door. While 29% of educators do not greet learners all the time. While 24% of the educators rarely greet learners at the door.

In item 2 40% of the educators use learners as helpers for routine administrative tasks. For example, distributing of books or taking the class register to the office block.

In item 3, 50% of the educators wait for learners. Meaning the learners are aware that the educator is able to manage them.

Table 14 : Transition (5.6.2)

Item	Consistently	Occasionally	Rarely
5.6.2.1 I am always able to move learners smoothly and efficiently from one activity to the next	30 (43%)	28 (40%)	12 (17%)
Signal to learners in some ways	21 (30%)	36 (51%)	13 (19%)
Mean	(36%)	(46%)	(18%)

As shown in Table 13 above, transition from one activity to the next activity is 43% which is consistent. 40% of educators are able to move from one activity to the other. But 17% of educators rarely move smoothly.

Occasionally 51% of educators in item 2 are not able to let learners know that it is about to be the end of the lesson. That they should pack up and line up, to go the next lesson somewhere.

19% of educators do not alert learners because they take advantage into staying in the same class until after school.

Table 15 : Closing Class (5.6.3)

Item	Consistently	Occasionally	Rarely
5.6.3.1 I am able to leave sufficient time to collect books and papers	34 (49%)	21 (30%)	15 (21%)
5.6.3.2 Making an assignment early to avoid last minute confusion	36 (51%)	28 (40%)	6 (9%)
5.6.3.3 I give signal that close of class is approaching.	30 (43%)	26 (37%)	14 (20%)
5.6.3.4 Rely on routine procedures for collecting papers and materials	21 (30%)	34 (49%)	15 (21%)
Mean	(43%)	(39%)	(18%)

Item 1 in Table 15 gets a favourable response of 49%. This means the educators are able to leave sufficient time to collect books and papers before the learners meet the next educator. 30% of the first item confirm that sometimes it is not possible to collect books and papers from the learners at the end of the period, 21% of item 1 rarely have time to collect books at the end of the period.

51% of educators are able to make assignments early to avoid last minute confusion. While 40% of them are not able to avoid last - minute confusion.

In item 3, 43% of educators are able to give a signal that close of class is approaching. While in item 4, only 30% of the educators are consistent to rely on routine procedure for collecting papers and materials.

Table 16 : Lesson delivery (5.7)

Item	Consistently	Occasionally	Rarely
5.7.1 I always assign each group a working space.	35 (50%)	23 (33%)	12 (17%)
5.7.2 Suggest choosing a group leader and scribe when using group work.	41 (59%)	29 (41%)	-
5.7.3 I verify learner understanding of group tasks	35 (50%)	25 (36%)	10 (14%)
5.7.4 Provide appropriate materials for class and group work (e.g. A4 paper)	38 (54%)	20 (29%)	12 (17%)
Mean	(53%)	(35%)	(12%)

Table 16 shows that 83% of the educators are always assigning each group a working place. That is, the educators who are consistent and those who do it occasionally. Only 17% of them rarely assign each group a working space.

Looking at item 2, 59% of the educators are consistent in choosing a group leader and scribe when doing group work. 41% of the educators are also doing the same even if it is done occasionally.

50% of the educators are able to verify learners understanding of group tasks. 36% of the educators do it occasionally. While only 14% of the educators rarely verify learners' understanding of group tasks.

In item 4, more than half, 54% of the educators are able to provide materials for class and group work (e.g. A4 papers). Bear in mind that most of the schools are in rural

areas. 29% of the educators are able to provide materials for class and group work. Only 17% of the educators are unable to provide materials.

Table 17 : Communication (5.7.5)

Item	Consistently	Occasionally	Rarely
5.7.5 Communicate time constraints to learners (end of the period, time up).	33 (47%)	20 (36%)	12 (17%)
5.7.6 Communicate a system (signal) for class attention (e.g. during group work)	35 (50%)	35 (50%)	-
5.7.7 Provide a system for free time choice activities (e.g. helping peers)	19 (27%)	30 (43%)	21 (30%)

Table 17 above shows 47% of the educators who are able to communicate time constraints to learners. That is, end of the period, time up. 36% of the educators also communicate this although it is done occasionally. 17% of the educators rarely communicate to learners about time.

In item2, equal amount of the educators are able to communicate a system (signal) for class attention. That is 50% consistently. 50% of the educators, occasionally.

In item 3, 43% of the educators are able to provide a system for free time choice activities, occasionally. This is a good exercise if it is done consistently because some learners may understand when their peer help them. 27% of the educators are consistent in providing a system for free time choice activities. 30% of the educators rarely provide any system for free time choice activities.

Table 18 Questions for educator interviews

Rules and Procedures		Responses	
		Positive	Not Positive
1.1	What are the rules and procedures that govern learners' movement in your class?	20 (67%)	10 (33%)
1.2	How do you initially develop and teach those rules and procedures?	23 (77%)	17 (23%)
1.3	Which ones seem the easiest for learners to follow? Which ones seem the most difficult, why?	13 (43%)	17 (57%)
1.4	What do you do to maintain and enforce them?	10 (33%)	20 (67%)
1.5	What rules and procedures govern learners' talking in your class?	15 (50%)	15 (50%)
	Mean	16 (54%)	16 (46%)

4.4 INTERVIEWS OF EDUCATORS

Interviews constituted the second research instrument used in this research (See Appendix D). 30 educators were selected for this purpose (sec 3.5). The educators included principals, this deputies, heads of department and educators.

4.4.1 Rules and Procedures

What are rules and procedures that govern learners' movements in your school? (See appendix D). In classroom management rules and procedures are a must if the educator strives for conclusive teaching and learning environment.

During the interview 67% of the educators indicated that they always make classroom rules at the beginning of the year. It means more than half of the sample are able to make rules. Most of them explained why they managed to make the classroom rules and procedures at the beginning of the year. The basic purpose of all this is to help learners achieve maximum learning.

4.4.2 How do educators develop and teach rules and procedures

One other positive aspect of the interview was about how educators develop and teach those rules and procedures. 77% of them explained how the rules were initially developed. Majority of educators achieved making rules with the learners participating in some of the rules.

With reference to procedures, most educators explained that they wrote the rules on the chalkboard and some on charts. Learners were able to see the rules and procedures all the time and practised them. The success of classroom organisation and management rests, to a large extent, on the teachers' ability to use basic communication skills like reading the rules and procedures all the time.

4.4.3 How do educators maintain and enforce rules and procedures

Table 18 shows the sample of educators who were interviewed. A total number of 30 educators constituted the sample. The researcher divided the responses into positive and not positive columns. For example, in item 1, 20 educators responded positively thus the comments from them is put on the positive side. Positive here means

responses showed that respondents have specific ways and procedures for developing classroom rules that lead to learning.

67% of the educators could explain what they did to maintain and enforce rules and procedures. There were no common ways the educators maintained and enforced rules. There were also no common areas of difficulties.

The researcher discovered that rules and procedures seem to apply to a particular age and a particular teacher's style. For example, those educators who were older were able to maintain and enforce the rules. Although they were few and constituted only 33% of the educators, they could explain, maintain and enforce rules and procedures. It means a teacher plays a vital role in classroom management.

Table 18 also shows a positive perspective of educator being able to develop and teach rules and procedures. 77% of the educators indicated that they were able to select easy rules and procedures which learners were able to follow.

During the interview only 50% of educators were able to explain positively what rules and procedures govern learners' talking in their classes.

It became clear also that some educators did not monitor learners' 'tasks' because those educators do not favour moving around the classroom while learners perform their tasks.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Discussions and conclusion

The study was a survey of classroom management and organisation of educators in selected areas of Mafikeng District. A summary of the main findings is provided in chapter four. The present chapter discusses these findings and makes recommendations based on the findings.

It is clear from Table 2 in chapter four that most of the schools in the sample are in the rural or semi-rural areas. 57% of the schools are in the rural areas, 20% are in the urban areas and 23% are in the semi-rural areas.

According to Table 16 some teachers in these rural schools are unable to provide appropriate materials for class and group work. 17% of the educators could not provide appropriate materials for group work. 54% of the educators consistently provide appropriate materials for class and group work.

The vast majority of the educators are between twenty and thirty nine years of age, that is, seventy - seven percent (77%). This means that most educators in the study are still young professionals.

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23% of these educators who are forty years or older could be considered effective classroom managers. In the classroom, learner behaviour can be influenced positively by an educator who is experienced. These educators might be better able to help learners maintain rules and procedures in the classroom. The interviews gave the researcher an opportunity to probe and elicit more authentic response, than the questionnaire. Educators highlighted their school discipline and code of conduct which was not mentioned in the questionnaire. Most of the educators specified their actual rules which are followed and respected by the learners.

Results in Table 4 revealed that 38% of the educators have more than 10 years experience in the classroom. 26% of them are fairly new in the profession. They have been in the classroom from 6 years to 10 years. 35% of them are almost new teachers who have less than 5 years experience. If we consider years of experience as a yardstick for measuring effectiveness one wonders how effective these "new" educators are.

Results obtained from Table 6 show that 86% of the respondents can name all learners in their classrooms. Not only that, 61% and 60% respectively can name learners who contribute frequently or rarely to classroom discussions. This shows a very positive relationship between educators and learners.

Items 4 and 5 of Table 6 indicate that 71% of the educators make specific efforts to encourage learner participation and 63% always remember to praise good performance.

Classroom activities require some degree of structuring in terms of the goal, time limitation, who is to do what and the use of materials. If educators give an assignment without verifying that the learners understand it, misbehaviour and confusion are the invariable consequences.

Kounin (1970) verified that learner behaviour is affected by the clarity of the language teachers use to give directions to learners before they begin work.

Results revealed that 45% of the educators agree on all the six items on how to give directions and assignments as in Table 7. 64% give direction through eye contact, 44% lower voice, 46% give concise direction and 64% try to speak clearly.

Problems occur during classroom discussion because class members may be unsure of the purpose of the discussion or because the teacher, as the discussion leader, does not ask questions effectively. For learners to take part in a classroom discussion, the purpose of the discussion must be understood. Questions must elicit responses from many learners, questions must be interesting and motivating, questions must be clearly stated so the learners know what is being asked.

Giving directions that are precise and clearly stated needs practice. A good way to check on the clarity of one's directions is to ask several learners to repeat the instructions for an assignment.

The educators agree that the classroom climate must be purposeful, task-oriented, relaxed, supportive and orderly. When the researcher focuses on Table 8 in chapter

four item 1 (iii) 45% of the educators disagree about the relaxed classroom. If learners are relaxed they are able to do a lot of tasks.

Educators need to appreciate the importance of classroom climate, appearance and layout of the classroom. In item 5 of Table 9, 55% of these educators disagree to the issues of classroom climate, appearance and layout of the learners. They disagree regarding the importance of flexibility of grouping. When the furniture is well-arranged learners may change from one group to the other easily according to their needs. The arrangement of the furniture may also curb misbehaviour and ill-discipline.

Results obtained on the significant knowledge of how to maintain discipline in the classroom indicated that educators possessed a fairly strong awareness of the importance of positive discipline in the classroom. Table 10 shows that 76% of the educators are positive about mutual respect in the classroom and only 24% of them do not agree.

Classroom management is seen as the most essential area for educators to be able to manage classroom time to focus on effective teaching and learning. Table 12 shows that 36% of the educators are consistent in managing all the issues of classroom. On the other hand 64% are not able to manage all the classroom issues.

The researcher is referring to the issues like, smooth change from large group to a small group; managing transitions without delays or disruptions; managing to attend

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to overlapping incidents; managing to scan and monitor the classroom. All these confirm the extent to which educators are able to manage classroom issues.

Transitions from one activity to the other activity in the management of the classroom is also a critical issue. If transition is not done properly like alerting learners to finish up the work in order to change efficiently, learners have a problem. For example, learners are not able to go to the next class, or they leave their books or pencil case in the classroom. When the educator is busy with the next class, they come back to collect their things disrupting and wasting the time of the on-going class.

Respondents indicated the extent to which they believed they must have adequate knowledge about their learners in the classroom. Sixty-two percent (62%) of educators agree to the issues of classroom climate, appearance and layout of classroom. There is still a need for improvement. The School Management Team (SMT) must help educators in this regard.

The findings indicated that thirty-three percent (33%) of the respondents disagree with school disciplinary strategies. In conclusion, the In-Service Empowerment must emphasise the importance of intervention strategies. That is, ways of handling behaviour problems quickly as they occur. There are also prevention strategies which can be used with intervention strategies. Prevention strategies are ways of eliminating or reducing the causes of misbehaviour. What is discussed above can enhance the important role of the educator in the classroom.

5.2 Recommendations

The following recommendations are made:

5.2.1 Comprehensive In-Service Empowerment

There is a need for the School Management Team through the Department of Education to invite learning area (subjects) advisors to come to school in order to help SMT and educators. They must be able to explain, give guidance in all the aspects of classroom management. A comprehensive programme of In-Service Empowerment for all educators in foundation, intermediate and senior phase would go a long way in manimizing disruptive behaviour. The basic purpose is to achieve maximum learning.

The Department of Education will need to develop, as a matter of urgency, a working facilitator centre for the meeting of educators and advisory services. All educators have to attend regularly to improve on the management of their classrooms. From such centres educators would be exposed to participatory self-regulated sessions where they identify common problems in the classrooms and with the necessary assistance, develop appropriate strategies for dealing with them.

5.2.2 The importance of first class day of school

There should be a firm policy commitment by the Department of Education to promote the use of the first class day of school for orientation and climate setting.

According to observations made, the first day is crucial for setting the pattern for the year.

Getting acquainted with the learners as an educator, is very important as it helps to identify individuals for communication and classroom management purposes. Getting acquainted should in fact form part of school-reopening procedures and induction for educators.

5.2.3 **The Department of Curriculum development** must provide the necessary advice to the school managers (SMT) as to how they can assist the educators when they have problem.

The educators would need advice on educator behaviour during lesson delivery. They must be able to specify the behaviours that are necessary for teaching and learning. The educators must be able to describe what items learners are to have on hand when a lesson begins; how is work supposed to be collected; whether books are collected by group leaders or number one or five of each group; learners who finish work early, what are they supposed to do, to do extra allocated work or help the others?

5.2.4 **Misbehaviours**

Discipline and misbehaviour are related in the management of the classroom. The educators plays an important role in this regard. According to the findings of this research educators were able to make rules together with the learners (Interviews). It is recommended that there should be interaction talk. According to the rules made

at the beginning of the year, learners must be able to use the rules correctly. The educators must specify when to talk between educator and learners, talk amongst learners themselves, for example when there are discussions.

Educators ought to be prepared to deal with unanticipated problems sometimes. Praise the good behaviour and ignore the minor misbehaviour. The educator must be able to act immediately if the sustained misbehaviour occurs.

5.3 SUGGESTIONS FOR FURTHER RESEARCH

The present research, one would admit, deals only with a little aspect of classroom management. There are many aspects of classroom management which need further research. The following are strongly recommended for any one interested in furthering work on classroom management.

5.3.1 Identification of specific educator behaviours which can promote learning, and educator behaviours associated with high learner involvement.

5.3.2 The level of School Governing Body (SGB) involvement in school management and its effects on classroom management which produces positive learning is also worth investigating.

5.3.3 How instructional time can keep learners productively engaged and keep inappropriate behaviour to a minimum also needs further investigation.

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Appendix A

P.O. BOX 3831
MMABATHO
2735
09 JUNE 2003

District Manager
District Office
Mmabatho
2735

PERMISSION TO USE SCHOOLS AND TEACHERS

My name is Mmapula Segatlhe. I am a teacher at Connie Minchin Primary School and doing Masters of Education with the University of North West. I am currently conducting a research on Classroom Organization and Management in the Mafikeng District of the North West Province.

I am therefore, asking for permission to use schools and the educators in the Mafikeng District. Your cooperation to use schools in your district will be highly appreciated because it will enable me to collect information that may be very useful to the Department of Education in the future.

Thank you

Yours sincerely

Mmapula Segatlhe (Mrs)

Appendix B

TO WHOM IT MAY CONCERN:

PERMISSION TO USE TEACHERS IN YOUR SCHOOL.

My name is Mmapula Segatlhe. I am doing M. Ed with the University of North West. I am currently conducting research on "Classroom Organizasition and Management in Primary Schools". I am kindly asking for permission to use educators in your school to answer a questionnaire.

I have already written to the District Manager on the issue and the permission has been granted.

Your cooperation in this matter will be highly appreciated because this information may be very useful to the Department of Education in the future.

Thank you

Segatlhe

Mmapula Segatlhe

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Appendix C

Questionnaire for the Educator

Dear Participant

1. You are kindly requested to complete this questionnaire by ticking (✓) in the appropriate box and giving the necessary information where required.

2. Please note that you are not required to write down your name.

3. Any information given will be treated with utmost confidentiality.

1. YOUR SCHOOL

1.1 Location of your school

1.	Rural	
2.	Urban	
3.	Semi-urban	

1.2 Type of school

1.	Primary school	
2.	Middle school	
3.	High school	

1.3 School circuit.....

2. PERSONAL DETAILS

2.1 Gender:

1.	Male	
2.	Female	

2.3. Marital status:

1.	Single	
2.	Married	
3.	Divorced	
4.	Widow	
5.	Widower	

3. QUALIFICATIONS:

3.1. Professional:

		Y	N	
1.	Primary teachers certificate			
2.	Secondary teachers certificate			
3.	University degree			Type of degree:
4.	Diploma in Education			
5.	Other (please specify):			

3.2. Academic:

		Y	N
1.	Below Grade 12		
2.	Grade 12		
3.	Junior Degree		
4.	Honours Degree		
5.	Masters Degree		
6.	Other (please specify)		

4.1. Position held:

1.	Principal	
2.	Deputy Principal	
3.	Head of Department	
4.	Educator	
5.	Other (please specify)	

4.2. Your age category:

1.	20 – 29 years	
2.	30 – 39 years	
3.	Above 40 years	

4.3. Teaching experience:

1.	0 – 5 years	
2.	6 – 10 years	
3.	11 – 15 years	
4.	More than 15 years	

4.4. Terms of service:

1.	Permanent	
2.	Temporary	
3.	Contract	
4.	Relief	

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5. EDUCATOR BEHAVIOUR:

5.1. HOW CONSISTENT ARE YOU IN THE CLASSROOM WITH REFERENCE TO YOUR RELATIONSHIP WITH LEARNERS?

In answering the above question and those in 5.2; 5.3 and 5.4, please indicate your feelings to the statements below by using the following scale:

1 = Agree completely
2 = Agree to some extent
3 = Undecided
4 = Disagree to some extent
5 = Disagree completely

		Agree completely 1	Agree to some extent 2	Undecided 3	Disagree to some extent 4	Disagree completely 5
5.1.1	I can name all learners in my classroom.					
5.1.2	I can name all learners who contribute to a discussion.					
5.1.3	I can name all learners who rarely contribute to a discussion.					
5.1.4	I always make efforts to encourage learners to contribute to a discussion.					
5.1.5	I always remember to praise good performance based on individual differences.					

5.2. HOW DO YOU GIVE DIRECTIONS AND ASSIGNMENTS?

		Agree completely 1	Agree to some extent 2	Undecided 3	Disagree to some extent 4	Disagree completely 5
5.2.1	Establish eye contact (e.g. ask learners to look at me)					
5.2.2	Scan the class to verify that learners are not performing another task.					
5.2.3	Lower my voice to make learners focus on what I am saying.					
5.2.4	Speak clearly.					
5.2.5	Give concise directions.					
5.2.6	Verify learners' understanding through one or more of the following:-					
	i. Ask one or more learners to repeat direction.					
	ii. Ask if anyone has a question.					
	iii. Monitor learners' efforts					

	if they are to perform a task.					
	iv. Rephrase directions if learners do not seem to understand.					

5.3. CLASSROOM CLIMATE:

		Agree completely 1	Agree to some extent 2	Undecided 3	Disagree to some extent 4	Disagree completely 5
5.3.1	My classroom climate is:- i. Purposeful					
	ii. Task-oriented					
	iii. Relaxed					
	iv. Supportive					
	v. Orderly					
5.3.2	My comments, particularly feedback, on learners' progress help them to develop self-esteem and self-respect as learners.					
5.3.3	Learning activities are challenging and offer realistic opportunities for success.					
5.3.4	My behaviour conveys positive expectations.					
5.3.5	The furniture arrangements take traffic (movement) patterns into consideration.					
5.3.6	The furniture arrangement provides flexible grouping centres.					
5.3.7	The appearance and layout of the classroom:- i. Convey positive expectations.					
	ii. Facilitate the activities which occur.					

5.4. HOW TO MAINTAIN DISCIPLINE IN THE CLASSROOM:-

		Agree completely 1	Agree to some extent 2	Undecided 3	Disagree to some extent 4	Disagree completely 5
5.4.1	In our school, discipline is embedded within a positive classroom climate characterized by:- i. Mutual respect					
	ii. Positive expectations					
	iii. Linked with good lesson presentation and management					

5.4.2	Authority is established and accepted by learners					
5.4.3	Good general teaching skills and strategies are used to minimize learners' misbehaviour occurring					
5.4.4	Learners' misbehaviour is skillfully curbed by:- i. Good use of investigating and counseling strategies.					
	ii. Reprimands					
	iii. Punishments					
5.4.5	Our school disciplinary strategies encourage good behaviour without undermining a positive classroom climate.					
5.4.6	I avoid confrontation where possible and efficiently and effectively defuse those which occur.					
5.4.7	I am sufficiently alert to any particular needs of individual learners giving cause for concern.					
5.4.8	I make adequate use of consultation with colleagues and ensure that my actions compliment the school's general policy towards discipline.					

5.5. CLASSROOM MANAGEMENT:-

		Consistently	Occasionally	Rarely
5.5.1	Manage change smoothly from large to small group (whole class to group).			
5.5.2	Manage without delay to get learners' attention.			
5.5.3	Manage transitions without disruptions or delays.			
5.5.4	Manage to attend to overlapping incidents.			
5.5.5	Manage to scan and monitor the classroom.			

5.6. MANAGEMENT PRACTICES DURING UNSTABLE PERIODS.

5.6.1 Opening Class.

		Consistently	Occasionally	Rarely
5.6.1.1	I greet learners at the door.			
5.6.1.2	I always use learners' helpers for routine administrative tasks.			
5.6.1.3	Learners find me waiting for them outside the door.			

5.6.2 Transition.

		Consistently	Occasionally	Rarely
5.6.2.1	I am always able to move learners smoothly and efficiently from one activity to the next.			
5.6.2.2	Signal to learners in some in some ways.			

5.6.3 Closing Class.

		Consistently	Occasionally	Rarely
5.6.3.1	I am able to leave sufficient time to collect books and papers.			
5.6.3.2	Making an assignment early to avoid last-minute confusion.			
5.6.3.3	I give a signal that close of class is approaching.			
5.6.3.4	Rely on routine procedures for collecting papers and materials.			

5.7 LESSON DELIVERY:-

		Consistently	Occasionally	Rarely
5.7.1	I always assign each group a working space.			
5.7.2	Suggest choosing a group leader and scribe when using group work.			
5.7.3	I verify learner understanding of group tasks.			
5.7.4	Provide appropriate materials for class and group work (e.g. A4 paper).			
5.7.5	Communicate time constraints to learners (end of the period, time up).			
5.7.6	Communicate a system (signal) for class attention (e.g. during group work)			
5.7.7	Provide a system for free time choice activities (e.g. helping peers)			

Appendix D

QUESTIONS FOR EDUCATOR INTERVIEWS:

1. RULES AND PROCEDURES.

1.1. What are the rules and procedures that govern learners' movement in your class?

.....

.....

.....

1.2. How do you initially develop and teach those rules and procedures?

.....

.....

.....

1.3. Which ones seem the easiest for learners to follow? Which ones seem the most difficult, why?

.....

.....

.....

1.4. What do you do to maintain and enforce them?

.....

.....

.....

1.5. What rules and procedures govern learners' talking in your class?

.....

.....

.....