

**THE IMPACT OF CLASSROOM MANAGEMENT
DUTIES ON THE DISCIPLINE OF
GRADE TWO LEARNERS**

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DECLARATION

I, Zanie Coetzer declare that THE IMPACT OF CLASSROOM MANAGEMENT DUTIES ON THE DISCIPLINE OF GRADE TWO LEARNERS is my own work and that all the sources I have used or quoted have been indicated and acknowledged by means of complete references.

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Date: _____

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ABSTRACT

Key words / terms

Classroom management, discipline, teacher-student interaction, classroom discipline, management strategies, disciplinary problems, foundation phase, primary schools, disciplinary strategies and corporal punishment.

The aim of this study was to investigate current classroom management practices, disciplinary strategies and educator duties and demands, in the Sedibeng West District (D8) of the Gauteng Province, with the aim of recommending guidelines to assist educators to cope better with classroom management duties as well as maintaining discipline at the same time.

The overall aims of the study were achieved through the following objectives:

- Reviewing existing literature to establish the nature of current classroom management duties.
- Investigating the influence of increased classroom duties on classroom management.
- Reviewing existing literature to establish the nature of current disciplinary measures.
- Investigating the influence of increased classroom duties on discipline.
- Making recommendations to assist educators to cope better with classroom management duties as well as maintaining discipline at the same time.

The abovementioned aims were reached by completing a literature study and an empirical investigation. The study further investigated the perceptions of educators in the foundation phase (grade 2 educators and the respective Heads of Department) as well as principals regarding certain aspects of classroom management and discipline. This was investigated by means of structured questionnaires.

Findings from the research indicated that refusal to obey requests and commands, noisiness, showing off, teasing, irritating or disturbing other learners, leaving their seats without permission, talking out of turn, calling out when the educator is speaking, making improper noises, not paying attention, storming out of the classroom, and knife attacks, are current types of behaviour that disturb lessons of educators (Landsberg *et al.*, 2005:455). This makes it impossible for educators to teach properly. Learners who engage in such behaviour get no benefit from the teaching and learning situation. The attention of all the other learners is distracted and the atmosphere in the class is negatively affected. According to Landsberg *et al.*, (2005:456) discipline is a huge part of classroom management and it is reactive in nature. Educators react to learner behaviour, which disrupts the good order of the classroom. Classroom management is proactive, it is preventative and self-control on the part of the learners is its goal.

Further findings from the research indicated that educators struggle from teacher-burnout. It has also become apparent that educators are unsure of corrective disciplinary measures. Current disciplinary measures do not yield successful results. In fact, educators feel stressed and de-motivated. As a result of so many reasons for misbehaviour in classrooms, educators feel that they do not have the ability to manage the classroom. This study therefore provided recommendations to assist educators to cope better with classroom management duties in such a way that it will contribute to effective discipline in the foundation phase.

OPSOMMING

Sleutelwoorde / terme

Klaskamerbestuur, dissipline, opvoeder-student-interaksie, klaskamer-dissipline, bestuurstrategieë, dissiplinêre probleme, grondslagfase, laerskole, dissiplinêre strategieë en lyfstraf.

Die doel van hierdie studie was om huidige klaskamerbestuursgebruike, dissiplinêre strategieë en opvoedertake en -verpligtinge in die Sedibeng-Wesdistrik (D8) van die Gauteng-Provinsie te ondersoek, met die oog daarop om riglyne voor te stel wat opvoeders kan bystaan in die gelyktydige hantering van klaskamerbestuurstake sowel as dissiplinehandhawing.

Die oorkoepelende doelwitte van hierdie studie is deur die volgende mikpunte bereik:

- Hersiening van bestaande literatuur om die aard van huidige klaskamerbestuurstake vas te stel.
- 'n Ondersoek na die invloed van toenemende klaskamertake op klaskamerbestuur.
- Die hersiening van bestaande literatuur om die aard van huidige dissiplinêre maatstawwe vas te stel.
- 'n Ondersoek na die invloed van toenemende klaskamertake op dissipline.
- Voorstelle van riglyne om opvoeders by te staan met die gelyktydige hantering van klaskamerbestuurstake sowel as dissiplinehandhawing.

Bogenoemde doelwitte is bereik deur 'n literatuurstudie uit te voer en 'n empiriese ondersoek te onderneem. Die studie het verder die persepsies aangaande sekere aspekte van die klaskamerbestuur en die dissipline van opvoeders in die grondslagfase (graad 2-opvoeders en die betreklike departementshoofde) sowel as hoofde ondersoek. Hierdie ondersoek is gedoen aan die hand van gestruktureerde vraelyste.

Navorsing het getoon dat die volgende tipes gedrag opvoeders se lesse tans ontwig: die wyering om versoeke en bevele te gehoorsaam, luidrugtigheid, aanstellerigheid, tergery, die irritasie of ontwigting van ander leerders, die verlaat van sitplekke sonder toestemming te, uit die beurt praat, uitroepe terwyl die opvoeder praat, onbetaamlike geluide, gebrek aan aandag, klaskamerverlating en mesaanvalle (Landsberg *et al.*, 2005:455). Hierdie tipe gedrag maak dit onmoontlik vir opvoeders om behoorlike onderrig te lewer. Leerders wat sulke tipe gedrag vertoon put geen voordeel uit die onderrig- en leersituasie nie. Die aandag van die ander leerders word afgetrek en die atmosfeer in die klaskamer word negatief beïnvloed. Volgens Landberg *et al.*, (2005:456) vorm dissipline 'n belangrike deel van klaskamerbestuur en word daar ook automaties daarop gereageer. Opvoeders reageer op leerders se gedrag wat weer die goeie orde in die klaskamer versteur. Klaskamerbestuur is proaktief, voorkomend en self-beheerbaar en die leerders se belange is die doelwit.

Verdere gevolgtrekkings van die navorsing toon dat opvoeders aan opvoeder-uitbranding lei. Opvoeders is onseker oor die korrekte dissiplinêre maatstawwe. Huidige dissiplinêre maatstawwe lewer nie suksesvolle resultate nie, intendeel opvoeders lei aan stres en is nie gemotiveer nie. Die swak gedrag in klaskamers is die oorsaak dat opvoeders voel hul het nie die vermoë om 'n klaskamer te bestuur nie. Hierdie studie verskaf dus riglyne wat opvoeders sal bystaan om klaskamerbestuurstake so te hanteer dat dit sal bydra tot effektiewe dissipline in die grondslagfase.

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CHAPTER ONE

ORIENTATION

1.1 INTRODUCTION

The classroom is the primary site where teaching and learning takes place in a school. Above all, it needs to be a healthy, productive and inclusive environment for the benefits of all the learners (Donald *et al.*, 2005:167).

According to Oosthuizen (2005:1) we need to be aware of the various invisible forces that influence classroom life. It is also necessary to be aware of how society's values and norms are reflected in the classroom. The society expects disciplined learners at the basis of a disciplined life. The acceptance of authority and the necessity of rules are an integral part of education. Unfortunately it is possible that many educators are struggling to cope with discipline since, for example, corporal punishment has been abolished (Oosthuizen, 2005:1).

Classroom management involves rules, regulations, procedures, consequences and rewards that are necessary to create a positive learning environment (Monroe, 2006). When the positive learning environment is disrupted, discipline becomes necessary (Monroe, 2006). Discipline includes the development of behaviour by instruction and practice and also punishment in order to gain control or enforce obedience. Rules, regulations, procedures and rewards should be designed in such a way to keep that environment in the best interest of the learners (Monroe, 2006). According to Monroe (2006) an environment that allows learners to reach their full potential is positive. The author further states that every educator will have learners in their classrooms with varied learning styles, but the total variety of learners will benefit from an environment that is organised, supportive and quiet.

No studies, nationally and internationally, linked to the impact of classroom management duties on the discipline of grade two learners could be found. Studies that were found mainly focused on 'classroom management duties' and 'discipline of learners'. There is thus a definite need to investigate the

impact of classroom management duties on the discipline of grade two learners.

This research will focus on the impact of teacher's classroom management duties on maintaining discipline in grade two classrooms.

1.2 LITERATURE REVIEW

1.2.1 The relation between classroom management and discipline

Since the abolishment of corporal punishment in the late 90s, it became evident that a lot of educators do not know how to maintain discipline in their classrooms (Oosthuizen, 2005:4). In addition, Outcomes-based Education (OBE) was introduced in South African classrooms in 1998 (Pienaar, 2003:261). According to Pienaar (2003:261) many educators claim that the introduction of extensive group work (a significant characteristic of OBE) has exacerbated the discipline problem. Pienaar (2003:263) believes that a combination of these factors led to a situation where educators feel that discipline collapsed in many South African schools. Pienaar (2003:263) also mentions that the measures proposed by the Department of Education to strengthen classroom discipline, are inadequate. Classroom management and educator-learner interaction, play a very important role in discipline at schools. Disciplinary strategies can be divided into two categories, namely preventative and defensive measurements. According to Oosthuizen (2005:4) preventative measures are measures aimed at preventing disciplinary problems. It would be far more superior if classroom management were conducted in such a way that preventative measures instead of defensive measurements were used (Oosthuizen, 2005:4).

Discipline is not just a device for securing superficial peace in the classroom it also includes the creation of morality in the classroom as a small society (Oosthuizen, 2005:1). According to Oosthuizen (2005:1) the educator is the key to disciplinary success – not only in the classroom, but in the whole school. Experienced educators believe that the first two weeks of the year is very important for the establishment of good classroom rules. During this period the educator needs to put his/her classroom management plan into

practice. This plan is aimed at the prevention of undisciplined behaviour, and also the creation of rules to limit unnecessary disturbances during lessons (Oosthuizen, 2005:5). Presently, the disciplinary problem is at the forefront as an increasing amount of educators and school leaders are looking for help with unruly and unmotivated students (Black, 2007:52). Parental involvement is becoming one of the most essential measures of discipline and is seen as a preventative measure specifically in the early grades of school (Pienaar, 2003:261). Pienaar (2003:266) further states that behaviour problems in the pre-school phase are related to a lack of parental warmth and positive involvement. Parents must be involved in disciplining their children, otherwise any programme related to behaviour change that the school might introduce will not be effective (Pienaar, 2003:266). The author also mentions that discipline at home forms part of school discipline (Pienaar, 2003:266). If the consequences of ill-disciplined behaviour are not brought home to the transgressors, it could create a problem (De Klerk & Rens, 2003). Learners should learn that they have freedom of choice, but not freedom from the consequences of their choices (De Klerk & Rens, 2003).

Discipline refers to the way in which people behave and it has to do with impulse management and self-control (Marshall, 2007). According to Marshall (2007) classroom management is the teacher's responsibility and discipline is the responsibility of the learner. Jacobs *et al.* (2004:380) contradict this statement by stating that it is not enough for the educator to only know what is stipulated in the curriculum document. The teacher needs to have a clear vision of where the content being taught takes the learner with regard to advanced learning possibilities in the discipline (Jacobs *et al.*, 2004:380). These authors state that the teacher must have pedagogical knowledge, including the theories of teaching and learning, psychology of education, philosophy of education and educational management, particularly classroom management (Jacobs *et al.*, 2004:380).

Improving learner discipline is a major concern for most educators (Bonfadini, 1993). The demands of controlling the classroom environment cause excessive drain on the emotional strength of an educator (Bonfadini, 1993).

According to Bonfadini (1993) fewer educators will spend many years in the classroom because of the increased demands for maintaining learner discipline. Naong (2007:300) believes that the current status of teaching in South Africa is characterized by extreme chaotic conditions, namely, the prevalence and influence of stress; the declining morale; and the number of teachers leaving or intending to leave the profession.

Teaching duties demand a great deal of time and educators may feel that there's no time left to manage after scheduling all classes and assigned activities (Fisher, 2009). According to Fisher (2009) procrastination (performing low-priority activities rather than high-priority activities) is an educators' number one enemy and it can lead to more work, more pressure, a loss of self-esteem and health problems.

According to the National Education Policy Act 27 of 1996 (SA, 27/1996a) an educator has to fulfil seven roles in order to be regarded a competent educator. An educator should be a:

- learning mediator,
- interpreter and designer of learning programmes and materials,
- leader, administrator and manager,
- scholar, researcher and lifelong learner,
- role player in community, citizenship and pastoral care,
- assessor, and
- learning area / subject / discipline / phase specialist (SA, 27/1996a).

The aim of the job of an educator is to engage in class teaching, including the academic, administrative, educational and disciplinary aspects and to organise extra and co-curricular activities to ensure that the education of the learners is prompted in a proper manner (SA, 76/1998).

The following core duties and responsibilities of educators are directly quoted from the Employment of Educators Act 76 of 1998 (SA, 76/1998):

(a) TEACHING

- To engage in class teaching, which will foster a purposeful progression in learning and which is consistent with learning areas and programmes of subjects and grades as determined.
- To be a class teacher.
- To prepare lessons, taking into account orientation, regional courses, new approaches, techniques, evaluation, aids, etc. in their field.
- To take on a leadership role in respect of the subject, learning area or phase, if required.
- To plan, co-ordinate, control, administer, evaluate and report on learners' academic progress.
- To recognize that learning is an active process and be prepared to use a variety of strategies to meet the outcomes of the curriculum.
- To establish a classroom environment which stimulates positive learning and actively engages learners in the learning process.
- To consider and utilize the learners' own experiences as a fundamental and valuable resource.

(b) EXTRA- AND CO-CURRICULAR

- To assist the HOD to identify aspects which require special attention and to assist in addressing them.
- To cater for the educational and general welfare of all learners in his/her care.
- To assist the Principal in overseeing learner counselling and guidance, careers, discipline and the general welfare of all learners.

- To share in the responsibilities of organising and conducting extra and co-curricular activities.

(c) ADMINISTRATIVE

- To co-ordinate and control all the academic activities of each subject taught.
- To control and co-ordinate stock and equipment which is used and required.
- To perform or assist with one or more of other non-teaching administrative duties such as:
 - secretary to general staff meeting and/or others
 - fire drill and first aid
 - timetabling
 - collection of fees and other monies
 - staff welfare
 - accidents

(d) INTERACTION WITH STAKEHOLDERS

- To participate in agreed school/educator appraisal processes in order to regularly review their professional practice with the aim of improving teaching, learning and management.
- To contribute to the professional development of colleagues by sharing knowledge, ideas and resources.
- To remain informed of current developments in educational thinking and curriculum development.
- To participate in the school's governing body if elected to do so.

(e) COMMUNICATION

- To co-operate with colleagues of all grades in order to maintain a good teaching standard and progress among learners and to foster administrative efficiency within the school.
- To collaborate with educators of other schools in organising and conducting extra and co-curricular activities.
- To meet parents and discuss with them the conduct and progress of their children.
- To participate in departmental committees, seminars and courses in order to contribute to and/or update one's professional views/standards.
- To maintain contact with sporting, social, cultural and community organisations.
- To have contact with the public on behalf of the principal.

The above illustrates that educators have to perform numerous duties and responsibilities. The researcher is of the opinion that this impacts negatively on classroom management practices.

According to Mills (2001) educators tend to compensate for poorly developed classroom management practices by seeking a safe haven in endless rules and classroom procedures. According to the South African Schools Act 84 of 1996 (SA, 84/1996b) classroom rules are designed to give effect to the relationship between educators and learners in the classroom and include classroom interactions and management. An educator does not have enough time when controlled by it, but when the educator controls the time the available time can be allocated to complete tasks and duties (Fredericks, 2005).

As educators have to spend much of their time on performing prescribed duties and responsibilities, classroom discipline problems are becoming a pressing concern for most educators. Most educators deal with classroom

disruptions at some point. According to De Klerk and Rens (2003) discipline involves a lot more than just the good organisation or management of the classroom. Discipline also implies an inner or personal discipline in both educators and learners (De Klerk & Rens, 2003). These authors conclude that the moral crisis in schools boils down to the fact that learners do not respect one another, their educators, or property. De Klerk and Rens (2003) are of the opinion that the absence of discipline in schools, self-discipline among learners and educators, as well as the overemphasis of individual rights, are causing negativity in schools because good quality education cannot take place. Therefore, this study will attempt to establish the nature of current classroom practices. The focus will be on the effectiveness of educators in managing the classroom to uphold discipline. Furthermore, an analysis of the current disciplinary scenarios will be done.

The researcher believes that an educator cannot manage all the classroom management duties and disciplinary problems alone and that the school governing body must be more involved. A school governing body must adopt a code of conduct for the learners (SA, 84/1996b). This code of conduct must be aimed at establishing a disciplined and purposeful school environment (SA, 84/1996b). The South African Schools Act 84 of 1996 (SA, 84/1996b) refers to the fact that a Code of Conduct must contain provisions for safe-guarding the interests of the learner and the other parties involved in disciplinary proceedings. The South African Schools Act 84 of 1996 (SA, 84/1996b) thus empowers the school governing body to maintain discipline in the school. The Code of Conduct must prescribe behaviour that respects the right of learners and educators (SA, 84/1996b). According to the Code of Conduct (SA, 84/1996b) the educator has the same rights as the parent when controlling and disciplining learners during the time learners are in the classroom. The educator is responsible for discipline in the school at all times (SA, 84/1996b).

Based on the above discussion the following questions arise:

- What is the nature of current classroom management duties?
- What influence does increased duties have on classroom management?

- What is the nature of current disciplinary measures?
- What influence does increased classroom duties have on discipline?
- How can educators be assisted to cope better with classroom management duties as well as maintaining discipline at the same time?

1.3 AIM AND OBJECTIVES OF THE STUDY

1.3.1 Aim

The aim of this research is to (1) investigate current classroom management practices, disciplinary strategies and educator duties and demands; and the key issue of this research, is to (2) determine whether educators cope with classroom management duties as well as maintaining discipline at the same time. The overall aim is to recommend guidelines to assist educators to cope better with classroom management duties and demands as well as maintaining discipline at the same time.

1.3.2 The overall aims of the study can be achieved through the following research objectives:

- Reviewing existing literature to establish the nature of current classroom management duties.
- Investigating the influence of increased classroom duties on classroom management.
- Reviewing existing literature to establish the nature of current disciplinary measures.
- Investigating the influence of increased classroom duties on discipline.
- To recommend guidelines to assist educators to cope better with classroom management duties and demands as well as maintaining discipline at the same time.

1.4 CONCEPTUAL FRAMEWORK

A conceptual framework is described as a set of broad ideas and principles taken from relevant fields of enquiry and used to structure a subsequent presentation. When clearly articulated, a conceptual framework has potential usefulness as a tool to scaffold research and, therefore, to assist a researcher to make meaning of subsequent findings. Such a framework is intended to provide a starting point for reflection about the research and its context (Guba & Lincoln, 1989:156).

The conceptual framework of this study will begin with a deductive approach to find answers to the research questions. Deductive reasoning works from the more general to the more specific, in a “top-down” manner (Mertler, 2009:7). With a quantitative research method the researcher will begin by collecting theory about the impact of classroom management duties on the discipline of grade two learners. The process of narrowing down will continue with the collection of data by using questionnaires, in order to address the phenomena. Finally, the data will be analysed and conclusions about the phenomena will be drawn.

This study will be conceptualised in terms of, and based on the following conceptual framework:

- Classroom management;
- Disciplinary strategies;
- Educator duties and demands; and
- Administrative duties.

It is within this framework that the researcher aims to recommend guidelines to assist educators to cope better with classroom management duties and demands as well as maintaining discipline at the same time.

An in-depth literature study of relevant literature will be used as background for the empirical study (Pardo del Val & Fuentes, 2003).

1.4.1 Concept clarification

1.4.1.1 Classroom management

- Classroom – “A room where a class of children or students is taught” (The South African Oxford School Dictionary, 2000:81).
- Management – “Management implies the job of controlling and organizing something, especially the work of a company or shop” (South African School Dictionary, 2007:420).

Management is a practice of utilizing all available resources to obtain a desired result (Lykos, 2004). Management is the act, manner, or practice of managing as well as handling, supervision, or control (Craig, 2009; McCrimmon, 2010). Management is the wise use of means to accomplish a purpose (Craig, 2009). In this study *classroom management* is seen as proactive in nature, it is preventative and self-control on the part of the learners is its goal (Landsberg *et al.*, 2005:456).

Classroom management involves a complex set of behaviours that the educator uses to establish and maintain classroom conditions that will enable learners to achieve their instructional objectives efficiently (Badenhorst, 1993:44). In this study, research will be done to determine whether *classroom management* has an impact on the discipline of the learners.

1.4.1.2 Disciplinary strategies

- Discipline – “Behaviour in which people are taught to obey the rules and do what they are told”.
“Orderly and obedient behaviour” (The South African Oxford School Dictionary, 2000:130).
- Strategy – “A plan for achieving something and the skill of making plans so that you are successful”.
“A plan or policy to achieve something: (The South African Oxford School Dictionary, 2000:440).

Discipline deals with how people behave and is about impulse management and self-control (Marshall, 2007). Discipline refers to the instruction that moulds, shapes, corrects and inspires appropriate behaviour; while punishment refers to the infliction of suffering, pain, injury or loss (Mills, 2001). In this study *disciplinary strategies* refer to the actions of educators and whether they have a success plan. Lack of discipline impacts negatively on all levels of society, it influences teaching and learning from the lowest to the highest levels and it jeopardizes the future development of our country and its people (Gous, 2009).

1.4.1.3 Educator duties and demands

- Educator – “A person who teaches others and provides a process of training people’s minds and abilities so that they acquire knowledge and develop skills” (The South African Oxford School Dictionary, 2000:144).
- Duties – “Something you have to do as part of your job” (South African School Dictionary, 2007:220).
- Demands – “Firm and forceful request” (The South African Oxford School Dictionary, 2000:121).

For the purpose of this study *educator duties and demands* refer to the duties and responsibilities of educators. Educational structures within the South African context are influenced by transformation and increased demands that are being placed on educators (Wentzel *et al.*, 2009:1). According to De Klerk-Luttig (2008:510) and Wentzel *et al.* (2009:1), in addition to the seven roles of educators (*cf.* 2.4.1), educators must cope with demands such as increased specialization, the growing scope of curricula, lack of discipline in schools, the abolishment of corporal punishment, unmotivated learners, learners’ negative attitudes towards themselves, redeployment, retrenchments and retirement packages for educators, large learner-educator ratios and a new curriculum approach.

1.4.1.4 Administrative duties

- Administration – “To manage an organization” (The South African Oxford School Dictionary, 2000:7).
- Duties – “Something you have to do as part of your job” (South African School Dictionary, 2007:220).

Administrative duties in this study refer to the duties and responsibilities of educators (cf. 2.4.1). Current classroom management practices make it difficult for educators to teach and to deal with discipline and also to manage *administrative duties* at the same time.

1.5 RESEARCH DESIGN

This study will follow a positivist paradigm with a quantitative approach to inquire about the impact of classroom management duties on the discipline of grade two educators. According to Neuman (2007:42), positivism sees social science as an organised method for combining deductive logic with precise empirical observations of individual behaviour in order to discover and confirm a set of probabilistic causal laws that can be used to predict general patterns of human activity. According to Snowden (2000), positivists believe that the knowledge can be disclosed or perceived through the use of a scientific method. The scientific method (positivism) underpins quantitative research. Silverman (2006:403) describes positivism as a “model of research process which treats ‘social facts as existing independently of the activities of both participants and researchers. For positivists, the aim is to generate data which are valid and reliable, independently of the research setting”.

The positivist research paradigm was selected for this study as it best suits the nature of the research to be undertaken. The researcher wants to investigate current classroom management practices, disciplinary strategies and educator duties and demands. The researcher also wants to determine whether educators cope with classroom management duties as well as maintaining discipline at the same time. The positivist framework will also

influence the choice of the research design, the research strategy and the data collection method.

A review of the relevant literature and an empirical investigation will be done.

1.5.1 Literature review

Both primary and secondary literature sources will be utilised as a theoretical basis for the empirical research.

In order to obtain relevant literature, a variety of electronic databases (EBSCOhost, Academic Search Premier and SAE-publications) and internet search engines (Google, Google Scholar, Yahoo and Aardvark) will be utilised using the following keywords: *classroom management, discipline, teacher-student interaction, classroom discipline, management strategies, disciplinary problems, foundation phase, primary schools, disciplinary strategies and corporal punishment.*

1.5.2 Empirical research design

The research design will be mainly quantitative in nature. According to Leedy and Ormrod (2005:179) quantitative research involves either identifying the characteristics of an observed phenomenon or exploring possible correlations among two or more phenomena. Quantitative research examines a situation as it is, it does not involve changing or modifying the situation under investigation, nor is it intended to determine cause-and-effect relationships (Leedy & Ormrod, 2005:179). The researcher knows clearly in advance what he/she is looking for in quantitative research (Neill, 2007).

The researcher will make use of a quantitative research design because schools will be examined as it is. Descriptive research will be used because the researcher wants to investigate classrooms in its present form as well as the duties that educators have to perform in their classrooms. An investigation will be done on the status of the discipline in classrooms and how educators maintain discipline currently. To investigate the schools as it is, the researcher will determine exactly what is happening in the classrooms, it will be a

reflection of the real day-to-day classroom situation. No changes or modifying will be done to the situation under investigation. If changes or modifying are done, the researcher can't determine what is currently happening in classrooms. No changing under investigation will be done, because then the researcher could not claim to have investigated current classroom management practices and the data gathered from the questionnaires will not tell what is truly happening in the classrooms. The data would then be irrelevant to the research aims.

According to Leedy and Ormrod (2005:95) quantitative researchers seek explanations and predictions that will generalize to other persons and places. The purpose of quantitative research is to establish, confirm or validate relationships and to develop generalizations that contribute to theory (Leedy & Ormrod, 2005:95). A quantitative research will be conducted to determine the effect of classroom management duties on the discipline of grade 2 learners in the Sedibeng West District (D8) of the Gauteng Province.

Because of the fact that a few open questions will be included in the questionnaire that can reveal the unanticipated and the respondents' thinking processes, the research design has a qualitative element as well. Open-ended questions permit an unlimited number of answers and respondents can qualify and clarify responses (Borgatti, 1998). These open-ended questions are questions in which the respondents are not provided with any standard answers to choose from.

1.5.3 Research instrument

The researcher will use self-developed structured questionnaires that will encourage the participants to be co-operative and yields responses that could be used and interpreted. The researcher will make sure that every question is essential for addressing the research problem by proper planning and a good exposition of the questions. The researcher will use self-developed structured questionnaires in order for participants to be able to respond to questions with assurance that their responses will be anonymous, and so they may be more truthful than they would be in a personal interview (Leedy & Ormrod,

2005:185). Questionnaires could be sent to a large number of people. It is easy to generate quantitative data and easy to analyse (Austin & Pinkleton, 2006:243), because it is associated with large-scale studies and it is numeric data. The statistics will show whether educators from the D8 district experience the same problems regarding the abovementioned or whether it occurs only in some areas or schools in the D8 district.

A series of structured questions will be posed to willing participants, summarising their responses with percentages and frequency counts and then inferences will be drawn from the responses (Leedy & Ormrod, 2005:183). The inferences drawn from the questionnaires could be a clear indication that educators in the D8 district believe that classroom management entails too many classroom duties and therefore may have a negative influence on discipline. The researcher could also draw conclusions from the data, which may show that educators experience problems regarding fulfilling classroom duties and maintaining discipline at the same time.

The return rate of questionnaires could be a drawback and questions could be misinterpreted (Leedy & Ormrod, 2005:185). It is also a possibility that the responses could reflect the participant's reading and writing skills (Leedy & Ormrod, 2005:185). This could affect the researcher's aim of the research. The researcher will therefore strive to use simple, clear, unambiguous language and will check for unwarranted assumptions. Questions would provide clear instructions and a rationale for any item whose purpose may be unclear will be given.

The researcher will make use of closed questions to generate data for easy analysis. A few open questions that will provide detailed individual answers will be included in the questionnaire. This implies that the research will include a qualitative element. The researcher will also make use of rating scales because it is more useful when an attitude of an educator towards classroom duties and discipline needs to be evaluated. This questionnaire will be given to the principals, the HODs of the foundation phase and Grade 2 educators. The number of educators involved, will ensure the relevance and accuracy of the findings.

1.5.4 Pilot study

A pilot study is a small-scale try-out of the proposed research study and is a development from the prospectus that is already developed (Van Teijlingen & Hundley, 2001). The intent of the pilot study is to find out where the weaknesses of the research instrument are and to determine how the study can be improved (Leedy & Ormrod, 2005:110). The pilot study further attempts to address issues of validity and reliability (Van Teijlingen & Hundley, 2001).

A pilot study should be conducted to test the research process, in other words, the different ways of distributing and collecting the questionnaire (Van Teijlingen & Hundley, 2001). These authors argue that researchers have an ethical obligation to make the best use of their research experience by reporting issues arising from all parts of a study, including the pilot phase. As such, a preliminary questionnaire will be pre-tested with a selected number of respondents in respect of its qualities of measurement, appropriateness and clarity. The researcher will give the questionnaire to colleagues, not from the target population, to see whether they have difficulty understanding any items. When they have completed the questionnaires, the researcher will be able to see the kinds of responses she is likely to get and then make sure that, down the road, the real responses will be of sufficient quality to help answering the research questions. This pilot study will help the researcher answer the question of what might happen when going to the field with the questionnaire (Van Teijlingen & Hundley, 2001).

1.5.5 Research population

The population is the group of interest to the researcher, the group to which the researcher would like the results of the study to be generalised (Malterud, 2001:486). This research will be done in primary schools in the Sedibeng West District (D8) of the Gauteng Province. There are 102 primary schools in the D8 district (N = 102). The population comprises of all principals (N = 102), respective heads of department (N = 102) and Grade 2 educators (N = 306).

from three different residential areas: farm schools (N = 8), schools in town (N = 15) and township schools (N = 79) (see motivation under 1.5.6).

The research will be directed to all levels of educators as indicated above, in order to ensure that the contribution from all levels of educators is taken into consideration, therefore the researcher will involve principals, heads of department and Grade 2 educators. By completing the questionnaires as discussed before, Grade 2 educators can provide data on the effect of classroom management duties on discipline and whether they cope with both. Grade 2 educators could also give an indication of their perceptions regarding discipline, classroom management, classroom administration, classroom activities and disciplinary systems. Principals could indicate whether the problem occurs in their schools and can provide data on how it affects the educators. The heads of department could indicate if the problem occurs in the foundation phase as they can relate to the problem that Grade 2 educators might experience. The study will therefore be representative of all the various stakeholders. The reason for conducting the study in farm schools, schools in town and township schools is to prove that the findings are applicable to all educators. The researcher is of the opinion that all educators struggle with the same problem, no matter in which area the school is situated.

1.5.6 Research sample

A research sample should be chosen carefully, so that the researcher is able to see all the characteristics of the total population in the same relationship that they would be seen were the researcher examines the total population (Leedy & Ormrod, 2005:199).

The researcher will make use of simple random sampling because every member of the population has an equal chance of being selected (Leedy & Ormrod, 2005:201). There are 102 primary schools in the D8 district (N = 102) and although 10% is enough, the researcher will use a sample, which will represent 20% of the total population (n = 20 schools).

The D8 district provided a list with all the names of the schools in town, farm schools and township schools. There are many township schools ($N = 79$), only few schools in town ($N = 15$) and only eight farm schools ($N = 8$). The researcher will include 14% of the township schools ($n = 11$ schools), 38% of the farm schools ($n = 3$ schools) and 40% of the schools in town ($n = 6$ schools). In other words, from the total of 20 schools that will be included, 55% will be township schools, 15% will be farm schools and 30% will be schools in town. If the researcher uses only a few schools in townships, then these schools can't be representative of the townships. The researcher attempted to select more than 10% schools from every area in the D8 district. There are only a few farm schools and schools in town, which is the reason why only a few of them are chosen. This is still a valid sample and representative of the areas because more than 10% of the population will be included in the sample.

The sample will include 3 Grade 2 educators for each school ($n = 60$ educators). From the sample, 20% will be heads of department ($n = 20$ HODs) and 20% will be principals ($n = 20$ principals). The researcher does the research in all the areas mentioned in order to attempt to prove that the same problem occurs not only in township schools, but also in schools in town as well as schools on farms. The researcher is of opinion that all educators struggle to perform daily classroom management duties as well as maintaining discipline at the same time and that classroom management duties affect the discipline in classrooms negatively.

1.5.7 Statistical techniques

Quantitative data (numeric data) will be collected by using questionnaires that respondents have to complete. The researcher will summarize the numeric data and will interpret it by using descriptive statistics. Statistics is a group of computational procedures that allow us to find patterns and meaning in numeric data (Leedy & Ormrod, 2005:245). The question of statistics is: What message do they communicate? (Leedy & Ormrod, 2005:245). Therefore the researcher will summarize the responses in sub-divisions, which will address the fundamental aspects of the research.

The statistics will represent dynamics, for instance that maybe only schools in a certain area of the D8 district experience problems regarding the Grade 2 educators as they can't cope with classroom management duties and maintaining discipline at the same time. It could provide data that will indicate how many Grade 2 educators believe that classroom management duties affect discipline positively or negatively. The researcher will also make use of inferential statistics. Inferential statistics involves using a small sample of a population and then estimate the characteristics of the larger population from which the sample has been drawn (Leedy & Ormrod, 2005:252). The researcher will use this method because when the data is returned, it will be used to estimate whether other schools in the D8 district, not from the target group, also experience the same problems. The researcher will use inferential statistics because it provides a way of making reasonable guesses about the large, unknown population by examining the data from the target group/sample.

The Statistical Consultancy Services of the North-West University, Vaal Triangle Campus, will be approached for assistance in the analysis and interpretation of the collected data.

1.5.8 Ethical aspects

People carrying out research should adhere to specialist guidelines and seek whatever approval is required from specialist bodies and approval from School Ethics Committees (Morgannwg, 2008). When human beings are the focus of an investigation, the researcher must look closely at the ethical implications of what she is proposing to do (Leedy & Ormrod, 2009:101). As such, the researcher will do the research in an ethical manner as discussed below.

The researcher will make appointments with the Gauteng Department of Education and all the principals of the selected schools to obtain the following in writing:

- Permission from the Gauteng Department of Education.

- Permission from the principals of the selected schools for conducting the research.

The researcher will also obtain permission from the respective Heads of Department as well as Grade 2 educators from the selected schools.

At the appointments with the principals, the researcher will represent an informed consent form to be signed by the principals, the Heads of Department as well as the Grade 2 educators. This consent form will include the following:

- The purpose and true nature of the research.
- A description of what is expected from the participants, in other words to complete questionnaires.
- Assurance that their anonymity and privacy will be respected at all times and that personal information will be kept confidential and secure.
- The choice of either participating or not.
- Assurance that participants, whom agree to participate, have the right to withdraw from the research at any time. The research is strictly voluntary.
- The researchers' name and contacting details for in case participants have any questions or concerns about the research.
- An explanation that the information gathered from the questionnaires will be treated confidentially and will only be used for the purpose of this research.

1.6 PREVIEW OF CHAPTERS

Chapter 1: Orientation

Chapter 2: The nature of current classroom management practices, disciplinary strategies and educator duties and demands in the foundation phase in South Africa

Chapter 3: Empirical research

Chapter 4: Data analysis and interpretation

Chapter 5: Summary, findings and recommendations

1.7 CONTRIBUTION OF THE STUDY

This research will recommend guidelines in order for educators to cope better with classroom management duties in such a way that it will contribute to effective discipline in the foundation phase.

1.8 CONCLUSION

This chapter outlined the fact that educators struggle to cope with classroom management duties and to maintain good and effective discipline at the same time. The literature review (the relation between classroom management and discipline); the aim and objectives of the study (the aim and the overall aims of the study); the conceptual framework (concept clarification); the research design (literature review, empirical research design, research instrument, pilot study, research population, research sample, statistical techniques and ethical aspects); the preview of chapters and the contribution of the study were discussed in this chapter.

Chapter two will present the literature review. The nature of current classroom management practices, disciplinary strategies and educator duties and demands in the foundation phase in South Africa will be discussed.

CHAPTER TWO

THE NATURE OF CURRENT CLASSROOM MANAGEMENT PRACTICES, DISCIPLINARY STRATEGIES AND EDUCATOR DUTIES AND DEMANDS IN THE FOUNDATION PHASE IN SOUTH AFRICA

2.1 INTRODUCTION

Corporal punishment was the most common form of school discipline throughout the history of education. The educator was seen as a substitute parent and all the normal forms of parental discipline were open to them. In time corporal punishment became a problem; it was seen as a form of abuse (Adams, 1984:157). In South Africa, corporal punishment became an unlawful act with the enactment of the Constitution of the Republic of South Africa, Act 108 of 1996 (SA, 1996a) and the South African Schools Act 84 of 1996 (SA, 1996b; Newell, 2010).

Since the abolishment of corporal punishment, educators struggle with discipline (Ooshuizen *et al.*, 2007:68). Discipline is seen as a matter of making decisions about punishment and dealing with troublemakers (Scherer *et al.*, 1992:141). Refusal to obey requests and commands, noisiness, showing off, teasing, irritating or disturbing other learners, leaving their seats without permission, talking out of turn, calling out when the educator is speaking, making improper noises, not paying attention, storming out of the classroom, and knife attacks, are common types of behaviour that disturb lessons of educators (Landsberg *et al.*, 2005:455). This makes it impossible for educators to teach properly. The authors further state that learners who engage in such behaviour get no benefit from the teaching and learning situation. The attention of all the other learners is distracted and the atmosphere in the class is negatively affected.

According to Landsberg *et al.*, (2005:456) discipline is a huge part of classroom management and it is reactive in nature. Educators react to learner behaviour that disrupts the good order of the classroom. Classroom

management is proactive, it is preventative and self-control on the part of the learners is its goal (Landsberg *et al.*, 2005:456). To create the best learning environment possible and also to develop learner responsibility and self-regulation, are very important.

Stress and burnout among educators have become much talked about phenomena and have increasingly been acknowledged as widespread problems and global concerns (Wentzel *et al.*, 2009:1). The demands on educators and schools are increasing, and therefore also the incidence of stress in the teaching profession (Wentzel *et al.*, 2009:1). These authors argue that educator stress is related to many different work related issues such as turnover intentions, job performance and job satisfaction and that the stress that educators experience can have serious implications for their physical and mental health. Wentzel *et al.* (2009:1) believe that many educators complain about low morale and stress-related illnesses such as hypertension, diabetes, ulcers and heart attacks, whereas others plan to leave the profession and take early retirement.

Classroom management involves a complex set of behaviours that the educator uses to establish and maintain classroom conditions that will enable learners to achieve their instructional objectives efficiently (Badenhorst, 1993:44).

In the next section a discussion about the nature of classroom management practices will follow.

2.2 THE NATURE OF CLASSROOM MANAGEMENT PRACTICES

The following discussion focuses on management in general. A study about classroom management will follow later in the chapter.

2.2.1 Definition of management

According to Craig (2009) the verb *manage* comes from the Italian *maneggiare* (to handle), which in turn derives from the Latin *manus* (hand). The French word *mesnagement* (later *ménagement*) influenced the

development in the meaning of the English word *management* in the 17th and 18th centuries (Craig, 2009). Management is a practice of utilizing all available resources to obtain a desired result (Lykos, 2004). Management is the act, manner, or practice of managing as well as handling, supervision or control (Craig, 2009; McCrimmon, 2010). Management is the wise use of means to accomplish a purpose (Craig, 2009). Craig (2009) and Tuck (2005) state that management is a process that is used to accomplish organizational goals; that is, a process that is used to achieve what an organization wants to achieve. An organization could be a business, a school, a city, a group of volunteers, or any governmental entity and the managers are the people to whom this management task is assigned (Craig, 2009).

2.2.2 The purpose of management

Management is necessary because of two reasons: a desired result must be established, and someone must be delegated, or assume the authority, to obtain, organise, guide and direct resources toward the desired result (Lykos, 2004). Someone must manage the entire process and for that reason, all persons involved must agree to the desired result, and even if not in total agreement with the plan being advocated, still agree to the plan so as not to consciously or unconsciously sabotage the journey (Lykos, 2004). The purpose of management should involve the identification of goals, the setting of objectives, the identification of the current position of the organization, and the generation of alternative strategies to achieve the objectives (Correia *et al.*, 2005:51).

2.2.3 The principles of management

According to Robbi (2009), the principles of management are the essential, underlying factors that form the foundations of successful management. These principles serve as guidelines for decisions and actions of managers and they derive through observation and analysis of events which managers have to face in practice (Robbi, 2009). A French management theorist, Henri Fayol whose theories in management and organization of labour were widely

influential in the beginning of the 20th century gives an explanation of 14 principles of management (Marino, 2009):

- **Division of work**

Specialization allows the individual to build up experience and to continuously improve skills and therefore be more productive.

- **Authority and responsibility**

This implies the right to give commands and then to take responsibility.

- **Discipline**

Discipline refers to obedience, proper conduct in relation to others, respect of authority, etc. This is necessary for the smooth functioning of an organisation.

- **Unity of command**

Every employee should receive orders and be accountable to one and only one superior. If an employee receives orders from more than one superior, it will create confusion and conflict.

- **Unity of direction**

People busy with the same kind of activities must have the same objectives in a single plan. This is necessary to ensure unity and coordination. Unity of command does not exist without unity of direction but does not necessarily flow from it.

- **Subordination of individual interest**

Management must put aside personal considerations and put objectives first. The interest of goals of the organisation must be priority. Personal interests of individuals come second.

- **Remuneration**

Payment is a very important motivator.

- **Centralization or decentralization**

The amount of power wielded with central management depends on the size of the company. Centralization means the concentration of decision-making authority at top management. Decentralization means to share authority with lower levels. The organization should strive to achieve a proper balance.

- **Scalar chain (Line of authority)**

A hierarchy is necessary for unity of direction. Lateral communication is also fundamental, as long as superiors know that such communication is taking place. 'Scalar chain' implies the number of levels in the hierarchy from the ultimate authority to the lowest level in the organization. It should not be over-stretched and should not consist of too many levels.

- **Order**

Both material order and social order are necessary. The former minimizes lost time and useless handling of materials. The latter is achieved through organization and selection.

- **Equity**

A combination of being treated kindly and justice is needed. It is important to achieve equity by treating employees well.

- **Stability of tenure of personnel**

If job security and career progress are assured, employees will work better. An insecure tenure and a high rate of employee turnover will affect the organization adversely.

- **Initiative**

It is a source of strength for the organisation when all personnel are allowed to show their initiative in some way. This may involve a sacrifice of personal vanity on the part of many managers.

- **Esprit the corps**

Managers need to ensure and develop morale in the workplace. Team spirit helps to develop an atmosphere of mutual trust and understanding.

2.2.4 Management functions

It is generally thought that managers achieve the desired goals through the key functions of management (Craig, 2009). Henri Fayol divided the 'management function' into five key roles and actions (Marino, 2009):

- **Prevoyance (Forecast and plan)**

This implies to examine the future and then to draw up a plan of action. This comprises the elements of strategy.

- **To organise**

This implies to build up the structure, material as well as human, of the undertaking. To make optimum use of the resources required, enabling the successful carrying out of plans.

- **To command**

To uphold activities among personnel.

- **To coordinate**

To bind together, to unify and harmonize all activities and efforts.

- **To control**

To control whether everything is according to the established rules and expressed commands.

2.2.5 Management skills

To be an effective manager, it is necessary to possess many skills (Craig, 2009). Craig (2009) and McCrimmon (2007) mention that although technology advances and grows and that the skills managers need are constantly changing, and different levels of management require different types of management skills, the following are skills that managers need to have:

- **Communication skills**

Communication skills fall into categories of oral and written skills. It is necessary for a manager to orally explain processes and give direction and also to give verbal praise. Listening is an important part of the oral communication process. Managers are expected to listen and hear recommendations and complaints on a regular basis and must be willing to follow through on what is heard. Managers are expected to write reports, letters, memos and policy statements. These must be written in such a way that it could be interpreted and understood. Good writing requires good grammar and composition skills (Craig, 2009; McCrimmon, 2007).

- **Human skills**

Relating to other people is critical in order to be a good manager. In a school, learners have different temperaments and it takes a manager with the right human skills to manage this variety of learners effectively. The manager must understand different personality types and cultures (Craig, 2009; McCrimmon, 2007).

- **Computer skills**

Technology changes rapidly. It is necessary for managers to have computer skills in order to keep up with these rapid changes. Many of the processes that occur in work environments depend on computers and thus necessitate managers and learners who can skilfully use the

technology. Computers have simplified many of the tasks that are performed in the workplace (Craig, 2009; McCrimmon, 2007).

- **Time-management skills**

The typical manager is a very busy person, therefore it is important that time should be managed effectively. This requires an understanding of how to allocate time to different projects and activities. Good time-management skills can be learned, but managers must be willing to prioritise activities, delegate, deal with interruptions, organize work and perform other acts that will make them better managers (Craig, 2009; McCrimmon, 2007).

In the above section, general management was discussed because in order to understand and interpret educational management; the purpose, principles, functions and skills of general management must be understood first. The following section presents a discussion about classroom management.

2.2.6 Definition of classroom management

Classroom management can be defined as the orchestration of classroom life, which includes planning the curriculum, organising procedures and resources, arranging the environment for optimum efficiency, monitoring learner progress, and anticipating potential problems (Watson *et al.*, 2008). Classroom management deals with how things are done and is the responsibility of the educator (Marshall, 2007). It has to do with procedures and routines to the point of becoming rituals and routines that give structure to instruction (Marshall, 2007). Marshall (2007) explains that classroom management is enhanced when procedures are explained to learners, modelled for learners, practiced by learners, reinforced by practicing and periodically practiced again.

Classroom management can be defined as the educators' ability to cooperatively manage time, space, resources and learner roles and behaviours to provide a climate that encourages learning (Ince, 2000). Classroom management is a skill that educators acquire and hone over time.

Educators develop this skill over a few years of teaching experience; thereafter it becomes easier to manage a classroom (Kizlik, 2009). Classroom management requires “common sense”, consistency, a sense of fairness and courage (Kizlik, 2009).

Management is more than only correcting the misbehaviours of individuals, and more than just discipline. According to LeeSeifert (2007) classroom management is about coordinating entire sets or sequences of learning activities so that everyone, misbehaving or not, learns as easily and productively as possible. Therefore, educators sometimes describe good classroom management as the creation of a positive learning environment. According to Wragg (2001:7) classroom management is what educators do to ensure that learners engage in the task at hand.

2.2.7 The purpose of classroom management

If educators cannot manage their own classrooms and control their learners, they cannot teach effectively (Watson *et al.*, 2008). The purpose of classroom management is to help learners to become self-initiating and responsible for their own behaviour and learning so that they can achieve well in school (Koki *et al.*, 2009). Classroom management is essential for efficient teaching and learning (Marshall, 2007). Marshall (2007) believes that in the absence of effective classroom management, learning is inefficient and the educator becomes stressed.

One of the most significant rights that learners have in a classroom setting include the right to receive tuition on the school premises, and to learn without fear of disturbances (Jacobs *et al.*, 2004:380). These authors state that good classroom management practices are about protecting these rights for all learners.

Classroom management is about achieving an order in which productive learning can occur and the ultimate goal of classroom management is to promote learning (DiMatteo, 2009). If learning is accomplished then the educator is getting the curriculum across to the learners. Good classrooms are not educator-dependent environments but rather independent learner

learning arenas (Moore *et al.*, 2008). Learners need direction if they are to accomplish anything (Ahrendsen, 2009). Effective classroom management will create more time for learning. A poorly managed classroom will have learners who are unsure of what's expected of them, unsure of the rules, and unsure of the educators' own goals in the class (Ahrendsen, 2009). This will result in wasted time. Well-managed classrooms will have none of these anxiety-producing feelings and will allow for more minutes available for learning (Ahrendsen, 2009).

2.2.8 The principles of classroom management

Classroom management includes everything that an educator must do towards two ends, namely, to foster learner involvement and cooperation in all classroom activities, and to establish a productive working environment (Chriest & Maher, 2009).

According to Jacobs *et al.* (2004:361-367) and Kizlik (2009) general classroom management principles which can help educators to manage their classrooms effectively, include the following:

- **Initial preparation**

Successful classroom management requires thorough planning by the educator from the beginning of the year:

(a) Becoming acquainted – This includes all the activities in which the educator engages in order to form relationships with learners individually and to promote communication in the classroom.

(b) Outlining the educator's expectations and allaying learners' concerns – Educators must let the learners know what is expected of them. Educators must communicate their philosophy about the subject field as well as about teaching and learning in general.

(c) Establishing a friendly but businesslike environment – Learners need to be aware of the fact that educators respect their views and are concerned about their well-being. Learners must also know that work is

expected of them and educators must communicate classroom procedures.

(d) Keeping learners involved – Educators need to plan their work for the day in such a way that learners will be occupied with something worthwhile throughout class time.

- **A participative approach to planning procedures**

The establishing of classroom norms should be a process of negotiation, with important consequences for both learners and educators. Rules should be discussed with learners.

- **Avoiding disorder**

Proper planning includes avoiding disruptions and delays in the following ways:

(a) Effective lesson planning – Avoid making learners wait for the lesson to start without a clear focus of their attention.

(b) Carefully planned learner activities – When lessons are planned, learner activities must also be planned. This will minimize disruptions that may occur when learners are idle during the lesson. Planning of activities involves decisions regarding the content to be taught, materials to be used, and methods of instruction to be followed.

- **Creating an effective learning environment**

The classroom environment affects the dynamics of learning:

(a) Rules and routines – An explanation and discussion of the rules of a particular classroom should be one of the first activities of an educator when starting with a new class.

(b) Planning activity areas in the classroom – Activity areas can be arranged for individual or group work.

(c) Use of notice boards – What is displayed on the notice board should be relevant to the intended outcomes of the learning programme and the educator must devise effective strategies for the use of the notice board.

(d) Using positive commands – The use of positive language and effective praise of learners will boost learners' morale as it gives the learner a sense of accomplishment.

2.2.9 Approaches to classroom management

Educators often try out strategies that are reported to have worked for others, but they must rather find and adapt a classroom management approach that fits well with their individual teaching style (Jacobs *et al.*, 2004:380). These authors mention that personality, philosophy and teaching style directly affect the educators' approach to management and matters of discipline in the classroom. According to Jacobs *et al.* (2004:357); Devela *et al.* (2000:15) and Pitsoe (2007:62) there are seven approaches with which educators may identify and which may give beginner educators a sound theoretical basis on which to base their own classroom management style. These approaches include the following:

- **The assertive approach**

This approach is based on the belief that the educator knows the way and that the learners need decisive guidance. The assertive educator lays down the rules and explains their rationale, but never gives in to the persuasion of learners (Jacobs *et al.*, 2004:357; Devela *et al.*, 2000:15; Pitsoe, 2007:62).

- **The business-academic approach**

If learners are fully engaged in meaningful learning activities they will not be distracted and will not engage in disruptive behaviour. This is the philosophy that guides the view that good advance planning of classroom activities and sound strategies of how the activities should be carried out go a long way towards reducing classroom management problems. The

educator sets clearly stated tasks with precise instructions on how to complete them, begins lessons promptly, and gives feedback on learners' progress on time (Jacobs *et al.*, 2004:357; Devela *et al.*, 2000:16; Pitsoe, 2007:62).

- **The behavioural modification approach**

Learning is synonymous with behaviour modification, which may be effected through the conditioning of the individual's responses to external stimuli. Acceptable and unacceptable behaviour are clearly spelt out. Learners are rewarded for good behaviour and are punished for unacceptable behaviour. Thus, the learner will in time be conditioned to conduct him- or herself in an acceptable manner which will receive a positive reward each time he or she displays it. The learner should in time learn to avoid the kind of behaviour that will receive negative reinforcement through punishment (Jacobs *et al.*, 2004:358; Devela *et al.*, 2000:17; Pitsoe, 2007:62).

- **The group managerial approach**

To reduce any chances of disruptive behaviour, the educator should develop a sense of allegiance to the group among the learners. The classroom must have a spirit of congeniality in which all members feel safe and appreciated. This will result in loyalty to the group where all members do wish not to be responsible for bringing disrepute to the group, either by neglecting tasks assigned to the class and to small groups where the latter are used, or displaying unacceptable behaviour. Each individual must feel that his or her contribution to class activities is appreciated and that it adds to the success of the group (Jacobs *et al.*, 2004:358; Devela *et al.*, 2000:19; Pitsoe, 2007:63).

- **The group guidance approach**

The emphasis of this approach is on viewing unacceptable behaviour of individual learners as a result of a malfunctioning group, which should be solved by counselling the whole group. Individuals are products of the

communities of which they come from. The educator using this approach is willing to listen without being critical. The educator is someone with whom learners feel safe to share their problems and in whom they can confide with their frustrations and fears (Jacobs *et al.*, 2004:358; Devela *et al.*, 2000:21; Pitsoe, 2007:63).

- **The acceptance approach**

For many learners, misbehaviour is often a cry for acceptance by the people they admire, both their families and friends. Learners who feel rejected by others often sought mistaken goals, for instance attention seeking, power seeking, revenge and withdrawal. Others ignore learners who display these and their situation worsens, making them even less understood by those from whom they seek recognition. The educator who follows the acceptance approach will identify learners with this problem and will try to make their frustrations less severe by giving them positive attention and by trying to persuade them to open up and say what they really feel (Jacobs *et al.*, 2004:358; Devela *et al.*, 2000:23; Pitsoe, 2007:63).

- **The success approach**

Success and acceptance are basic needs. They play an important role in determining whether one will develop a positive self-concept or a negative one. William Glasser found that for successful classroom management, the educator should (Jacobs *et al.*, 2004:360; Devela *et al.*, 2000:25; Pitsoe, 2007:63):

- emphasise learners' responsibility for their own behaviour;
- establish clearly-defined rules;
- accept no excuses once the established rules have been accepted by the class;
- use value judgements by calling on learners who exhibit inappropriate behaviour to make value judgements about their own behaviour;

- suggest suitable alternatives to inappropriate behaviour;
- enforce reasonable consequences of inappropriate behaviour;
- be persistent in ensuring that learners are committed to appropriate behaviour; and
- continually hold classroom meetings to review the established rules.

The above will ensure that learners know where they stand in terms of learning tasks, the code of conduct for the class, and the consequences of contravening this code (Jacobs *et al.*, 2004:359; Devela *et al.*, 2000:25; Pitsoe, 2007:63).

There are however, a number of factors that can influence classroom management.

2.2.10 Factors that influence classroom management

The process of setting classroom routines becomes more complex if there are mixed cultural and linguistic groups in the same class (Koki *et al.*, 2009). The society of the classroom reflects that of the dominant cultural group in the class, therefore routines will inevitably reflect the behaviour of that group.

There are many external as well as internal factors that influence good classroom management (Watson *et al.*, 2008). According to Erdogan (2010) external influences include parental, administrative, and peer support of the educator and his/her managing practices. Watson *et al.* (2008) mention that research has shown that parents and family are critical factors in learners' education and that the influence and support given by the family may directly affect the behaviour of learners in school. Jennings and Greenberg (2009:491) as well as Watson *et al.* (2008) believe that peer relations is another factor that influences an educators' ability to maintain a high level of classroom management and that mentoring and support from fellow educators are becoming increasingly important to the effectiveness of the management techniques that educators are using. Lemlech (edited by Watson *et al.*, 2008) states that educators who establish rapport and trust with their colleagues will

most often receive insight and feedback useful for preserving control within their classroom. Watson *et al.* (2008) and Crawford and Beaman (2006) mention that inappropriate classroom behaviour is one of the major problems educators struggle with. Behaviour is often influenced by the consequences following the behaviour and in order to be effective, the consequences must therefore be undesirable to the learners (Watson *et al.*, 2008). Therefore consistency must be displayed in dealing with classroom management issues. Watson *et al.* (2008) explain that often behaviours are overlooked and then it creates an atmosphere in which other learners feel as if they can misbehave without punishment. Watson *et al.* (2008) and Miller (1991) state that routines, which are the commonplace procedures and chores involved in daily classroom activities, are far more important for good discipline than people can imagine.

According to Tan and Yuanshan (1999:1) as well as Watson *et al.* (2008) disciplinary problems within schools are worsening and therefore contribute to the way educators approach their work. It therefore necessitates managerial and teaching skills that go beyond typical lesson planning (Watson *et al.*, 2008).

The abovementioned presents a discussion on the factors that influence classroom management. A discussion about current classroom management practices will follow in the next section.

2.2.11 Current classroom management practices in South Africa

Educators face numerous classroom management challenges because public schooling is not voluntary (SA 1996b, section 5). A learner's presence in a classroom is not a sign that they wish to learn, it is only an opportunity for educators to motivate learners to learn (LeeSeifert, 2007). According to LeeSeifert (2007) many learners enjoy learning and being in school, but not all.

Some forms of disruptive behaviour in classrooms include:

- lack of respect;

- aggressive behavioural patterns;
- poor academic performance; and
- unacceptable learner behaviour (Oosthuizen *et al.*, 2007:184).

According to Oosthuizen *et al.* (2007:185) learners show a lack of respect for authority figures, in other words educators. They disregard the authority of educators. The authors further state that if an educator is trying to manage behaviour in the class during teaching time, it interferes with the learning process. Educators become frustrated. Parent's apathy contributes to the problem of learner discipline as parents are often not involved and there is a lack of daily routine (Oosthuizen *et al.*, 2007:189). The authors also mention that learners see the influence of friends, the rebelliousness of other learners and boredom of learners as the major reasons for their ill discipline in a classroom.

Educators sometimes make the mistake of believing that their learners know how to behave in the classroom and that they are prepared for the common behaviours that are expected of them (Scherer *et al.*, 1992:69). According to the authors, this may be a mistake. The authors further state that there is a need for disciplinary methods that fall within the experience of the educator and are compatible with the complex demands of teaching. To some extent, all the learners within a class may be tarred with the same brush and poor relationships tend to develop between educators and individual learners (Scherer *et al.*, 1992:12).

In some schools in South Africa, educators and learners come into contact with different cultures in one class for the first time (Oosthuizen, 2005:2). As this is a new experience for some learners and educators, the way they react to different behaviour and communication patterns can lead to disciplinary problems in a classroom (Oosthuizen, 2005:2). The author further states that if an educator does not plan for the first two weeks of the year, there could be disciplinary problems, because this plan is aimed at the prevention of ill discipline and the making of rules to prevent unnecessary behaviour. A class, which has been left to its own devices, so that the educator can catch up with

marking, will also probably end up misbehaving (McManus, 1995:3). Learners quickly assess the situation and realize what they will be allowed to get away with. It can be very hard to start better classroom management and discipline techniques once this has happened (Kelly, 2007). Not only are educators to blame for ill discipline in their classrooms, but learners are restless and poorly motivated (Blum, 1998:4).

According to Landsberg *et al.* (2005:456) the following qualities of educators are implicit:

- Educators should have high expectations of their learners
- Such expectations should be communicated regularly
- Learner behaviour should be monitored constantly

According to McManus (1995:105) an educator should try to avoid misbehaviour by using eyes, gestures, proximity, territory invasion, touch or an invitation to contribute to the lesson. The learners' name should be used and then the educator should specify unwanted behaviour and the target activity (McManus, 1995:105). McManus (1995:105) also mentions that task-related reasons for disapproval should be given, rather than stating personal preference. Corrective statements should be made short, and nagging, threats and interrogation should be avoided. Past misdemeanours should not be recited and unfavourable comparisons with siblings should not be made (McManus, 1995:105). The author further states that the action should be corrected and not the actor and natural consequences should be the punishment. It is important for an educator not to be an inflexible ruler; learners usually understand the need for exceptions if reasons are given.

The educator should give clear, fair class rules and should explain to learners what behaviour is expected of them (Oosthuizen, 2005:5). Oosthuizen (2005:5) further states that the educator needs to explain and discuss the importance of these rules. The consequences for rules that are broken should be discussed and learners could help to give examples of what they think could be done (Oosthuizen, 2005:6). According to Oosthuizen (2005:6) the

educator should have knowledge about the learning areas they are teaching, know how to teach it and should also have skills for group management.

Oosthuizen *et al.* (2007:123) believe that an educator should:

- have a positive attitude towards learning barriers and social challenges;
- intervene with non-verbal signs and humour;
- let learners contribute by participating in making rules;
- build a classroom community which enhances a positive class atmosphere;
- reduce physical distance or touch to get learners' attention;
- have a better understanding of learners' emotions;
- support learners to free themselves from behavioural roles that may impede their development; and
- understand the logical result of misconduct, rather than applying punitive methods.

In order to achieve the above, there is a need for sound disciplinary strategies. In the next section, the nature of disciplinary strategies will be discussed.

2.3 THE NATURE OF DISCIPLINARY STRATEGIES

2.3.1 Definition of discipline

Discipline deals with how people behave and is about impulse management and self-control (Marshall, 2007). Discipline is the learners' responsibility and refers to the instruction that moulds, shapes, corrects, and inspires appropriate behaviour; while punishment refers to the infliction of suffering, pain, injury or loss (Mills, 2001). Thus, discipline provides the opportunity to redirect learners (Mills, 2001). Fostering discipline begins at home (Department of Education, 2004:310). Discipline means to lead, to build

character, to teach and to nourish a way of living (Rossouw & Rossouw, 2005).

2.3.2 The purpose of disciplinary strategies

The purpose of disciplinary strategies is to discipline learners in the Lord's way (Mills, 2001). Mills (2001) is of opinion that while punishment looks back, discipline addresses the future. Good discipline forms the basis of good education, while ill discipline strikes at the heart of the future of our youth and our country (Gous, 2009). Lack of discipline impacts negatively on all levels of society, it influences teaching and learning from the lowest to the highest levels and it jeopardizes the future development of our country and its people (Gous, 2009).

2.3.3 The principles of disciplinary strategies

According to Bedley (2009), Morrison (2002), Cameron and Thorsborne (1999) and Schweigert (1999:163) there are three powerful principles that will determine positive outcomes in classes everywhere, namely:

- **Restorative justice**

Schools need to place more emphasis on making sure remorse is expressed for various discipline problems, as well as on restoring that which is broken, stolen and damaged. Offenders need to restore and make right the damage that they inflict on others. Educators need to provide various options that learners can choose from and thus introduce restorative justice to the classroom.

- **Responsibility management**

Personal responsibility is the foundational value of all values and you don't teach responsibility but rather you cultivate and encourage responsibility by setting up environments where responsibility is practiced, hour by hour, day by day, and week by week. "If an educator places a jar filled with ideas marked 'Acts of Responsibility' in their classrooms and learners practice responsibility daily by drawing different acts out of the

jar, then significant progress in becoming responsible will be experienced” (Bedley, 2009). Create a climate and culture of responsibility by teaching learners self-management and self-regulating skills. A very important strategy in promoting responsibility in the classroom is to train learners how to respond to others when they are angry, because there are appropriate and inappropriate ways to express strong feelings. There is a need to design charts for classrooms, marked ‘ways to express strong feelings’. Bedley (2009) recommends examples of responsible behaviour to be displayed on classroom walls titled ‘Options Walls’.

- **Replacement behaviours**

Educators are faced with the choice of punishing learners when they are not responsible or praising them when they are responsible. Educators need to avoid rushing to punishment or praise but should rather find replacement behaviours that serve and strengthen learners. If something is not working then it must be replaced with something that works. Spending time designing solutions and strategies makes an educator more multi-faceted and able to guide learners in becoming responsible people. If you praise learners too much they will become dependent on others and less responsible. On the other hand, punishment or putting learners in a penalty box for repeated offensive behaviour will cause the learners to blame the people who punished them rather than take personal responsibility for their actions. A move towards punishment gets in the way of learning. There are more powerful strategies and solutions available for transforming learners’ behaviour in the classroom. To merely acknowledge behaviour expectations, or to administer punishment when behaviour requirements are not met does not bring long term change. Practicing proven procedures that foster positive behaviour develops bedrock habits and serves the learners. It is up to educators to discover, design and personalize disciplinary strategies for each learner.

2.3.4 Current disciplinary measures

Corporal punishment was used as a means of controlling disruptive behaviour until recently, but this is no longer the case (Ramadiro, 2005). The methods to maintain discipline in schools are not always successful. In all schools there are misbehaviour of learners, although most schools manage to keep this within tolerable limits. However, poor disciplinary management within schools can cause a general breakdown in order (Monkwe, 2005:31). Even low levels of ill discipline at schools can have the result of a detrimental working environment for learners.

According to Blum (1998:44) some educators fight 'fire' with 'fire'. They use aggressive body language like pointing fingers in learners' faces. They shout down opposition and they tend to get the last word in, they frighten, shock, intimidate or bully dissenting learners into submission. According to the author this method works for some educators, therefore they believe it is the correct one.

In case of ill-discipline, educators seek answers to the question 'Why?' They do not ask themselves what is the purpose of the behaviour (McManus, 1995:125). According to McManus (1995:125) to ask why a person acts in a particular manner often brings an answer in terms of causes external to that person. The author further states that educators often speak of learners' home backgrounds as if they are inaccessible causes whose effects lie beyond our control. The author also mentions that educators sometimes leave responsibility for action and the possibility of remedy with the learners. By doing this, passive, deterministic pessimism is replaced by optimistic effort (McManus, 1995:126).

Some educators deal with discipline by standing firm irrespective of consequences because there are other learners present and they feel constrained not to lose face (McManus, 1995:149). Many educators become defensive and irritated when confronted by learners' misbehaviour and find it difficult to look hard at themselves and their methods and attitudes (Charlton & David, 1993:4). According to Charlton and David (1993:4) many educators

are reluctant to acknowledge that the reason for learners' misbehaviour may be found as often in their teaching as in the learners' inability or failure to learn.

2.3.5 Reasons for disciplinary problems

Sometimes educators and learners see things differently and the differences in perception between the educator and the learners contribute to disciplinary problems (Ince, 2000).

According to Oosthuizen *et al.* (2007:350) the influence of friends or peers, problems with self-image, rebelliousness, the influence of domestic circumstances and a lack of moral standards in learners, seem to be some of the causes of ill discipline.

According to McManus (1995:10), disruptive behaviour could also be linked to a medical matter. McManus (1995:11) further states that problem behaviour can be attributed to chemistry, whether internal in the genes or external in food additives or petrol lead.

Aggression in schools is better understood as a strategy that a learner has learned to use as an effective method of expression or a way of achieving his or her goals (McManus, 1995:1). McManus (1995:12) states that there is no genetic configuration that causes a particular misbehaviour: misbehaviour is social and exists not as a natural entity but only in a relationship or potential relationship. The author also mentions that there are influences of domestic and personal experiences making some learners inclined to use unskilled and inappropriate strategies such as struggle for attention; power or revenge; using the educator as a safe target for feelings that belong to another person, place or time; seeking refuge from reminders of traumatic experiences in wild behaviour; camouflaged or inept attempts at friendship; and destructive testing of any relationships that may be formed.

Charlton and David (1993:22) mention that there are internal and external factors that are often associated with behavioural problems. These factors can include biological factors, nervous systems, endocrine glands, heredity,

chromosomes, genes, hyperactivity, epilepsy, asthma, family factors, social class differences, social disadvantage, peer group influences and school factors.

It is clear that there are many reasons for disciplinary problems. The next section will present a discussion about recommendations made by various authors in order to improve classroom discipline.

2.3.6 Recommendations made by various authors in order to improve classroom discipline

It is important to provide as much structure and routine as possible and to make sure you have the learners' attention before you teach. The learner should be seated in an area with minimal distractions and where the educator can readily ascertain whether the learner is concentrating (Lerner, 2003:562). Good or improved behaviour should be acknowledged. The learner should be informed through praise and rewards.

A very important aspect that educators have to remember is that they always have to respond to learners in a totally consistent manner. The issue of respect is also very important in maintaining discipline. Educators will have fewer disciplinary problems by them (Landsberg *et al.*, 2005:455). Respect evokes a relationship of trust. A classroom atmosphere of warmth and care, the essential ingredients for successful learning to take place, will be the result of mutual respect and trust. Prevention is better than cure. Classroom procedures and atmosphere should be planned beforehand in order to prevent disciplinary problems before they occur (Landsberg *et al.*, 2005:456).

According to Oosthuizen *et al.* (2007:123) clear constant rules, high expectations, clear consequences, positive reinforcement and the modelling of good behaviour may contribute to better discipline in classrooms. The authors further mention that educators should have a greater understanding of learners' emotions and that they should support learners to free themselves from behavioural roles that may impede their development.

According to Landsberg *et al.* (2005:455) educators need to become proficient in using a hierarchy of disciplinary strategies and to be comfortable with responding to a multitude of unique and unexpected situations. Therefore, educators need to develop a sound theoretical foundation from which to approach each unique learner's disciplinary problem (Landsberg *et al.*, 2005:455).

To approach each unique disciplinary problem is difficult because educators have multiple duties and demands that they have to perform. The nature of educator duties and demands will now be discussed.

2.4 THE NATURE OF EDUCATOR DUTIES AND DEMANDS

Educators have various roles that they have to fulfil and every role expect endless duties and demands from them.

2.4.1 Duties and demands during normal school hours

Whether or not participative and reflective learning occur in the classroom, depends entirely on the educator's personal theoretical frameworks regarding what teaching is about, and how human beings learn (Jacobs *et al.*, 2004:24). Potenza (2002), the curriculum adviser; Jacobs *et al.* (2004:24) as well as Dzebu (2009) identify seven roles that educators need to fulfil, namely:

- **Learning mediator**

The educator mediates learning in a manner which is sensitive to the diverse needs of learners, including those with barriers to learning; constructs learning environments that are appropriately contextualized and inspirational; communicates effectively showing recognition of and respect for the differences of others. An educator demonstrates sound knowledge of subject content and various principles, strategies and resources appropriate to teaching in a South African context.

- **Interpreter and designer of learning programmes and materials**

The educator understands and interprets provided learning programmes, designs original learning programmes, identifies the requirements for a specific context of learning and selects and prepare suitable textual and visual resources for learning. The educator selects, sequences and paces the learning in a manner sensitive to the differing needs of the subject/learning area and learners.

- **Leader, administrator and manager**

The educator makes decisions appropriate to the level, manages learning in the classroom, carries out classroom administrative duties efficiently and participates in school decision-making structures. These competences will be performed in ways that are democratic, which support learning and colleagues, and which demonstrate responsiveness to changing circumstances and needs.

- **Scholar, researcher and lifelong learner**

The educator achieves ongoing personal, academic, occupational and professional growth through pursuing reflective study and research in their learning area, in broader professional and educational matters, and in other related fields.

- **Community, citizenship and pastoral role**

The educator practices and promotes a critical, committed and ethical attitude towards developing a sense of respect and responsibility towards others. The educator upholds the constitution and promotes democratic values and practices in schools and society. Within the school, the educator demonstrates an ability to develop a supportive and empowering environment for the learner and responds to the educational and other needs of learners and fellow educators. The educator develops supportive relations with parents and other key persons and organisations based on

a critical understanding of community and environmental development issues.

- **Assessor**

The educator understands that assessment is an essential feature of the teaching and learning process and knows how to integrate it into this process. The educator has an understanding of the purposes, methods and effects of assessment and is able to provide helpful feedback to learners. The educator designs and manages both formative and summative assessment in ways that are appropriate to the level and purpose of the learning and meets the requirements of accrediting bodies. The educator keeps detailed and diagnostic records of assessment. The educator understands how to interpret and use assessment results to feed into processes for the improvement of learning programmes.

- **Learning area/subject/discipline/phase specialist**

The educator is well grounded in the knowledge, skills, values, principles, methods and procedures relevant to the discipline, subject, learning area, phase of study and professional or occupational practice. The educator knows about different approaches to teaching and learning, and how these may be used in ways that are appropriate to the learners and the context. The educator has a well-developed understanding of the knowledge appropriate to the speciality.

Educational structures within the South African context are influenced by transformation and increased demands that are being placed on educators (Wentzel *et al.*, 2009:1). According to De Klerk-Luttig (2008:510) and Wentzel *et al.* (2009:1), in addition to the above mentioned roles, educators must cope with demands such as increased specialization, the growing scope of curricula, lack of discipline in schools, the abolishment of corporal punishment, unmotivated learners, learners' negative attitudes towards themselves, redeployment, retrenchments and retirement packages for educators, large learner-educator ratios and a new curriculum approach. The management style of principals, new governing bodies for schools, the high

crime rate in the country, coping with current political change and corruption in state departments are all contributing to the increased demands that are being placed on educators (Wentzel *et al.*, 2009:1).

2.4.2 Duties and demands of educators after normal school hours

In order to carry out the responsibilities of the school system, educators may be required to perform certain non-instructional and extra-curricular duties (SA, 2005:47). Non-instructional duties during school hours include duties that are not related to the instruction and supervision of learners and it includes things such as bus duty, carpool duty and regular and ongoing use of planning periods to monitor hallways and cafeterias (SA, 2005:47). Assigned additional duties are considered part of all employees' responsibilities, but the assignment of additional duties to educators should be minimized, to allow time for educators to plan, to collaborate with colleagues, to get involved in conference with parents, to tutor learners and to perform any other activities that have a direct impact on learner achievement (SA, 2005:47). The principal of each school has the authority to assign extra-curricular and non-instructional duties regarded as necessary to conduct the business of the school (SA, 2005:47). Extra-curricular duties include those duties performed outside of regular school hours that are not part of the educators' instructional duties. Examples of extra-curricular activities include, for example coaching duties, taking tickets at sporting events or acting as a faculty sponsor for a learner club. It does not include time spent in parent-educator conferences, or activities related to courses taught by the educator.

Educators have many duties and demands and sometimes struggle to prioritise these duties and demands. A further discussion on this topic follows.

2.4.3 The difficulty of prioritising educators' duties and demands

The relationship between work life and personal life is an issue that commands growing attention in both the public and private sectors (Wentzel *et al.*, 2009:1) Work and family (personal) life are the two domains of human activity in which fully employed individuals spend about two-thirds of their time, one-third in each (Wentzel *et al.*, 2009:1). These authors state that the

essence of the relationship between work life and family life today is that the two domains overlap and interact and that work and family roles have gradually become more intertwined and men and woman are increasingly concerned about managing the conflict experienced in fulfilling the dual demands and responsibilities of work and family roles. Wentzel *et al.* (2009:2) mention that previous research indicates that in some instances work interferes with family life, and in other situations family responsibilities interfere with life at work. The researcher is of the opinion that because of all the duties and demands that educators have to carry out regarding their personal lives as well as their profession, educators struggle with prioritising all these duties and demands.

Increased demands placed on educators manifest in various forms of destructive behaviour such as alcohol abuse, absenteeism, difficulties in setting priorities in their work and personal lives and destructive relationships between educators and learners, educators and colleagues and educators and their families (Wentzel *et al.*, 2009:1). These authors mention that this results in poor quality of life.

Educators sometimes struggle to prioritise different duties and demands, which lead to an emotional dilemma in which they find themselves. This will be discussed in the next section.

2.4.4 The morale / emotional dilemma of the educator

Educator burnout is defined as a condition caused by depersonalisation, exhaustion and a diminished sense of accomplishment (Haberman, 2004:1). Kyriacou and Sutcliffe (written by Haberman, 2004:1) define educator burnout as a syndrome resulting from educators' inability to protect themselves against threats to their self-esteem and well-being. When an educators' coping mechanisms fail to stem the demands, then the stress increases and threatens the educators' mental and physical well being, ultimately leading to educators quitting or burning out (Haberman, 2004:2). Administrative and parental expectations, variations in learner needs and an ever-changing curriculum are leading educators down a treacherous path toward burnout

(Moore, 2010). Because many conditions determining educator effectiveness lay outside of their control and a high level of continual alertness is required, teaching is a 'high stress' job (Haberman, 2004:3). According to De Vries (2001:126) the higher one finds oneself in management, the more emotional restraint one is expected to exercise.

Burnout is a psychological syndrome of emotional exhaustion, depersonalisation and reduced personal accomplishment that can occur among individuals who work with other people in some capacity (Maslach *et al.*, 1997:85). Haberman (2004:1) defines educator burnout as a condition in which educators remain as paid employees but ceases to function as professionals; educators go through the motion of teaching with no emotional commitment to the task and no sense of efficacy; and they come to the believe that what they can do will make no significant difference in the lives of their learners and thus see no reason to continue caring or expending any serious effort. Burnout remains in educators as 'strong incentives'. Such educators are able to cope with the debilitating problems faced by their learners and the negative conditions of work in dysfunctional bureaucracies because they no longer take their failures as a sign of any personal inadequacies (Haberman, 2004:2). The author goes further by stating that educators become detached jobholders, who feel neither responsible nor accountable for learners' behaviour, learning, or anything else and their only goal is to do the minimum required to remain employed. Haberman (2004:3) states that while work appears to be a major source of stress for working people, educators appear to experience more stress through work than non-educators. Educators appear to be frustrated by their working conditions. Teaching has always been seen as a stressful career and current increases in teacher attrition point to increasing levels of burnout (Heapes, 2008). Haberman (2004:3) believes that educators who leave the profession, have less of a negative impact on schools and learners than those who burn out but remain in teaching.

The National Education Association in America discovered that educators experience health problems, absenteeism and performance letdown as a

result of their working conditions (Haberman, 2004:3). Since stress causes physical and emotional problems, which lead to lower educator effort and greater educator absenteeism, the connection between educator stress and learner learning portrays a significant relationship (Haberman, 2004:2).

According to Haberman (2004:2) and Heapes (2008) studies have indicated that the following affects the educator: ambiguous role expectations, unreasonable time demands, large classes, poor staff relations, inadequate buildings and facilities, salary considerations, lack of resources, isolation and fear of violence, disruptive learners, and the need for administrative support. Lack of administrative support is a category that includes the following: principals are not supportive if they do not handle discipline to the educators' liking; do not understand the instructional program the educators are trying to offer; do not provide the time and resources the educators believe necessary; do not value educators' opinions or involve them sufficiently in decision making; do not support them in disputes with parents; or fail to listen to their problems and suggestions (Haberman, 2004:2). Lack of administrative support sets both the educators and the process up for failure (Peine, 2007:29).

More than half of South Africa's educators intend leaving the profession and have low morale, job dissatisfaction, HIV/Aids and premature mortality devastate public schools, the number of educators has declined over the past seven years (Macfarlane, 2005). By 2002 and 2003, 21 000 educators (about 6%) were leaving the system annually (Macfarlane, 2005). A study done in 2003 and 2004, discovered that there are 21 358 educators in more than 1 700 randomly selected schools of which 55% intended to leave the profession, 25% considered leaving from time to time and nearly 30% considered it very often (Macfarlane, 2005). A national survey of more than 21 000 educators conducted by the Human Sciences Research Council in 2007 revealed that 55% had considered leaving the education profession due to inadequate remuneration, increased workload, lack of career development, professional recognition, dissatisfaction with work policies and job insecurity (Mgibisa, 2009). This study further reported that further reasons for

considering alternative lines of work included low job satisfaction, job stress and violence in schools.

Macfarlane (2005) mentions that the reasons educators gave for wanting to quit were inadequate remuneration, increased workload, lack of career development and professional recognition, dissatisfaction with work policies, job insecurity, violence in schools, and lack of choice about where they work. According to Inglish (2010) the top 5 reasons why many teachers quit are because of a constant battle with the administration; unreasonable, much-too-heavy workloads; poor general working conditions; too much responsibility for accountability scores and teaching that is no longer rewarding. Dave Balt, the president of the National Professional Teachers' Organisation of South Africa (Naptosa) said that in about 10 years almost a quarter of experienced educators will have died of Aids and because of an only slightly lower prevalence in the 25 to 29 age group, there will not be sufficient educators in the system to provide education for all the learners (Macfarlane, 2005). This study found that the health of educators is apparently poorer than that of the general population. Bill Wilkerson, the co-founder of Global Business and Economic Roundtable on Addiction and Mental Health has called depression an epidemic sweeping the public sector among educators and therefore should be tackled as a national 'public health crisis (May, 2010).

According to Wood and McCarthy (2002) as well as Cheuk and Wong (1995:42) when work stress results in educator burnout, it can have serious consequences for the health and happiness of educators, and also the learners, professionals and families they interact with on a daily basis. Symptoms of stress in educators can include anxiety and frustration, impaired performance, and ruptured interpersonal relationships at work and home (Wood & McCarthy, 2002). These two authors state that educator burnout include three sub-domains: (1) depersonalisation, in which one distances oneself from others and views others impersonally; (2) reduced personal accomplishment, in which one devalues one's work with others; and (3) emotional exhaustion, in which one feels emptied of personal emotional resources and becomes highly vulnerable to stressors.

2.5 CONCLUSION

In the above discussion it has become apparent that classroom management has a definite influence on learner discipline. Current classroom management practices make it difficult for educators to teach and to deal with discipline and also to manage administrative duties.

It has also become apparent that educators are unsure of corrective disciplinary measures. Current disciplinary measures do not yield successful results. In fact, educators feel stressed and de-motivated. As a result of so many reasons for misbehaviour in classrooms, educators feel that they do not have the ability to manage the classroom.

Because educators must face a classroom full of learners every day, negotiate potentially stressful interactions with parents, administrators, counsellors and other educators, contend with relatively low pay and shrinking school budgets, and ensure that learners meet increasingly strict standards of accountability, it is no wonder that many educators experience a form of burnout at some point in their careers (Wood & McCarthy, 2002).

The next chapter describes the empirical research design.

CHAPTER THREE

EMPIRICAL RESEARCH DESIGN

3.1 INTRODUCTION

The ultimate purpose of this chapter is to explore the facts derived from the literature study and to relate it to the impact of classroom management duties on the discipline of grade two learners in the Sedibeng West District (D8) of the Gauteng Province.

In this chapter, the empirical research design will be discussed. The population, the sample, measuring instruments and methodology regarding the scoring and interpretation of the data, as well as the relevant statistical analysis will be discussed.

The literature study in the previous two chapters formed the framework for the empirical research. In Chapter 1 the objectives of this study were stated as follows:

- To review existing literature to establish the nature of current classroom management duties.
- To investigate the influence of increased classroom duties on classroom management.
- To review existing literature to establish the nature of current disciplinary measures.
- To investigate the influence of increased classroom duties on discipline.
- To recommend guidelines to assist educators to cope better with classroom management duties and demands as well as maintaining discipline at the same time.

The empirical investigation aims to gather information regarding current classroom management practices, disciplinary strategies and educator duties

and demands. The key issue is to determine whether educators cope with classroom management duties as well as maintaining discipline at the same time. The overall aim is to recommend guidelines to assist educators to cope better with classroom management duties and demands as well as maintaining discipline at the same time.

3.2 RESEARCH DESIGN

This research was conducted by means of a literature review and an empirical investigation.

3.2.1 Review of literature

Both primary and secondary literature sources were utilised as a theoretical basis for the empirical research.

In order to obtain relevant literature, a variety of electronic databases (EBSCOhost, Academic Search Premier and SAe-publications) and academic internet search engines were studied. Keywords included the following: *classroom management, discipline, educator-student interaction, classroom discipline, management strategies, disciplinary problems, foundation phase, primary schools, disciplinary strategies and corporal punishment.*

The information gathered from primary and secondary literature sources was utilised to construct a questionnaire in order to gather information regarding the experiences of educators regarding the impact of classroom management duties on the discipline of grade two learners in the Sedibeng West District (D8) of the Gauteng Province.

3.2.2 Empirical research

The research design was quantitative in nature. However, as a number of open questions were included in the questionnaire, the research included a qualitative element. According to Leedy and Ormrod (2005:95) quantitative researchers seek explanations and predictions that can be generalized to other persons and places. The purpose of quantitative research is to establish, confirm or validate relationships and to develop generalizations that

contribute to theory (Leedy & Ormrod, 2005:95). For the purposes of this research a structured questionnaire was selected as the research tool. The rationale for the use of the structured questionnaire will now be presented.

3.2.2.1 The questionnaire as a research tool

Questionnaires allow for feedback from a large number of respondents, where it is impractical to collect feedback using other more resource intensive methods (Cohen *et al.*, 2009). Questionnaires allow each participant the opportunity to provide anonymous feedback on their experiences (Cohen *et al.*, 2009). Anonymous questionnaires help to obtain honest opinions and reduce the effect of socially desirable responses (Schwarz *et al.*, 2009). According to Cohen *et al.* (2009), structured questionnaires allow for the exploration of patterns and trends which help to describe what is happening in a specific context and provide a measure of respondents' opinions, attitudes, feelings and perceptions about issues of particular concern to the researcher. Unstructured questionnaires allow for richer feedback that may provide insight into explanations for what is happening and participants' opinions, attitudes, feelings, perceptions, etc (Cohen *et al.*, 2009). These authors also mention that unstructured questionnaires allow for issues to emerge that are not necessarily foreseen by the researcher.

A well-designed questionnaire is essential to a successful survey (Crawford *et al.*, 2009:208). A good questionnaire is one which helps directly to achieve the research objectives; provides complete and accurate information; is easy for both interviewers and respondents to complete; is so designed as to make sound analyses and interpretation possible and is brief (Crawford *et al.*, 2009:208).

The researcher made use of a structured questionnaire where a standard set of questions was asked. A structured questionnaire was the best method for this research because it was based predominantly on closed questions, which produce data that can be analysed quantitatively for patterns and trends (Cohen *et al.*, 2009). The agenda of the questionnaire was entirely predetermined by the researcher and provides little flexibility for respondents

to qualify their answers (Cohen *et al.*, 2009). A number of open questions were included to allow for richer feedback that may provide insight into explanations for what is happening and participants' opinions, attitudes, feelings, perceptions, etc (Cohen *et al.*, 2009). These questions can reveal the unanticipated and the respondents' thinking processes (Borgatti, 1998).

As with any research method, questionnaires have advantages and disadvantages (Miller & Salkind, 2002:297) It is also important for the researcher to be aware of the possible problems (Miller & Salkind, 2002:301). These will now be discussed.

3.2.2.2 Advantages of questionnaires

The following are advantages of the questionnaire used for this research (Miller & Salkind, 2002:297; Walonick, 1993):

- Questionnaires are very cost effective when compared to face-to-face interviews, especially for research involving large sample sizes. Written questionnaires become even more cost effective as the number of research questions increases.
- Questionnaires are easy to analyse. Data entry and tabulation for nearly all surveys can be easily done on a PC.
- Questionnaires are familiar to most people. Nearly everyone has had some experience completing questionnaires and they generally do not make people apprehensive.
- Questionnaires reduce bias. There is uniform question presentation and no middleman bias. The researcher's own opinions will not influence the respondent to answer questions in a certain manner. There are no verbal or visual clues to influence the respondent.
- Questionnaires are less intrusive than telephone or face-to-face surveys. When a respondent receives a questionnaire in the mail, he or she is free to complete the questionnaire on his or her own timetable. Unlike other

research methods, the respondent is not interrupted by the research instrument.

The following are also some strengths of questionnaires (Cohen *et al.*, 2009).

- Questionnaires are used to collect data quite quickly.
- All the participants are given the opportunity to provide feedback.
- Feedback is generally anonymous, which encourages openness and honesty.

3.2.2.3 Disadvantages of questionnaires

There are also a number of disadvantages of the questionnaire of which the researcher should be aware (Miller & Salkind, 2002:297; Walonick, 1993):

- One major disadvantage of written questionnaires is the possibility of low response rates. Low response is the curse of statistical analysis and it can dramatically lower our confidence in the results. Response rates vary widely from one questionnaire to another; however, well-designed studies consistently produce high response rates.
- Another disadvantage of questionnaires is the inability to probe responses. Questionnaires are structured instruments, they allow little flexibility to the respondent with respect to response format. The author mentions that they often lose the “flavour of the response”, respondents often want to qualify their answers. By allowing space for comments, the researcher can partially overcome this disadvantage. Comments are among the most helpful of all the information of the questionnaire, and they usually provide insightful information that would have otherwise have been lost.
- Nearly 90 percent of all communication is visual. Gestures and other visual cues are not available with written questionnaires. The lack of personal contact will have different effects depending on the type of information being requested. A questionnaire requesting factual information will

probably not be affected by the lack of personal contact. A questionnaire probing sensitive issues or attitudes may be severely affected.

- When returned questionnaires arrive in the mail it is natural to assume that the respondent is the same person you sent the questionnaire to, which may actually not be the case.
- Questionnaires are sometimes simply not suited for some people, depending on reading skills for example. Some people are just turned off by written questionnaires.

Questionnaires have the following limitations (Cohen *et al.*, 2009):

- Respondents can interpret questions differently. It can be difficult to design questionnaires to minimise this effect.
- Data processing and analysis for large samples can be time consuming.
- It can be difficult motivating potential respondents to complete questionnaires.

The researcher considered the advantages and disadvantages of the use of questionnaires. However, for this specific research, the researcher decided to use the questionnaire because there are more advantages than disadvantages.

3.2.2.4 The format of the questionnaire

The following general layout and format considerations suggested by Walonick (1993) were incorporated into the questionnaire for this research:

- The physical appearance of a written survey may largely determine if the respondent will return it, therefore it is important to use professional production methods for the questionnaire like desktop publishing or typesetting and key lining.

- The questionnaire should have a title that is short and meaningful to the respondent and the rationale is that a questionnaire with a title will be perceived as more credible than one without.
- Well-designed questionnaires include clear and concise instructions on how they should be completed. Short sentences and basic vocabulary must be used for clarity. The questionnaire should have the return address printed on it since questionnaires often get separated from the reply envelopes.
- Questionnaires should use simple and direct language. The questions must be clearly understood by the respondent and must have the same meaning that the researcher intended. The wording of a question should be simple, to the point, and familiar to the target population. Questionnaire items should be simply stated and as brief as possible to reduce misunderstandings and make the questionnaire appear easier to complete. A way to eliminate misunderstandings is to emphasise crucial words in each item by using bold, italics or underlining.
- Uncommon words, jargon, and abbreviations may be included in a questionnaire provided that they are familiar to the population being investigated. Slang is often ambiguous and should be excluded from all questionnaires.
- Questionnaires should leave adequate space for respondents to make comments. Leaving space for comments will provide valuable information not captured by the response categories. Leaving white spaces also make the questionnaire look easier and this might increase response.
- Researchers should design the questionnaire so it holds the respondent's interest. The goal is to make the respondent want to complete the questionnaire. One way to accomplish this is to provide variety in the type of items used. Varying the questioning format will also prevent respondents from falling into response sets.

- If a questionnaire is more than a few pages and is held together by a staple, include some identifying data on each page. Pages often accidentally separate.

3.2.2.5 Principles of questionnaire construction

There are certain principles of questionnaire construction, which the researcher took into consideration for the construction of the questionnaire for this research (Borgatti, 1998):

3.2.2.5.1 Question writing (a direct quote from Borgatti, 1998)

- Target the vocabulary and grammar to the population to be surveyed.
- Be careful to avoid language that is familiar to you, but might not be to your respondents. Avoid unnecessary abbreviations.
- Avoid ambiguity, confusion and vagueness.
- Make sure what you are asking is clear and how you want it answered. Avoid indefinite words or response categories.
- Avoid emotional language, prestige bias and leading questions.
- Watch out for loaded words that have a history of being attached to extreme situations. Watch for prestige markers that cue the respondent to give the correct answer. Avoid leading questions and loading questions with extra adjectives and adverbs.
- Avoid double-barrelled questions.
- Make each question about only one topic.
- Don't assume the respondent is an expert, unless you have no choice.
- It is wrong to assume that the respondent is completely conscious of everything they do and why.

- Avoid asking questions beyond a respondent's capabilities.
- People have cognitive limitations, especially when it comes to memory of past events.
- Avoid false premises.
- Don't assume something is a certain way, the respondent might not agree. This puts the respondent in a tough spot.
- Avoid asking about future intentions.
- Hypothetical questions are notoriously unrelated to actual future behaviour.
- Avoid negatives and especially double negatives.
- Negative questions are often difficult for many respondents to process, especially if they agree with the predicate, because then they are disagreeing with not doing something, which is confusing. Double negatives yield very unreliable data because people are unsure about whether to put a yes or no even if it is clear in their minds.

3.2.2.5.2 Question Placement (a direct quote from Borgatti, 1998)

- It is important to put difficult, embarrassing or threatening questions towards the end of the questionnaire. It makes respondents more likely to answer.
- Related questions must be put together to avoid giving the impression of lack of meticulousness.
- Watch out for questions that influence the answers to other questions.

3.2.2.5.3 Filtering "Don't know" options in questionnaire

The "don't know" option allows respondents to state that they have no opinion of, or have not thought about a particular issue (Walonick, 1993). Walonick (1993) reports that researchers suggest that the "don't know" option should not be included in factual questions and that questions that excluded the

“don’t know” option produced a greater volume of accurate data. The questionnaire used for this research includes questions where respondents have to answer yes or no and then motivate. Questions in which respondents answer strongly disagree, disagree, strongly agree or agree are also included in the questionnaire. A “don’t know” option is not included in the questionnaire, which assures a greater volume of accurate data (Borgatti, 1998).

3.2.2.5.4 Open-ended versus closed-ended questions

An open-ended question is one in which the respondent is not provided with any standard answers to choose from. Open-ended questions permit an unlimited number of answers and respondents can qualify and clarify responses. These questions can reveal the unanticipated and the respondents’ thinking processes. Open-ended questions require more time and effort and might intimidate respondents. Answers can be irrelevant and coding responses can be subjective and tedious (Borgatti, 1998).

A closed-ended question is one in which the response categories are provided and the respondent just chooses one. Closed-ended questions are easy and quick to answer. Answers across respondents are easy to compare and easier to analyse on a computer. Response choices make questions clearer. However, closed-ended questions can put ideas in respondents’ heads and respondents with no opinion answer anyway. Respondents could feel constrained or frustrated and many choices can be confusing. It is difficult to tell if the respondents misinterpreted the question or whether they were forced into simple responses (Borgatti, 1998).

The first part of the questionnaire used for this research includes closed-ended questions. Response categories are provided and the respondents just have to choose one. This was used because questions are easy and quick to answer and it makes it easier for the researcher to compare different perceptions on different educational issues. The last part of the questionnaire consists of open-ended questions where no response categories are provided. Respondents are given the chance to give their opinion regarding certain aspects of education. The researcher included these questions

because she wants to determine the thinking processes of respondents regarding certain educational issues.

3.2.2.6 Questionnaire design

According to Leedy and Ormrod (2005:190); Sharma (2010) as well as Mumford (2009) the questionnaire design process is of profound importance, therefore the following steps should be incorporated:

- Determine which information is being sought.
- Choose the question type (structure and amount of disguise) and method of administration (written form).
- Determine the general question content needed to obtain the desired information.
- Determine the form of response.
- Choose the exact question wording.
- Arrange the questions into an effective sequence.
- Specify the physical characteristics of the questionnaire (paper type, number of questions per page, etc.).
- Test the questionnaire and revise it as needed.

There are no hard-and-fast rules about how to design a questionnaire, but there are a number of points that were borne in mind when designing the questionnaire for this research (Crawford *et al.*, 2009). Leedy and Ormrod (2005:190) mention these guidelines:

- A well-designed questionnaire should meet the research objectives. Every survey is bound to leave some questions unanswered and provide a need for further research but the objective of good questionnaire design is to minimise these problems.

- It should obtain the most complete and accurate information possible. A good questionnaire is organised and worded to encourage respondents to provide accurate, unbiased and complete information.
- A well-designed questionnaire should make it easy for respondents to give the necessary information.
- The questionnaire should be brief and to the point and arranged in a manner that the respondents can remain interested throughout the questionnaire.

Crawford (1990) and Sudman *et al.* (2004:283) introduce nine steps involved in the development of a questionnaire, which were considered in the design of this questionnaire. Leedy and Ormrod (2005:190) also introduced some of these steps for the construction of a questionnaire:

- Decide on the information required.
- Define the target respondents.
- Choose the method of reaching your target respondents.
- Decide on question content.
- Develop the question wording.
- Put questions into a meaningful order and format.
- Check the length of the questionnaire.
- Pre-test the questionnaire.
- Develop the final survey form.

3.2.2.7 The nature of the questionnaire

The questionnaire used in this research consists of a cover page containing a letter to the respondents regarding information about the researcher and the

research project. The letter also explains the confidentiality aspects to the respondents. The letter includes the telephone number of the researcher and assurance that respondents are welcome to contact the researcher for whatever reason. For this research, the researcher personally explained the questionnaire process to the principals. Each questionnaire is addressed to either a principal, a head of department or a grade two educator. The cover page also includes Section A which consists of survey details regarding the title of the research, record number, name of the researcher, school type (farm school, township school or town school) and the retrieval date.

Page 2 of the questionnaire is a voluntary informed consent form. In this consent letter, research participants are informed about the nature of the study and they are given the choice of either participating or not participating (Leedy & Ormrod, 2005:101). This letter explains to participants that if they agree to participate, they have the right to withdraw from the study at any time. Participation in the study is strictly voluntary (Leedy & Ormrod, 2005:101). This letter must be signed by the researcher as well as the research participants.

The questionnaire used in this research consists of six sections.

Section B (page 3) consists of 9 questions. This section is constructed in such a way as to highlight responses, which would indicate the respondents' perceptions regarding discipline. These perceptions include: the major concern about discipline; whether educators experience disciplinary problems in their classrooms; parents which expect educators to discipline their children; the managing of learner behaviours when administrative duties decrease; the reconsideration of the future in education considering the increase in disciplinary problems; the involvement of the school governing body in dealing with disciplinary problems and whether discipline is the responsibility of the educator or the learner or both. A 4-scale response is used for these 9 questions:

Strongly disagree / Stem glad	Disagree / Stem nie saam nie	Agree / Stem saam	Strongly agree / Stem volkome
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	nie saam nie			saam
Question 2.1 to 2.9.				

The respondents have to tick whether they strongly disagree; disagree; agree or strongly agree with the statements.

A total of 9 questions are used in Section C (page 4). These questions are structured to determine the perceptions of the respondents regarding classroom management. These perceptions include: administrative duties which make it difficult to manage a classroom environment conducive to learning; the ability to manage resources better when administrative duties decrease; the ability to manage learner behaviour better when administrative duties decrease; classroom management as a skill; the increasing concern about managing the conflict experienced in fulfilling the demands and responsibilities of classroom management; the emotional strength of an educator; effective teaching as an important aspect in a classroom and discipline as a problem when more time is spend on classroom management duties. A 4-scale response is used for these 9 questions:

	Strongly disagree / Stem glad nie saam nie	Disagree / Stem nie saam nie	Agree / Stem saam	Strongly agree / Stem volkome saam
Question 3.1 to 3.9.				

The respondents have to tick whether they strongly disagree; disagree; agree or strongly agree with certain statements.

Section D (page 6) consists of 4 questions. This section is constructed to indicate the respondents' perceptions regarding classroom administration. These perceptions include: time-consuming administrative duties; time spent on assessment and evaluation; feedback to learners and parents which takes up a lot of valuable teaching time and whether the Department of Education (District office) sends forms to schools which must be completed before a certain time. A 4-scale response is used for these 9 questions:

	Strongly disagree / Stem glad nie saam nie	Disagree / Stem nie saam nie	Agree / Stem saam	Strongly agree / Stem volkome saam
Question 4.1 to 4.4.				

The respondents have to tick whether they strongly disagree; disagree; agree or strongly agree with certain statements.

The next section, section E (page 6) requires respondents to rank daily classroom activities from number 1 to number 8 by using 1 for the most time consuming duty and eight for the least time consuming duty. This section will indicate which duties educators complete daily before they can start with the most important aspect, namely to teach learners effectively.

Section F (page 7) consists of 3 questions regarding the disciplinary systems at schools. The researcher attempts to determine whether current disciplinary systems at schools help to solve disciplinary problems and whether respondents have any suggestions to improve the disciplinary system. The researcher also wants to find out whether educators suffer from educator burnout.

The last section, section G consists of 3 questions regarding the influence of classroom duties on classroom management. The researcher wants to determine whether respondents believe that when managing learner behaviour in the classroom during teaching time, it interferes with the teaching and learning process. The researcher also wants to find out whether respondents find it difficult to cope with classroom management duties as well as maintaining discipline at the same time. The last question is structured to determine whether respondents believe it has an impact on classroom management when individual attention is given to a learner who is struggling.

3.2.2.8 Administering the questionnaire

3.2.2.8.1 Population and sample

The population is the group of interest to the researcher, the group to which the researcher would like the results of the study to be generalised (Malterud, 2001:486). This research was done in primary schools in the Sedibeng West District (D8) of the Gauteng Province. There are 102 primary schools in the D8 district. The target population for this research was identified as principals, respective heads of department and Grade 2 educators from three different residential areas: farm schools, schools in town and township schools, (cf. 1.5.5). From a total number of 102 primary schools in the Sedibeng West District (D8) of the Gauteng Province, a sample of 20 schools was selected by means of a simple random sampling technique. The researcher used 14% of the township schools ($n = 11$ schools), 38% of the farm schools ($n = 3$ schools) and 40% of the schools in town ($n = 6$ schools). In other words, from a total of 20 schools, 55% were township schools, 15% were farm schools and 30% were schools in town. From these 20 schools, 60% of the respondents were Grade 2 educators ($n = 60$ educators), 20% were heads of department ($n = 20$ HODs) and 20% were principals ($n = 20$ principals).

Various approaches are available for determining the sample size needed for obtaining a specified degree of accuracy in the estimation of population parameters from sample statistics (Frary, 2005). According to Frary (2005) all of these methods could assure 100% returns from a random sample.

The sample for this research was chosen carefully, so that the researcher was able to see all the characteristics of the total population in the same relationship as to when the researcher would have examined a total population (Leedy & Ormrod, 2005:199). The researcher used simple random sampling as every member of the population had an equal chance of being selected (Leedy & Ormrod, 2005:201).

The researcher is of the opinion that the respondents will find the outcome of the research quite interesting. The final outcome will provide them with

guidelines to cope better with classroom management duties and demands as well as to maintain discipline at the same time.

3.2.2.8.2 Pilot study

A pilot study is a small-scale 'try-out' of the proposed research instrument (Van Teijlingen & Hundley, 2001). Until the questionnaire has actually been used with respondents, it is impossible to say whether it is going to achieve the desired results, therefore it is necessary to pre-test the questionnaire before it is used in a full-scale survey to identify any mistakes that need correcting (Crawford, 1990; Sudman *et al.*, 2004:358; Leedy & Ormrod, 2005:192). These researchers state that the purpose of pre-testing the questionnaire is to determine:

- Whether the questions as they are worded will achieve the desired results.
- Whether the questions have been placed in the best order.
- Whether all classes of respondents will understand the questions.
- Whether additional or specifying questions are needed or whether some questions should be eliminated.
- Whether the instructions to interviewers are adequate.

Crawford (1990) and Sudman *et al.* (2004:254) reckon if the questionnaire has been subjected to a thorough pilot test, the final form of the questions and questionnaire will have evolved into its best form.

The questionnaire for this research was submitted to the researcher's promoter for intensive scrutiny and comments. Thereafter, the questionnaire was piloted to colleagues of the researcher, not from the target population. The pilot group was requested to comment on the questionnaire in terms of the format and design and also to make suggestions.

The pilot study responses were analysed and revealed reliability and validity. The outcome of the pilot study was satisfactory.

3.2.2.9 Questionnaire distribution

The final questionnaire was then distributed to the respondents. To exclude the possibility of questionnaires being lost in the post, the researcher distributed the questionnaires as well as collected it personally in order to ensure a high return rate. In this way the researcher exercised control over the time for completing and returning the questionnaire.

3.2.2.10 Response rate

A total of 100 questionnaires were distributed to educators in 20 schools in the Sedibeng West District (D8) of the Gauteng Province. Of this number, 80 questionnaires were returned.

3.2.2.11 Statistical techniques

Quantitative data (numeric data) was collected by using the questionnaires that the respondents had to complete. The researcher took the numeric data and summarized and interpreted it by using descriptive statistics. Statistics is a group of computational procedures that allow us to find patterns and meaning in numeric data (Leedy & Ormrod, 2005:245). The question of statistics is: What message do they communicate? (Leedy & Ormrod, 2005:245). Therefore the researcher summarized the responses in subdivisions that address fundamental aspects of the research.

The researcher also made use of inferential statistics. Inferential statistics involved using a small sample of a population and then estimated the characteristics of the larger population from which the sample had been drawn (Leedy & Ormrod, 2005:252). The researcher used this method because when data was returned, it was used to estimate whether other schools in the D8 district, not from the target group, also experienced the same problems. The researcher used inferential statistics because it provided a way of making reasonable guesses about the large, unknown population by examining the data from the target group/sample.

The Statistical Consultancy Services of the North-West University, Vaal Triangle Campus, was approached for assistance in the analysis and interpretation of the collected data.

3.2.2.12 Ethical issues

An informed consent letter was used for this research. Participants had to complete this form before answering the questions in the questionnaires. Participants had the choice either to participate or not to participate. They understood that participation was completely voluntary.

3.3 CONCLUSION

In this chapter the empirical research design was presented. The research design; review of literature; empirical research; the questionnaire as a research tool; advantages of questionnaires; disadvantages of questionnaires; the format of the questionnaire; principles of questionnaire construction; question writing; question placement; filtering “don’t know” options in questionnaire; open-ended versus closed-ended questions; questionnaire design; the nature of the questionnaire; administering the questionnaire; population and sample; pilot study; questionnaire distribution; response rate; statistical techniques and ethical issues were outlined. Chapter 4 will present the data analysis and interpretation.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

The aim of this research (*cf.* 1.3.1) was to investigate current classroom management practices, disciplinary strategies and educator duties and demands, in the Sedibeng West District (D8) of the Gauteng Province, with the aim of recommending guidelines to assist educators to cope better with classroom management duties as well as maintaining discipline at the same time.

Questionnaires were delivered at 20 schools within the Sedibeng West District (D8). The 20 schools included 11 township schools, 3 farm schools and 6 town schools. The respondents targeted at each school included the principal, the foundation phase HOD and 3 grade 2 educators. Therefore questionnaires were administered to 60 educators, 20 HODs and 20 principals. The researcher didn't receive all questionnaires back because at some township schools principals were not present, some schools do not have HODs and some of these township schools only have one grade 2 educator. From a total of 100 questionnaires that were distributed, 80 questionnaires were returned of which 18 were principals (22,5%), 16 were HODs (20%) and 46 were grade 2 educators (57,5%). The questionnaire consists of structured questions and seven sections. The first section (Section A) contains survey details. The second section (Section B) focuses on perceptions regarding discipline. The third section (Section C) focuses on perceptions regarding classroom management. The fourth section (Section D) focuses on perceptions regarding classroom administration. The fifth section (Section E) focuses on daily classroom activities and the next section (Section F) focuses on disciplinary systems. Section G focuses on the influence of classroom duties on classroom management.

This chapter presents the analysis and interpretation of the results of the empirical research.

4.2 ANALYSIS OF DATA

4.2.1 SECTION A: SURVEY DETAILS

This section of the questionnaire was for office use only. The researcher completed these items.

4.2.1.1 Record number

This section of the research represents the number of questionnaires completed.

4.2.1.2 Name of the researcher

The name of the researcher, Z Coetzer, was printed on the questionnaire for the respondents' attention.

4.2.1.3 Date of retrieval

The researcher filled in the date when respondents had to return the questionnaire.

4.2.1.4 School type

The researcher indicated whether the questionnaires were sent to farm schools, township schools or town schools.

4.2.2 Section B: Perceptions of discipline

Section B consists of nine questions where educators had to indicate, on a four point Lickert scale, whether they strongly disagree, disagree, agree or strongly agree with each statement. The focus of these questions was to determine whether educators:

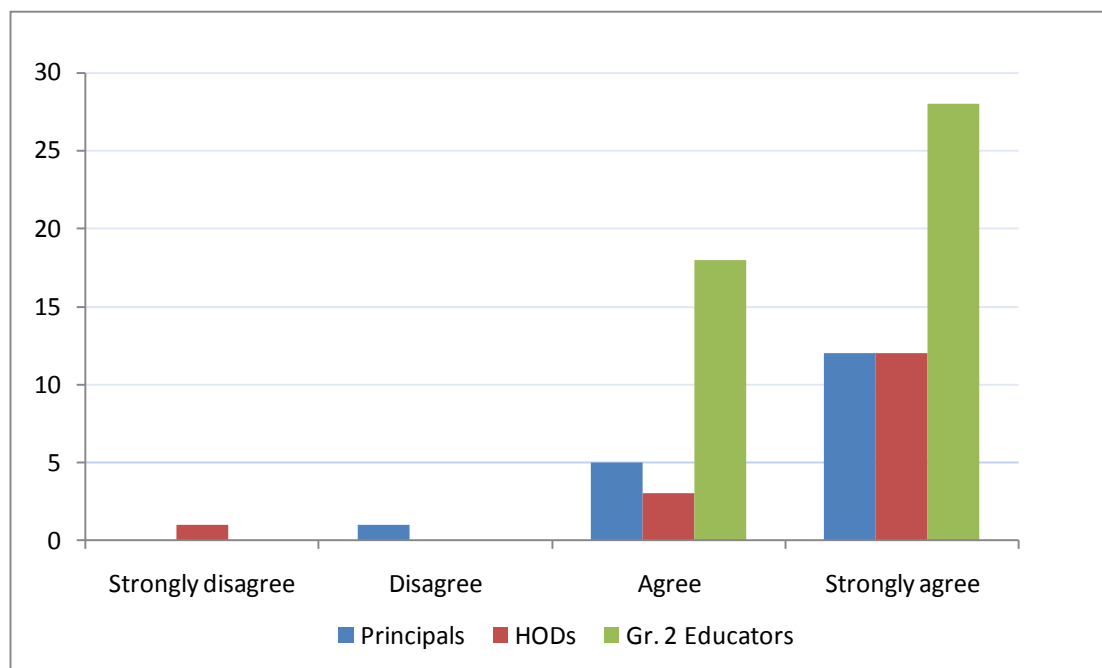
- are concerned about learner discipline;
- experience disciplinary problems in their classrooms;

- feel that parents expect educators to discipline their children;
- will be able to manage learner behaviours better when administrative duties decrease;
- start to reconsider their future in education, considering the increase in disciplinary problems;
- feel the school governing body should be more involved in dealing with disciplinary problems;
- feel discipline is the responsibility of the educator;
- feel discipline is the responsibility of the learner; and
- feel discipline is the responsibility of both the educator and the learner.

4.2.2.1 Question 1: I am concerned about learner discipline

The majority of principals, HODs and Grade 2 educators strongly agreed that they are concerned about learner discipline.

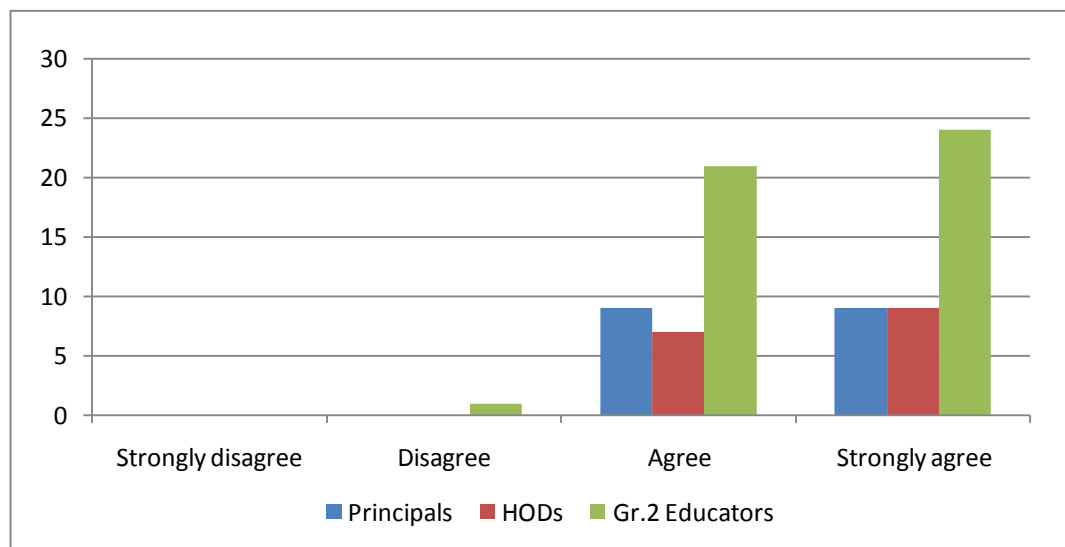
Figure 4.1: I am concerned about learner discipline



4.2.2.2 Question 2: Educators experience disciplinary problems in their classrooms

All the respondents except one educator agreed or strongly agreed that educators experience disciplinary problems in their classrooms.

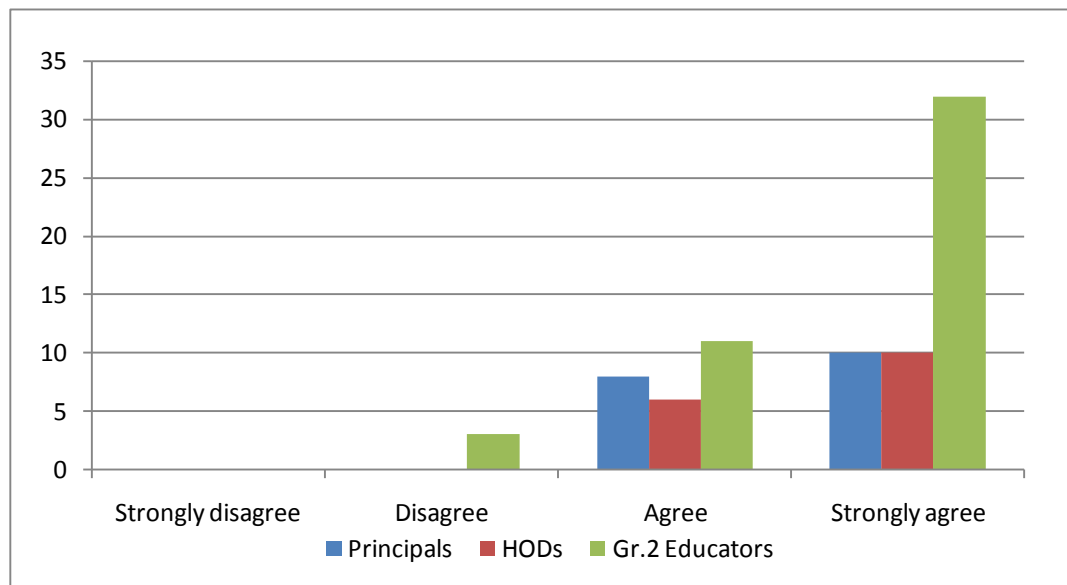
Figure 4.2: Educators experience disciplinary problems in their classrooms



4.2.2.3 Question 3: Parents expect educators to discipline their children

The majority of respondents agreed or strongly agreed that parents expect educators to discipline their children. Only three educators disagreed with this statement. An interesting finding is that parents play a critical role in learners' education and that the influence and support given by the parents may directly affect the behaviour of learners in school (*cf.* 2.2.10).

Figure 4.3: Parents expect educators to discipline their children

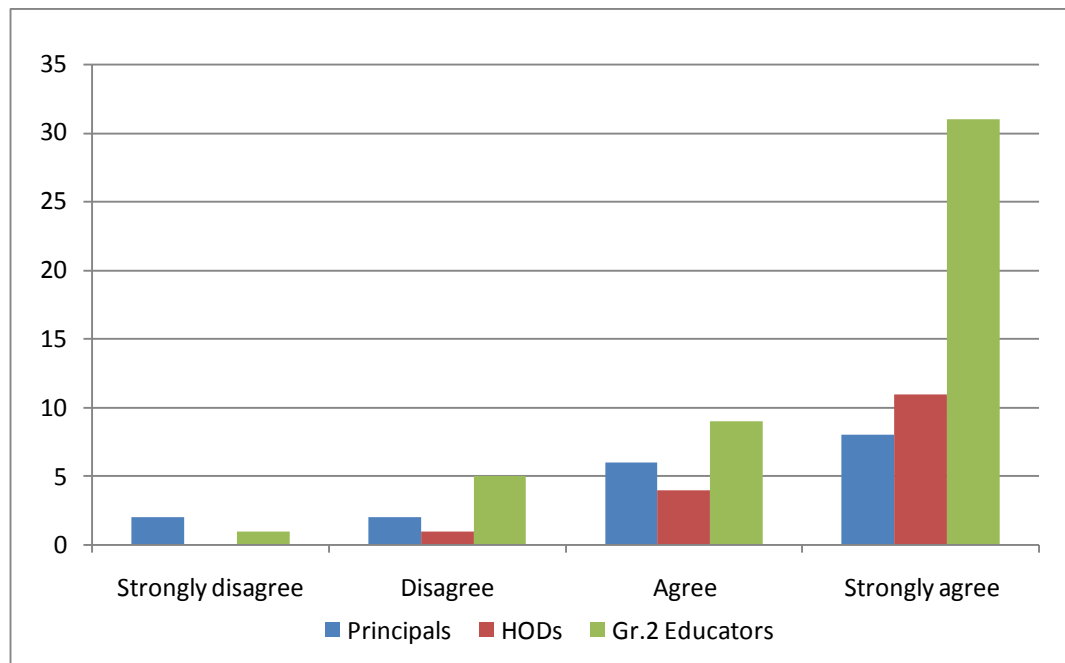


4.2.2.4 Question 4: Educators will be able to manage learner behaviour better when administrative duties decrease

The majority of respondents agreed or strongly agreed that educators will be able to manage learner behaviour better when administrative duties decrease. Less than 15% of the respondents disagreed or strongly disagreed to this statement.

An interesting question that the researcher asks herself is whether it is because of the increase in administrative duties that the majority of educators are concerned about learner discipline (*cf.* 4.2.2.1).

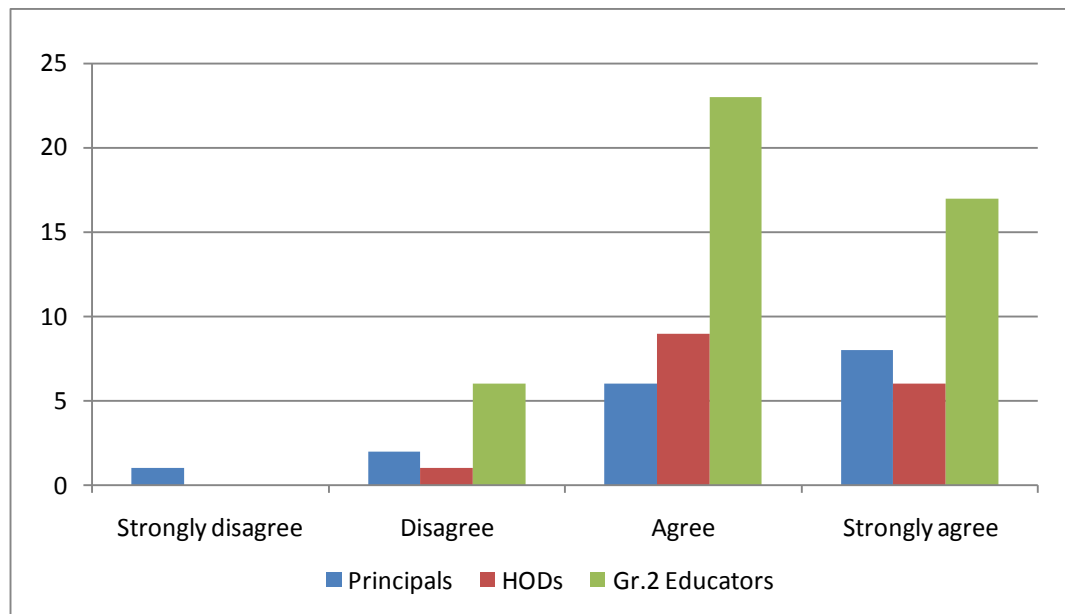
Figure 4.4: Educators will be able to manage learner behaviours better when administrative duties decrease



4.2.2.5 Question 5: Some educators start to reconsider their future in education, considering the increase in disciplinary problems

The majority of respondents (88%) do not believe there is a future in education, when considering the increase in disciplinary problems. The minority (12%) believe there is a future in education, considering the increase in disciplinary problems. Disciplinary problems within schools are increasing and therefore contribute to the way educators approach their work (*cf.* 2.2.10).

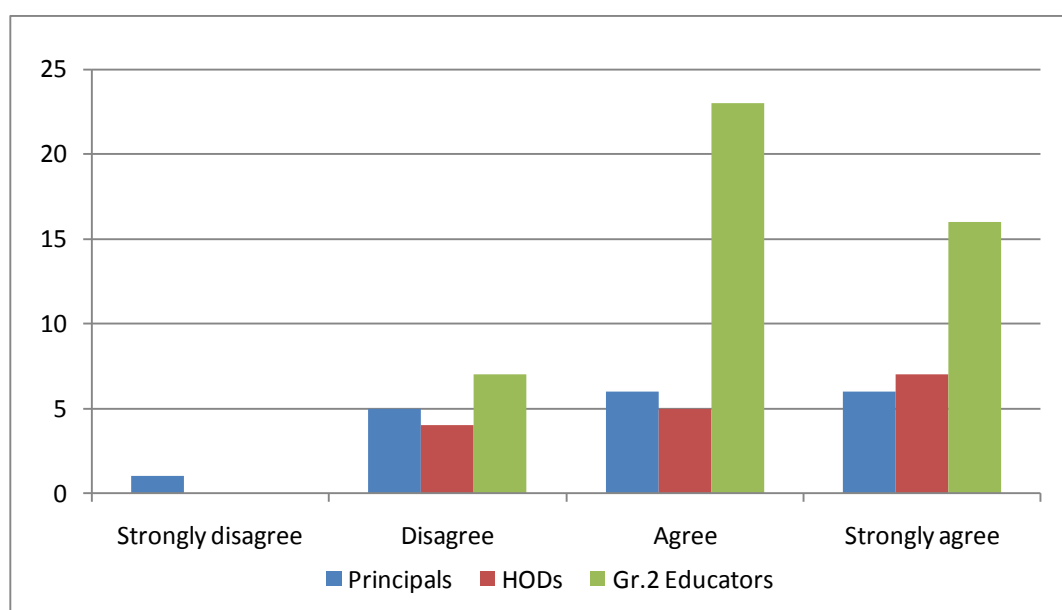
Figure 4.5: Some educators start to reconsider their future in education, considering the increase in disciplinary problems



4.2.2.6 Question 6: The school governing body should be more involved in dealing with disciplinary problems

Most of the respondents agreed or strongly agreed that the school governing body should be more involved in dealing with disciplinary problems. There are a few respondents that didn't agree to this statement.

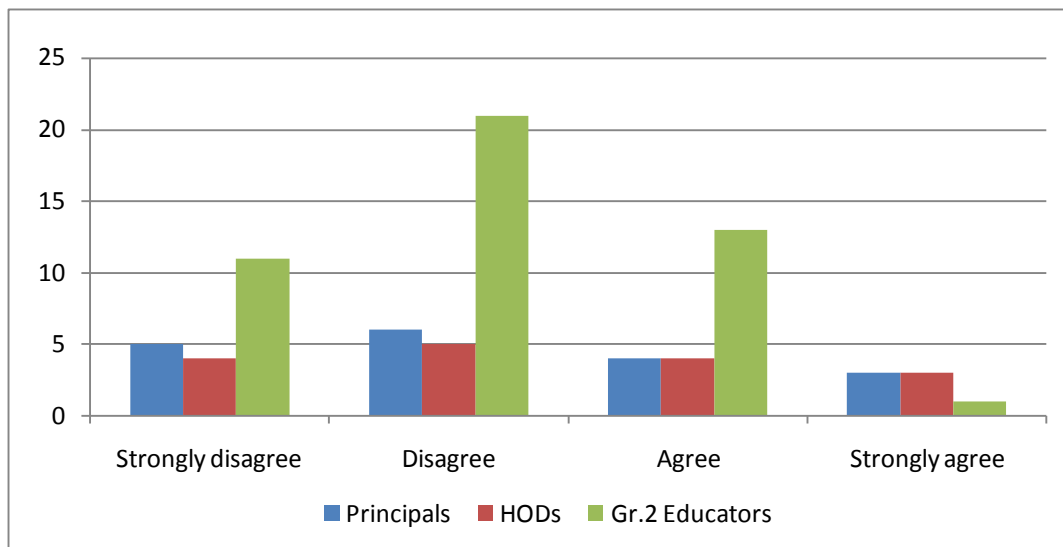
Figure 4.6: The school governing body should be more involved in dealing with disciplinary problems



4.2.2.7 Question 7: Discipline is the responsibility of the educator

Although most respondents disagreed or strongly disagreed (65%) with the fact that discipline is the responsibility of the educator, some respondents (35%) either agreed or strongly agreed with this statement. A contradicting fact arises here. The majority of respondents believed that parents expect educators to discipline their children (*cf.* 4.2.2.3), but with this question some respondents (35%) agreed that discipline is the responsibility of the educator. The researcher is of opinion that parents are supposed to teach their children manners and discipline but they are not always involved in their children's education, therefore educators feel responsible for discipline. This causes the workload of an educator to increase unnecessary.

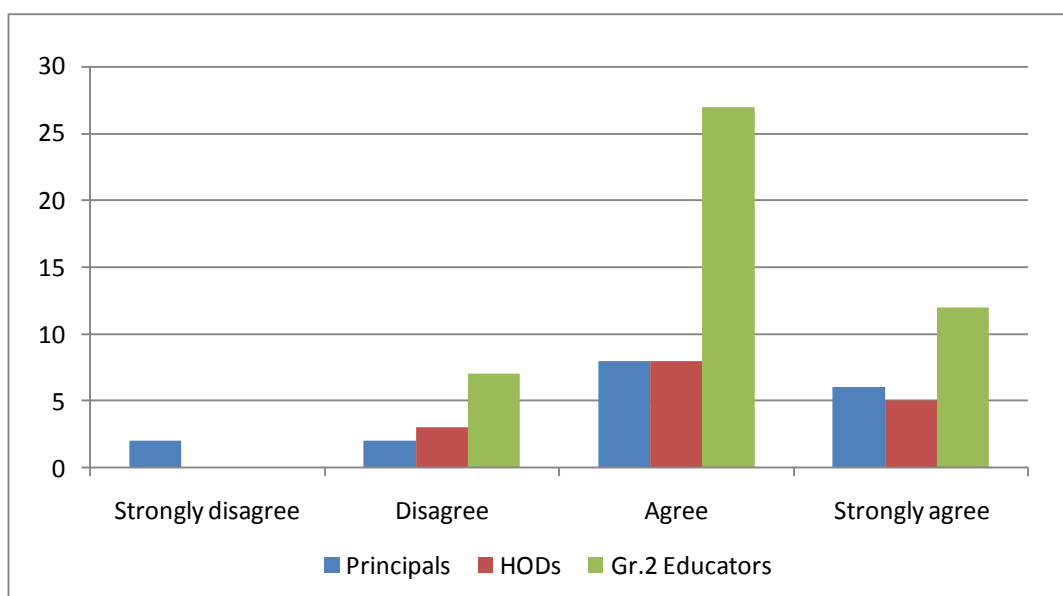
Figure 4.7: Discipline is the responsibility of the educator



4.2.2.8 Question 8: Discipline is the responsibility of the learner

Most of the respondents either agreed or strongly agreed that discipline is the responsibility of the learner. Only a few respondents didn't agree that discipline is the responsibility of the learner.

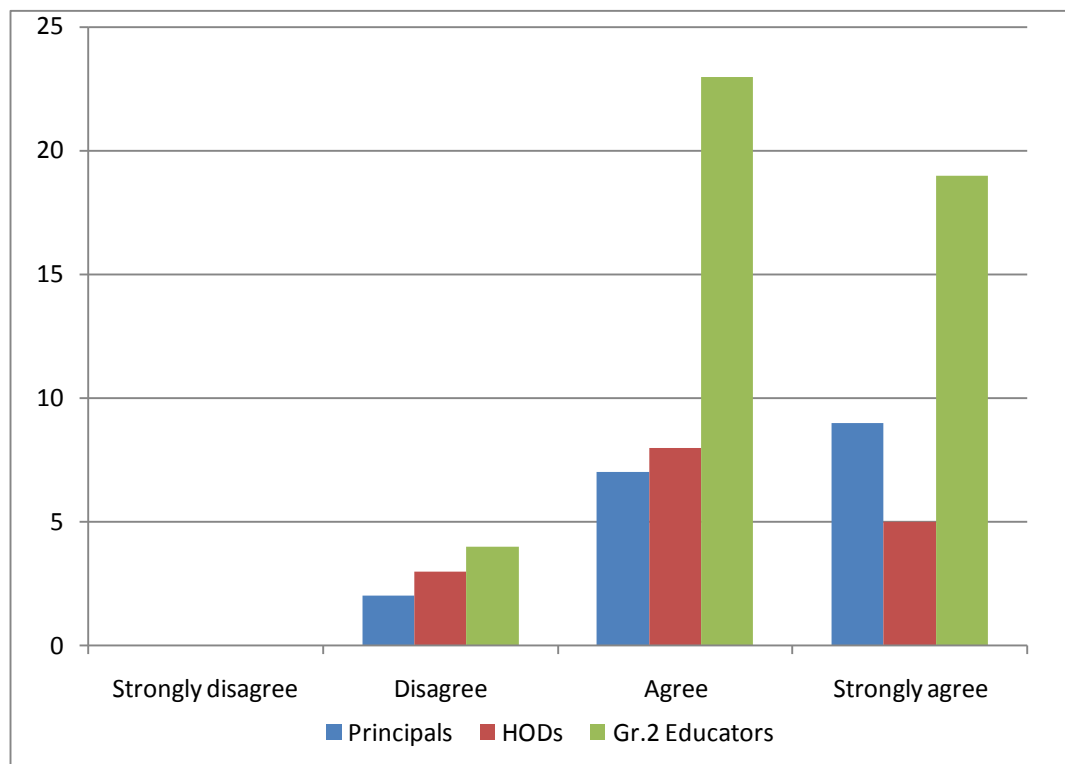
Figure 4.8: Discipline is the responsibility of the learner



4.2.2.9 Question 9: Discipline is the responsibility of both the educator and the learner

The majority of respondents agreed or strongly agreed that discipline is the responsibility of both the educator and the learner.

Figure 4.9: Discipline is the responsibility of both the educator and the learner



4.2.2.10 Summary of Section B

This section of the questionnaire consisted of nine questions. Principals, HODs and grade 2 educators responded in a similar manner to all the questions. Most of the respondents are concerned about learner discipline (*cf.* 4.2.2.1) and experience disciplinary problems in their classrooms (*cf.* 4.2.2.2). According to the majority of the respondents, parents expect educators to discipline their children (*cf.* 4.2.2.3). The researcher is of the opinion that educators have many administrative duties, which makes it difficult for them to handle disciplinary problems at the same time (*cf.* 4.2.2.4). The majority of the educators feel that discipline is the responsibility of the

learner (*cf.* 4.2.2.8). An important finding from the responses to this section of the questionnaire is that disciplinary problems are increasing and that this causes educators to reconsider their future in education (*cf.* 4.2.2.5).

4.2.3 Section C: Perceptions of classroom management

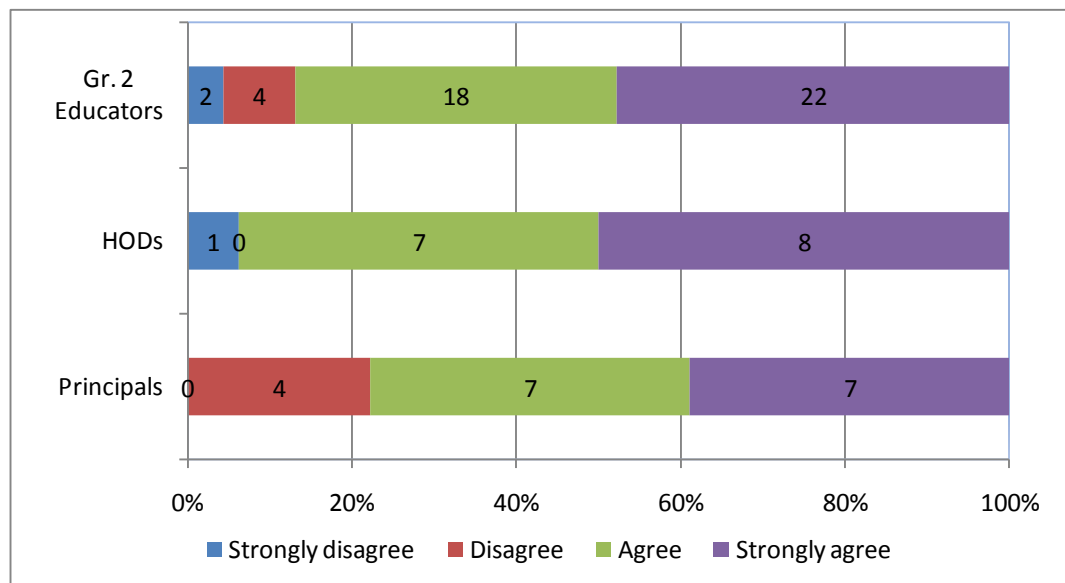
Section C consists of nine questions where educators had to, on a four point Lickert scale, indicate whether they strongly disagree, disagree, agree or strongly agree with the statements. The focus of these questions was to determine whether educators believe:

- administrative duties make it difficult to manage a classroom environment conducive to learning;
- they will be able to manage resources better when administrative duties decrease;
- they will be able to manage learner behaviour better when administrative duties decrease;
- classroom management is a skill that educators develop over time;
- the magnitude of administrative duties makes it difficult to develop classroom management as a skill;
- they are increasingly concerned about managing the conflict experienced in fulfilling the different demands and responsibilities of classroom management;
- the demands of controlling the classroom environment have a negative impact on the emotional strength of an educator;
- effective teaching is the most important aspect in a classroom; and
- discipline becomes a problem when educators spend more time on classroom management duties.

4.2.3.1 Question 1: Administrative duties make it difficult to manage a classroom environment conducive to learning

The majority of respondents either agreed or strongly agreed that administrative duties make it difficult to manage a classroom environment conducive to learning.

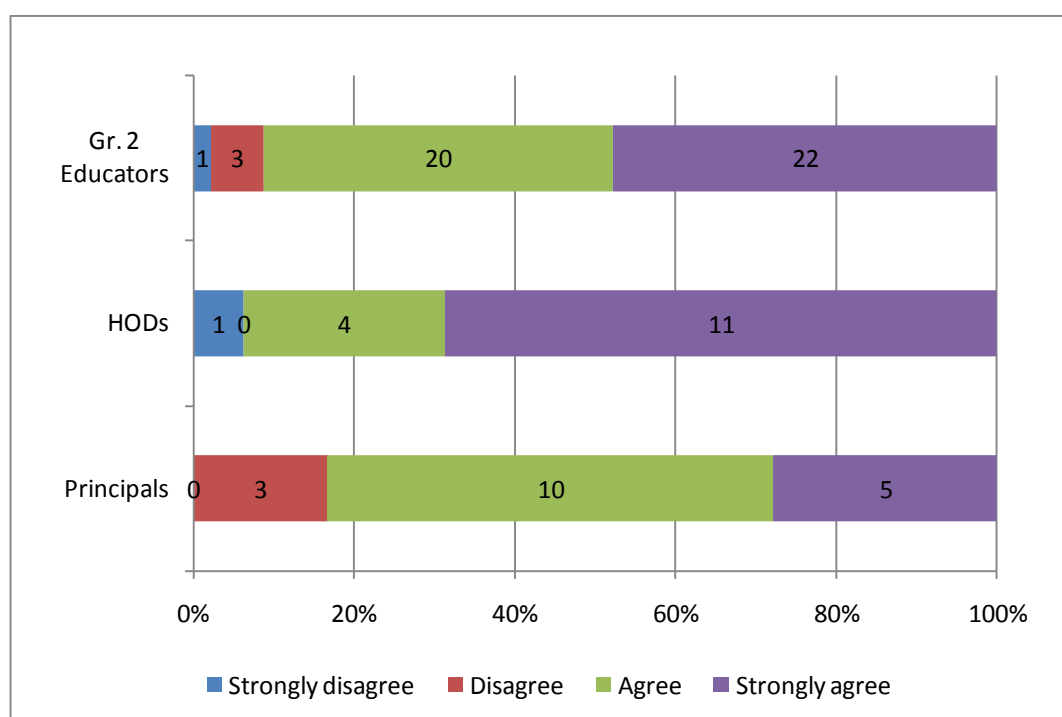
Figure 4.10: Administrative duties make it difficult to manage a classroom environment conducive to learning



4.2.3.2 Question 2: Educators will be able to manage resources better when administrative duties decrease

Most of the respondents agreed and strongly agreed that educators will be able to manage resources better when administrative duties decrease. There are a few respondents that didn't agree with this statement. This finding is supported by literature indicating that not only will educators be able to manage resources better when administrative duties decrease; they will also be able to manage learner behaviour better (*cf.* 4.2.2.4).

Figure 4.11: Educators will be able to manage resources better when administrative duties decrease



4.2.3.3 Question 3: Educators will be able to manage learner behaviour better when administrative duties decrease

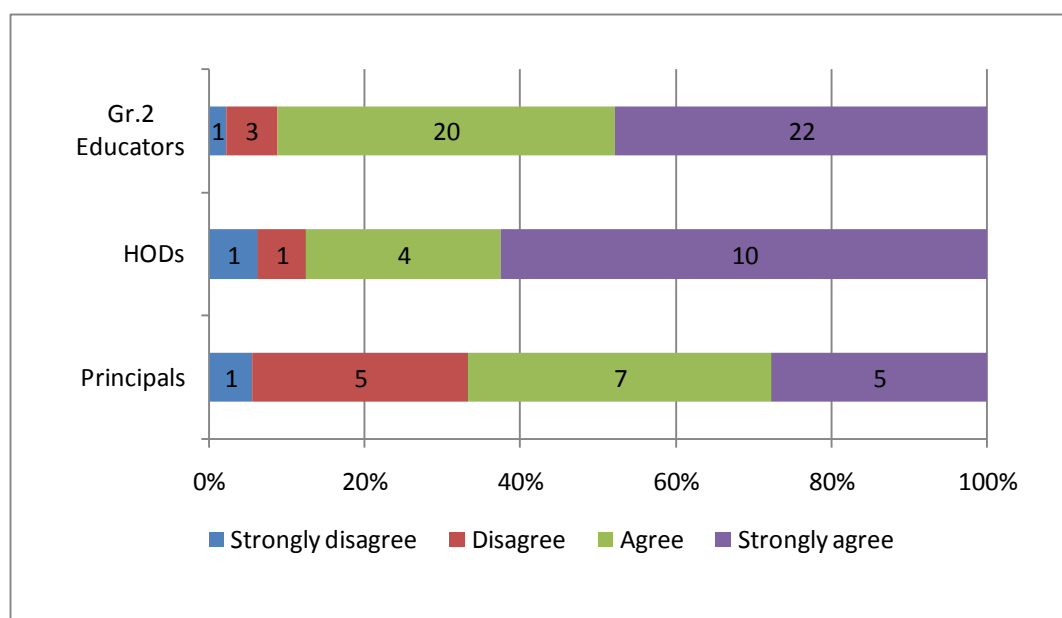
Most of the respondents agreed or strongly agreed that educators will be able to manage learner behaviour better when administrative duties decrease. A few respondents didn't agree with the statement.

This question appeared twice in the questionnaire: as part of 'perceptions of discipline' and as part of 'perceptions of classroom management'. Although it is exactly the same question, respondents responded differently in the two sections of the questionnaire. When respondents had to answer this question in the section 'perceptions of discipline', the majority (63%) strongly agreed and some agreed (24%) that educators would be able to manage learner behaviour better when administrative duties decrease. In total 87% agreed and strongly agreed.

When respondents had to answer this exact question in the section 'perceptions of classroom management,' some respondents (39%) agreed

and some (46%) strongly agreed that educators will be able to manage learner behaviour better when administrative duties decrease. In total 85% of the respondents either agreed or strongly agreed with the statements. Respondents had a stronger opinion when they had to answer this question in the section 'perceptions of discipline'. Educators are concerned about learner discipline (*cf.* 4.2.2.1) and they do experience disciplinary problems in their classrooms (*cf.* 4.2.2.2). Educators do not have the same strong opinion when it comes to perceptions of classroom management. Almost half agreed and half strongly agreed with the statement. The question that arises here is: "Why are the responses different?" "Are educators unsure of what classroom management entails?"; and "Could it be that some of the educators who responded were not experienced educators and that classroom management is a skill that educators develop over time?" (*cf.* 4.2.3.4). The researcher is of opinion that experienced as well as inexperienced educators are unsure of what classroom management entails (*cf.* 4.2.8) because of the constant growth of an educators' workload.

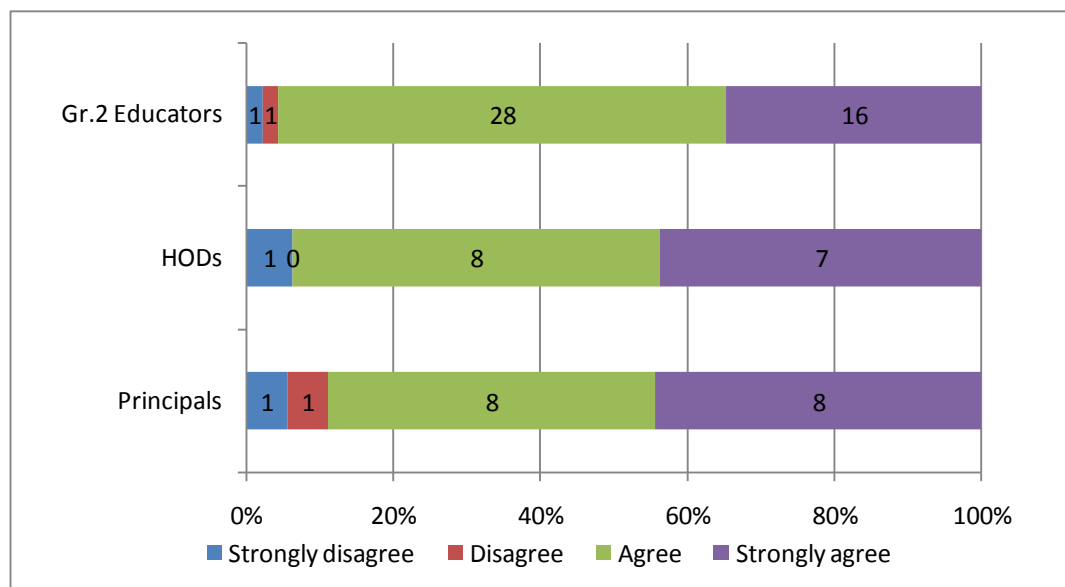
Figure 4.12: Educators will be able to manage learner behaviour better when administrative duties decrease



4.2.3.4 Question 4: Classroom management is a skill that educators develop over time

Almost all respondents either agreed or strongly agreed that classroom management is a skill that educators develop over time. Three respondents didn't indicate that they believe that classroom management is a skill that educators develop over time.

Figure 4.13: Classroom management is a skill that educators develop over time



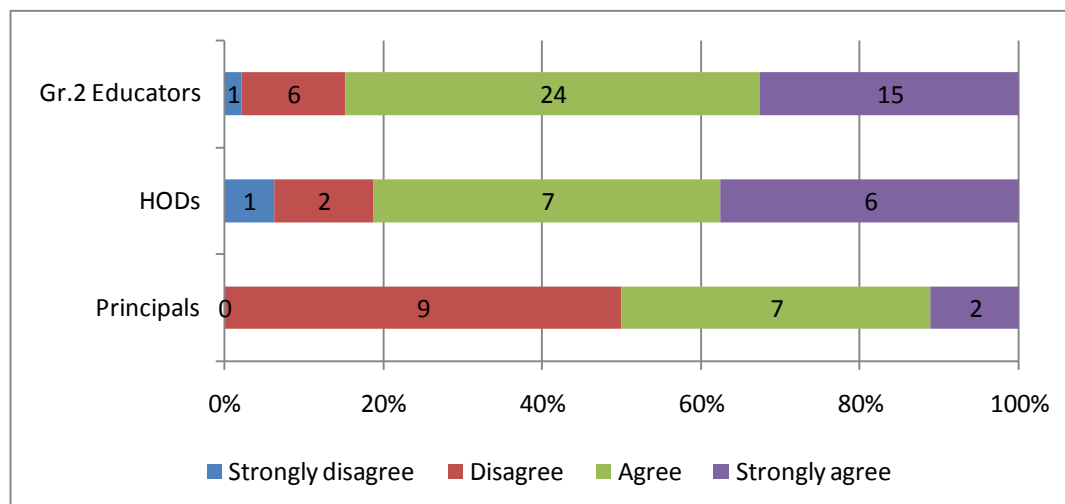
4.2.3.5 Question 5: The magnitude of administrative duties makes it difficult to develop classroom management as a skill

Although most of the respondents (76%) either agreed or strongly agreed that the magnitude of administrative duties makes it difficult to develop classroom management as a skill, some respondents (24%) didn't agree with this statement.

Respondents believe that educators will be able to manage learner behaviour better when administrative duties decrease (*cf.* 4.2.3.3). Respondents also believe that administrative duties pose a serious problem. It is possible that educators struggle with discipline as well as developing classroom

management as a skill because of the increase in administrative duties. As mentioned above, discipline is part of classroom management. In other words, neither discipline nor classroom management will improve when administrative duties increase.

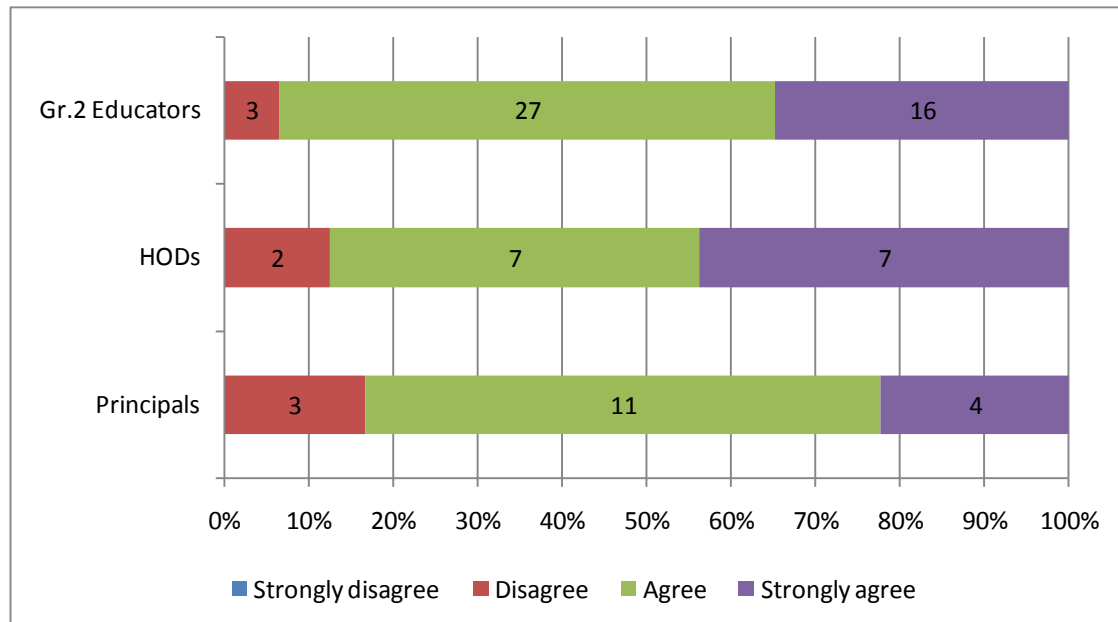
Figure 4.14: The magnitude of administrative duties makes it difficult to develop classroom management as a skill



4.2.3.6 Question 6: Educators are increasingly concerned about managing the conflict experienced in fulfilling the different demands and responsibilities of classroom management

Most respondents agreed or strongly agreed that educators are increasingly concerned about managing the conflict experienced in fulfilling the different demands and responsibilities of classroom management. Only eight respondents didn't agree with this statement and none of the respondents strongly disagreed.

Figure 4.15: Educators are increasingly concerned about managing the conflict experienced in fulfilling the different demands and responsibilities of classroom management

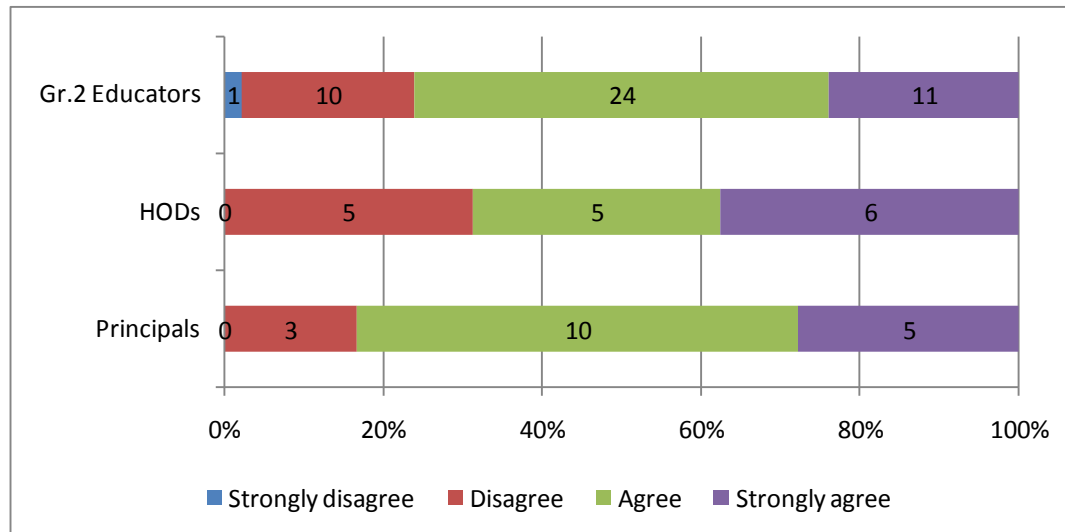


4.2.3.7 Question 7: The demands of controlling the classroom environment have a negative impact on the emotional strength of an educator

It is disturbing to note that the majority of respondents either agreed or strongly agreed that the demands of controlling the classroom environment have a negative impact on the emotional strength of an educator. Only 24% of the respondents didn't agree.

Educators feel drained, because not only the demands of controlling the classroom environment, but also the magnitude of administrative duties have a negative impact on the emotional strength of an educator. If educators do not develop the skills of classroom management (*cf.* 4.2.3.5), they will struggle to control the classroom environment.

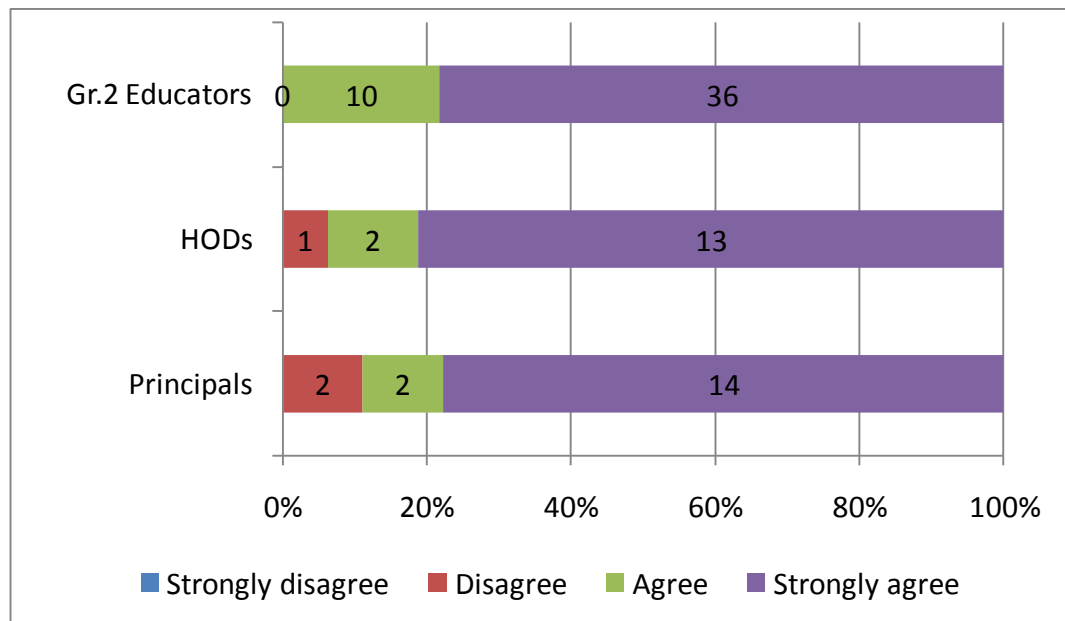
Figure 4.16: The demands of controlling the classroom environment have a negative impact on the emotional strength of an educator



4.2.3.8 Question 8: Effective teaching is the most important aspect in a classroom

The majority of respondents believe that effective teaching is the most important aspect in a classroom. Only three of the respondents didn't agree with this statement. An interesting finding is that if educators cannot manage their own classrooms and control their learners, they cannot teach effectively (*cf.* 2.2.7).

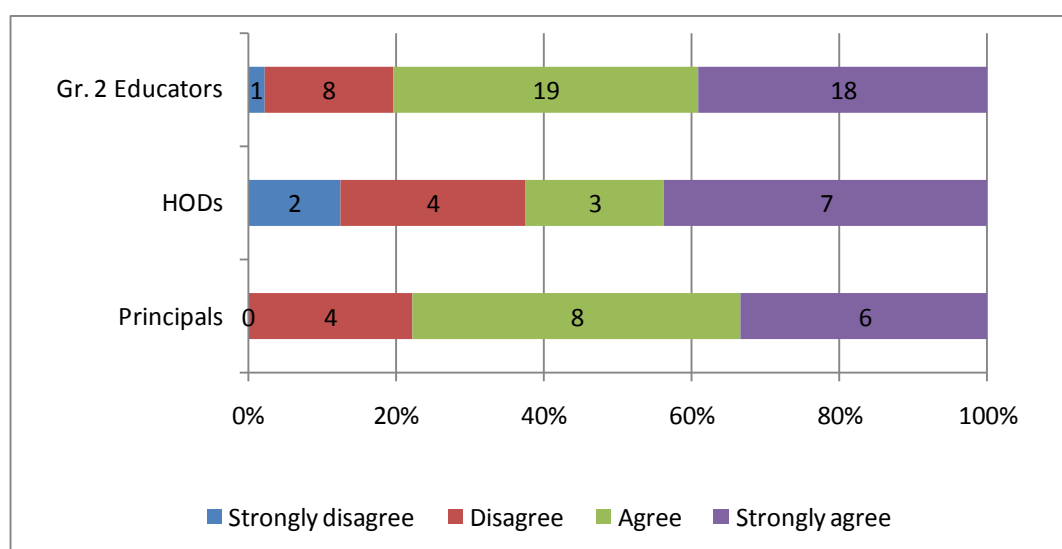
Figure 4.17: Effective teaching is the most important aspect in a classroom



4.2.3.9 Question 9: Discipline becomes a problem when educators spend more time on classroom management duties

Although most of the educators (76%) either agreed or strongly agreed that discipline becomes a problem when educators spend more time on classroom management duties, there are few educators (24%) that disagreed or strongly disagreed with the statement.

Figure 4.18: Discipline becomes a problem when educators spend more time on classroom management duties



4.2.3.10 Summary of Section C

Section C of the questionnaire consisted of nine questions and as for Section B the respondents (principals, HODs and grade 2 educators) responded in a similar way to all the statements. The majority of respondents believe that classroom management is a skill that educators develop over time (*cf.* 4.2.3.4) and that the magnitude of administrative duties makes it difficult to develop classroom management as a skill (*cf.* 4.2.3.5). Educators are increasingly concerned about managing the conflict experienced in fulfilling the different demands and responsibilities of classroom management (*cf.* 4.2.3.6). Most of the respondents agreed that administrative duties make it difficult to manage a classroom environment conducive to learning (*cf.* 4.2.3.1). According to the majority of the respondents educators will be able to manage resources (*cf.* 4.2.3.2) and learner behaviour (*cf.* 4.2.3.3) better when administrative duties decrease. An interesting finding from the responses to the questions in this section of the questionnaire is that most respondents strongly agreed that effective teaching is the most important aspect in a classroom (*cf.* 4.2.3.8). Although they agreed with this statement, the researcher is of the opinion (through the analysis of the responses of the respondents) that classroom management duties are increasing and therefore effective teaching is not

possible. This might be the reason for the majority of educators that indicated that the demands of controlling the classroom environment have a negative impact on the emotional strength of an educator (*cf.* 4.2.3.7).

4.2.4 Section D: Perceptions of classroom administration

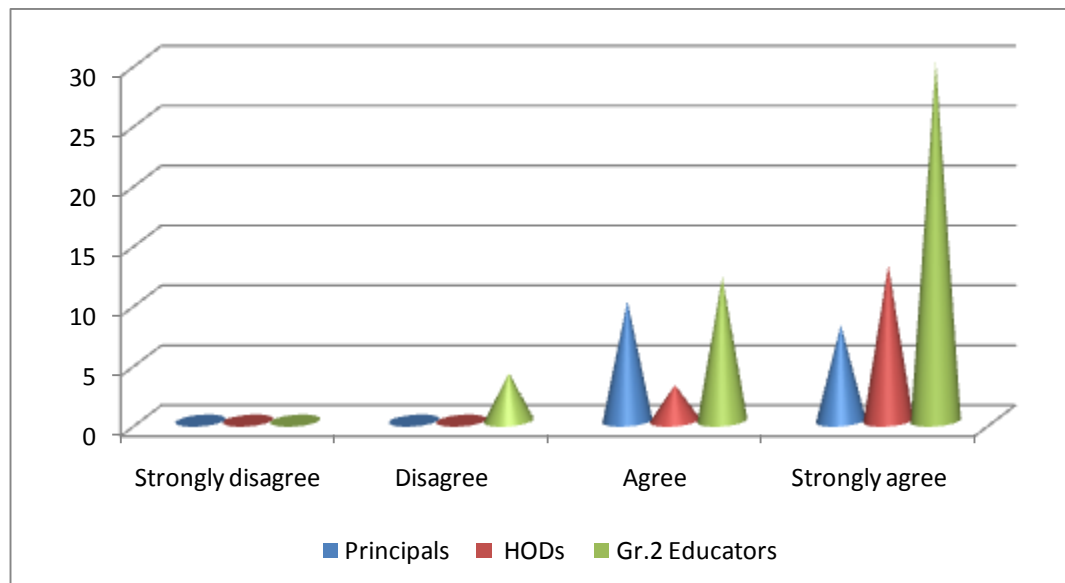
Section D consists of 4 questions where educators had to indicate, on a four point Lickert scale, whether they strongly disagree, disagree, agree or strongly agree with the statements. The focus of these questions was to determine whether educators believe:

- a lot of the administrative duties of an educator are time-consuming;
- the better part of the day is spent on assessment and evaluation;
- feedback to learners and parents takes up a lot of valuable teaching time; and
- the Department of Education (District office) often sends forms to schools which must be completed before a certain time.

4.2.4.1 Question 1: A lot of the administrative duties of an educator are time-consuming

Almost all respondents either agreed or strongly agreed that a lot of the administrative duties of an educator are time-consuming. Only four respondents disagreed with this statement.

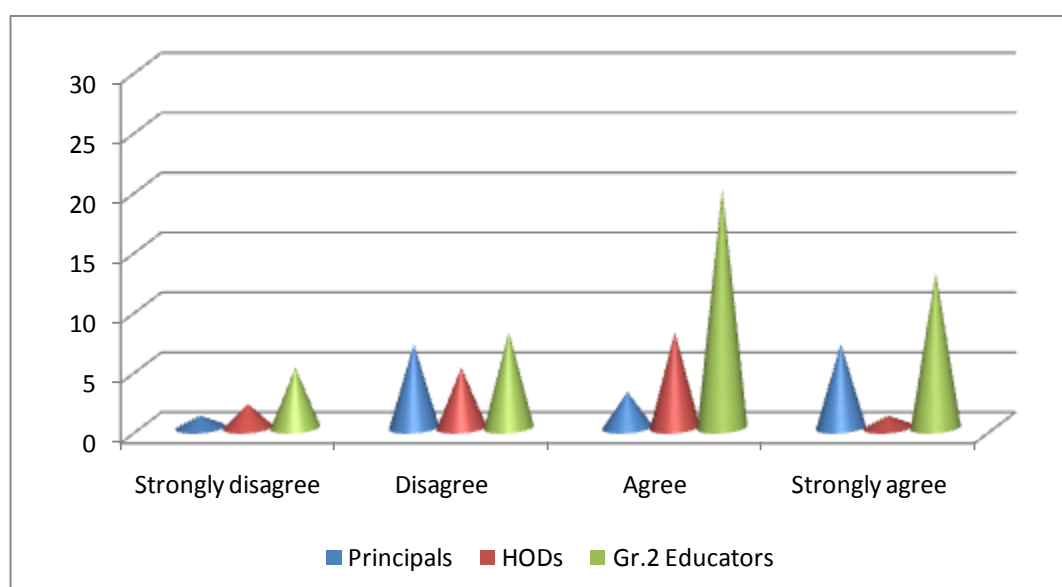
Figure 4.19: A lot of the administrative duties of an educator are time-consuming



4.2.4.2 Question 2: The better part of the day is spent on assessment and evaluation

Although it is agreed to that effective teaching is the most important aspect in a classroom (cf. 4.2.3.8), there are respondents (65%) that either agreed or strongly agreed that the better part of the day is spent on assessment and evaluation. In other words, not enough time is spent on effective teaching. This leads to a serious problem because educators are not doing what they were trained to do. If not enough time is spent on effective teaching then the foundation for grade 2 learners are not fully laid. No in-depth teaching will then take place, which leads to the problem that learners will struggle in future. The minority of respondents (35%) either disagreed or strongly disagreed to this statement. One participant wrote next to the question that the better part of the day is spent on disciplinary problems.

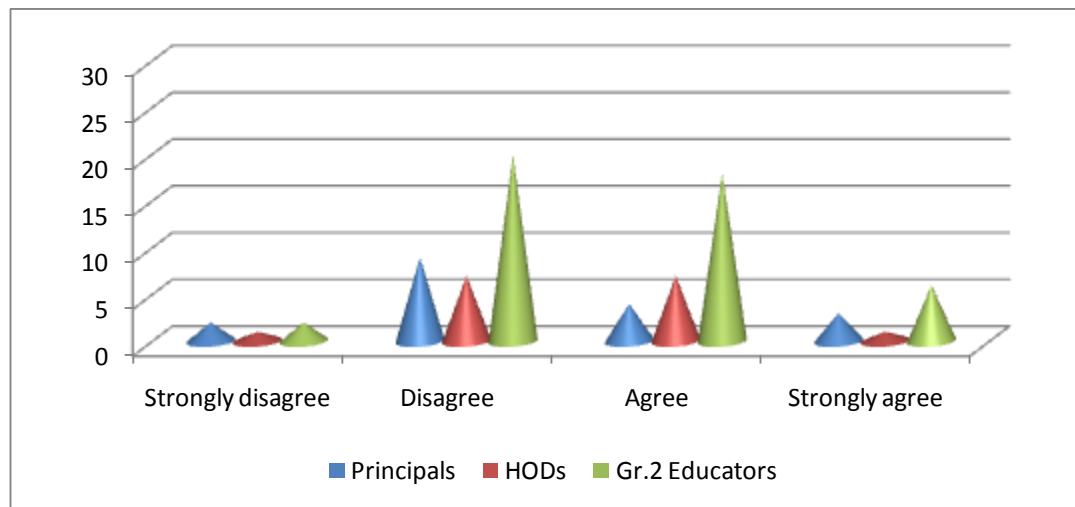
Figure 4.20: The better part of the day is spent on assessment and evaluation



4.2.4.3 Question 3: Feedback to learners and parents takes up a lot of valuable teaching time

Although some respondents (51%) disagreed and strongly disagreed that feedback to learners and parents takes up a lot of valuable teaching time, 49% of the respondents either agreed or strongly agreed with this statement. The researcher believes that educators spend valuable teaching and learning time on feedback to parents. Parents make appointments with educators and educators have to prepare feedback. Parent evenings also provide time for feedback to parents. When educators are marking books, they write feedback in books or give feedback when walking through learners while they are working. Therefore, the researcher is of opinion that the respondents who either agreed or strongly agreed that feedback to learners and parents takes up a lot of valuable teaching time are educators who prepare thoroughly to give feedback to learners and parents.

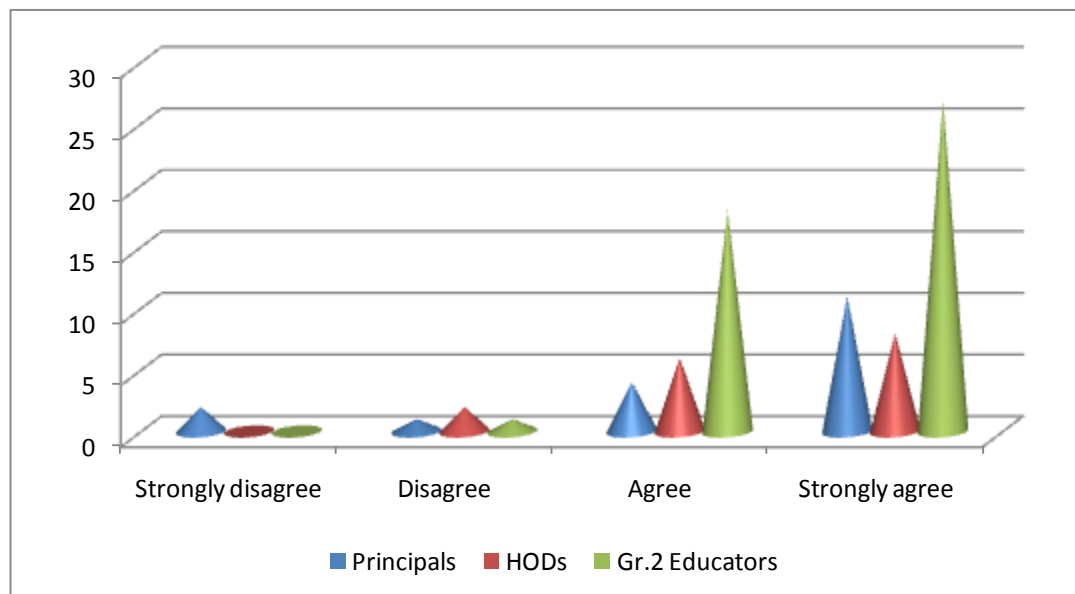
Figure 4.21: Feedback to learners and parents takes up a lot of valuable teaching time



4.2.4.4 Question 4: The Department of Education (District office) often sends forms to schools, which must be completed before a certain time

The majority of respondents (93%) either agreed or strongly agreed that the Department of Education (District office) often sends forms to schools, which must be completed before a certain time. Almost all respondents agreed that a lot of the administrative duties of an educator are time-consuming (*cf.* 4.2.4.1) and the Department of Education (District office) is contributing to these administrative duties. These administrative duties make it difficult to manage a classroom environment conducive to learning (*cf.* 4.2.3.1).

Figure 4.22: The Department of Education (District office) often sends forms to schools, which must be completed before a certain time



4.2.4.5 Summary of Section D

This section of the questionnaire consisted of four questions and as in the previous sections of the questionnaire the respondents (principals, HODs and grade 2 educators) responded in a similar manner. The majority of the respondents believe that a lot of the administrative duties of an educator are time-consuming (*cf.* 4.2.4.1). They also agree that the Department of Education (District office) often sends forms to schools, which must be completed before a certain time (*cf.* 4.2.4.4). These responses might indicate that as the Department of Education increases educators' administrative duties, a situation is created where educators have less time for effective teaching. It was interesting to find that the majority of educators believe that the better part of the day is spent on assessment and evaluation and not on effective teaching (*cf.* 4.2.4.2).

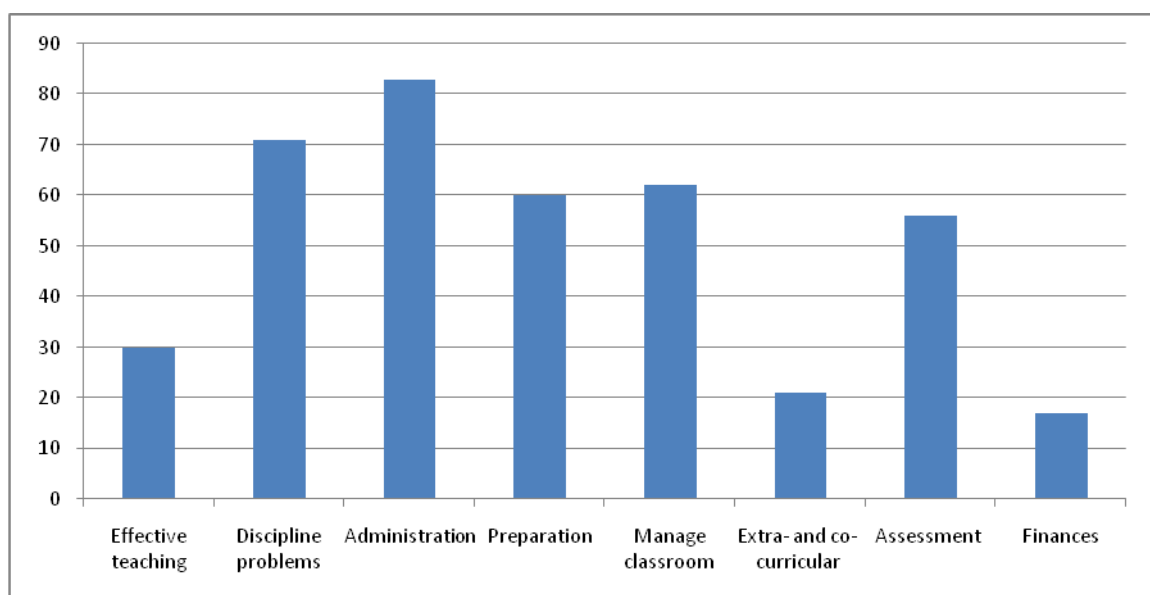
4.2.5 Section E: Daily classroom activities

Section E consists of 8 activities that educators had to rank from the most time consuming duty to the least time consuming duty. These 8 activities include:

- Teach learners effectively
- Handle discipline problems
- Administrative duties
- Preparation and planning
- Manage the classroom
- Extra- and co-curricular activities
- Assessment and evaluation
- Finances.

Figure 4.23 represents the responses from the respondents.

Figure 4.23: Daily classroom activities



The majority of educators indicated that the four most time-consuming duties of an educator are: handling discipline problems; administrative duties; preparation and planning and managing the classroom. According to the respondents, teaching learners effectively; extra- and co-curricular activities; assessment and evaluation and finances are the four least time-consuming duties of an educator. An interesting and contradictory finding was that although the majority of educators agreed in previous questions (*cf.* 4.2.3.8) that teaching learners effectively is the most important aspect in a classroom, they indicated (*cf.* 4.2.5) that it is one of four aspects on which less time is spend every day. This causes frustration on the educators' behalf, because educators aren't doing what they are supposed to do and what they were trained to do. The researcher is of opinion that this also impacts on the emotional strength of an educator (*cf.* 4.2.3.7) and causes educators to reconsider their future in education (*cf.* 4.2.2.5).

4.2.6 Section F: Disciplinary systems

Section F consists of 3 questions that focus on the disciplinary system of the school. These questions allowed for richer feedback that provided insight into explanations of what is happening in practice and respondents' opinions, attitudes, feelings, perceptions, etc (Cohen *et al.*, 2009). With these questions, respondents had the opportunity to provide anonymous feedback regarding their experiences (Cohen *et al.*, 2009).

The focuses of these open questions were to determine whether educators:

- believe the disciplinary system at their school helps to solve disciplinary problems;
- have any suggestions to improve the disciplinary system; and
- suffer from teacher burnout.

4.2.6.1 Question 1: Does the disciplinary system at your school help to solve disciplinary problems?

The majority of respondents stated that the disciplinary system at their school does not help to solve disciplinary problems.

According to some respondents learners know that they have rights. Therefore, they do as they wish and become aggressive and stubborn and they do not listen. There are educators that send an undisciplined learner out of the classroom, but according to these educators the learner enjoys staying outside. When an educator discusses this situation with parents, they sometimes promise to help to solve the problem but it does not always help because some learners live with their grandparents. The disciplinary system only works for some learners and families, not for everyone.

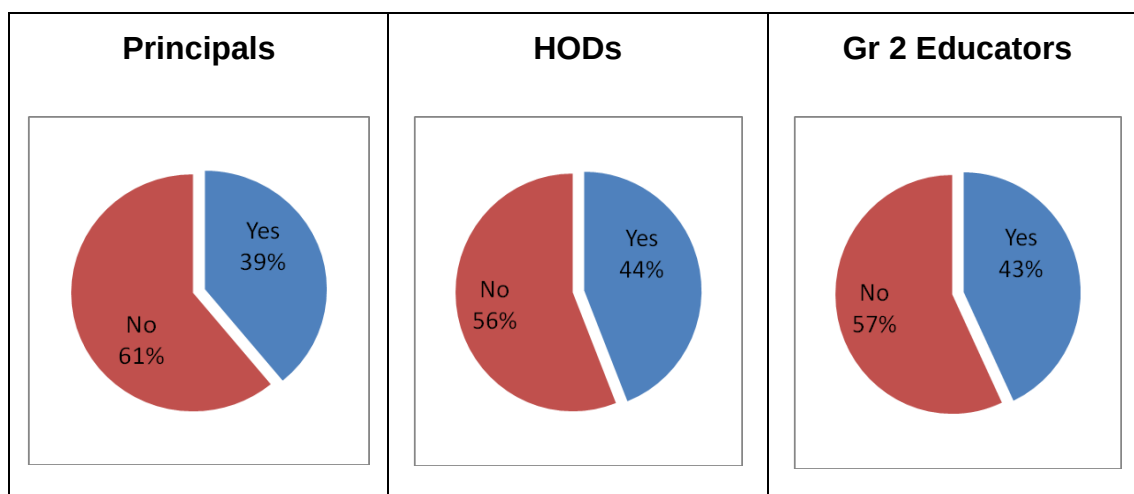
Some educators feel that parents do not discipline their children and therefore educators have to do it in their classes. This creates a situation where valuable teaching and learning time is wasted. Parents need to become involved and they need to know that the foundation of good discipline and behaviour starts at home. Undisciplined learners do not achieve according to their abilities.

Some educators believe that not only the learners, but also the educators show a lack of discipline. Co-operation between parent/learner, parent/educator and educator/learner is not enough. The disciplinary system can reduce disciplinary problems, but it cannot solve the problems.

Most of the respondents indicated that the disciplinary system requires some involvement from parents. Not only do educators feel that support from the Gauteng Department of Education (GDE) is non-existent, but they also indicated that there is too much administration involved in the disciplinary system and that it takes too much time to write down every problem. Some respondents feel there is a lack of all stakeholders' involvement and that the school does not receive the necessary support from other concerned parties. Educators become discouraged and frustrated and their word is not important anymore. Some respondents feel there is always uncertainty and confusion

due to poor understanding of the implications of certain stipulations in the code of conduct.

Figure 4.24: Does the disciplinary system at your school help to solve disciplinary problems?



4.2.6.2 Question 2: Do you have any suggestions to improve the disciplinary system?

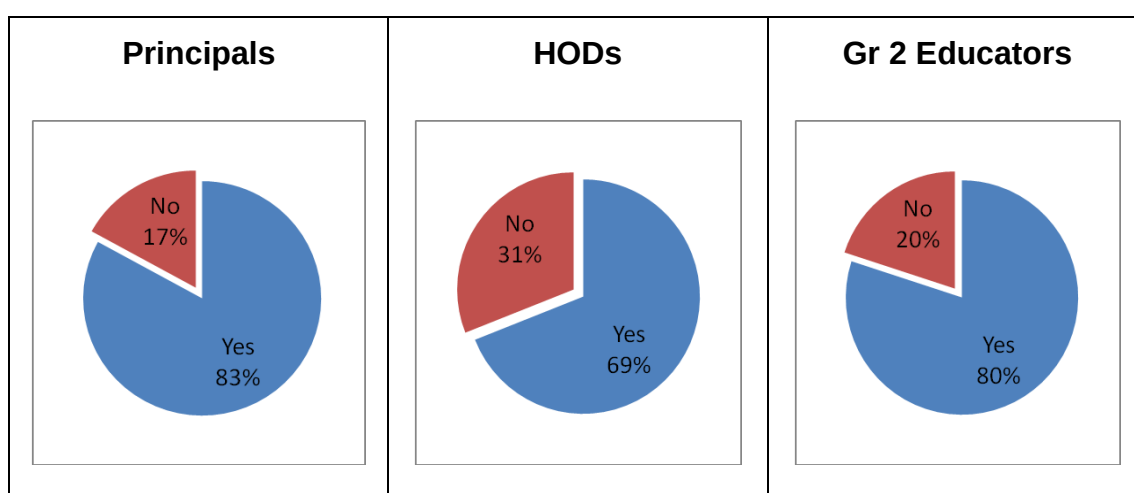
There are respondents (78%) who suggested how to improve the disciplinary system. However, 22% of the respondents did not respond to this question.

Some respondents believe in corporal punishment: “The Bible even mentions it”. A number of educators state that parents need to realise the importance of discipline. The biggest problem is that parents are not involved in the education of their children and that many homes in the townships are child-headed. Some of the respondents also mention that parents should not have the final say. Co-operation between educator/learner, parent/learner and parent/educator is important. When everyone is working together towards the same goal, there will be some improvement in the discipline of learners in classrooms. One respondent even mentions that principals should stop being scared that parents will put their children in other schools. The principal should be strict and the problem should be communicated directly to the Department of Education and the Minister of Education.

Some respondents say that classrooms are too small and that there are too many learners in a class. The school must make provision for more school governing body posts. Educators spend too much time on paperwork and assessment and not enough time is spent on preparation of lessons and drill-work. Therefore, lessons are not interesting and learners become de-motivated. Although it was indicated that a motivated educator has less disciplinary problems, these educators also become de-motivated. Thus, good planning and time management is essential. Educators need to work together in order to establish good classroom rules. One respondent said that learners should not have so many rights and that more rights should be given to educators. Another respondent suggests that a learner, who breaks a rule, should get a specific task to do. In this way they will learn more about the value of good manners and respect for obeying rules. Suspension of learners will also help.

There are educators who did not put forward any suggestions. According to them the disciplinary system is working, but it is still the responsibility of the parents to make sure that learners have discipline and the necessary respect for themselves, for friends and for other adults.

Figure 4.25: Do you have any suggestions to improve the disciplinary system?

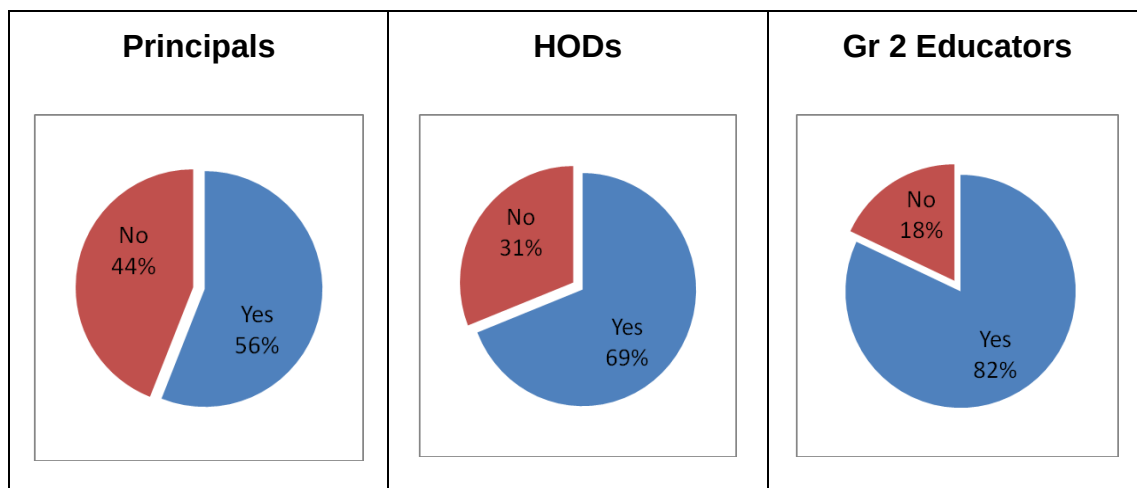


4.2.6.3 Do you suffer from teacher burnout?

It is sad to see the majority of respondents (73%) admitted that they suffer from teacher burnout. Only 27% of the respondents indicated that they don't suffer from teacher burnout.

Some respondents agreed that they need extra boosters because of the workload and extra-mural activities during the week and during weekends. Educators believe that the workload is only increasing, especially administration work. Some respondents believed there is too much pressure on educators and that this causes unnecessary illness. The majority of the respondents indicated that more time is increasingly spent on handling disciplinary problems and therefore educators stress more about teaching work that is not properly done. Some respondents feel that there is too many 'nonsense'-workshops held by the Department of Education and some feels that the District office sometimes demands unnecessary 'urgent matters'. According to some respondents many learners are really slow workers and the curriculum doesn't cater for these learners. Some of the work is not 'learner-effective'. "Educators must go back to the basics". Educators have too many responsibilities especially near the end of each term, because there is more paper work to be completed in class. Educators do not get enough rest. Some respondents feel that educators have to take work home and therefore do not have enough time to spend with their families.

Figure 4.26: Do you suffer from teacher burnout?



4.2.6.4 Summary of Section F

This section of the questionnaire consisted of three questions. Respondents (principals, HODs and grade 2 educators) responded in a similar way to the different questions. The majority of educators believe that the disciplinary system at their schools is not helping to solve disciplinary problems (*cf.* 4.2.6.1). Educators sometimes have to handle their own disciplinary problems in their classes and not all educators agree on methods for dealing with disciplinary problems. Educators feel that learners seem to enjoy the disciplinary methods used and they become frustrated because parents are not involved and don't give their co-operation in this regard. The majority of educators suggested solutions for dealing with disciplinary problems. However, some educators feel that it is too late, because it has gone too far already. This leads to the fact that the majority of educators suffer from teacher burnout (*cf.* 4.2.6.3).

4.2.7 Section G: The influence of classroom duties on classroom management

Section G of the questionnaire consists of 3 questions focusing on the influence of classroom duties on classroom management. The focus of these questions was to determine whether educators:

- believe that managing learner behaviour in the classroom during teaching time interferes with the teaching and learning process;
- find it difficult to cope with classroom management duties as well as maintaining discipline at the same time; and
- believe it has an impact on classroom management when you give individual attention to a learner who is struggling.

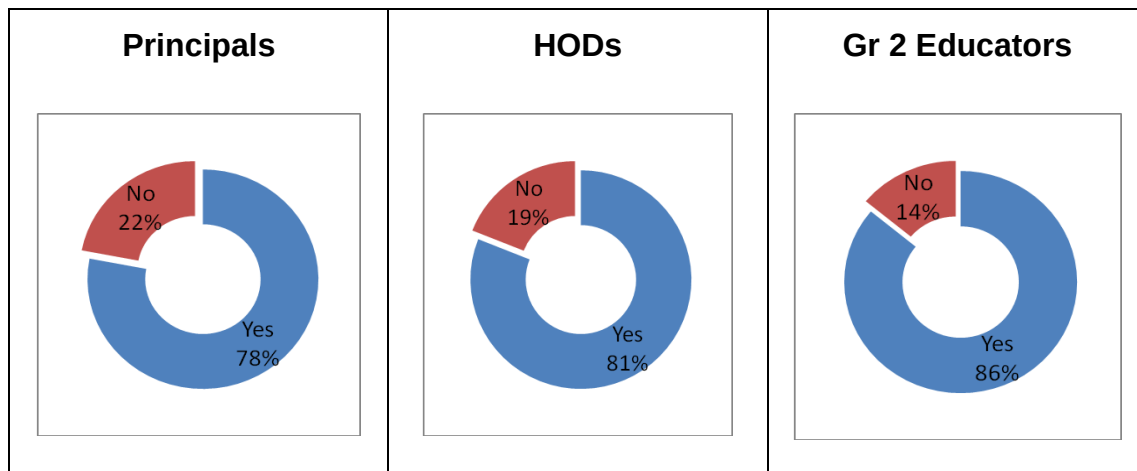
4.2.7.1 Question 1: Do you believe that managing learner behaviour in the classroom during teaching time interferes with the teaching and learning process?

The majority of respondents felt that managing learner behaviour in the classroom during teaching time interferes with the teaching and learning process.

Some respondents mentioned that the educator must stop teaching in order to discipline some learners and that the other learners then don't concentrate anymore. Teaching time is wasted when trying to call learners who are not behaving to order. One respondent answered this question by writing that: "An educator cannot teach the learners if one learner is misbehaving, because this learner is disturbing the other learners as well as the educator. The learners who want to learn are being disturbed and they lose interest. To get everyone's attention again takes time and time is unnecessary wasted". Some respondents believed that managing learner behaviour in the classroom during teaching time interferes greatly with the teaching and learning process because attention is shifted and the tempo of lesson presentation is then slowed down. It becomes a waste of curriculum delivery time.

The minority of the respondents believed that managing learner behaviour in the classroom during teaching time doesn't interfere with teaching and learning. These respondents felt that managing learner behaviour is part and parcel of teaching and that learners need to be guided towards responsibility. If an educator knows beforehand who the 'bad behaviour' learners are, then they could plan for keeping them busy.

Figure 4.27: Do you believe that managing learner behaviour in the classroom during teaching time interferes with the teaching and learning process?



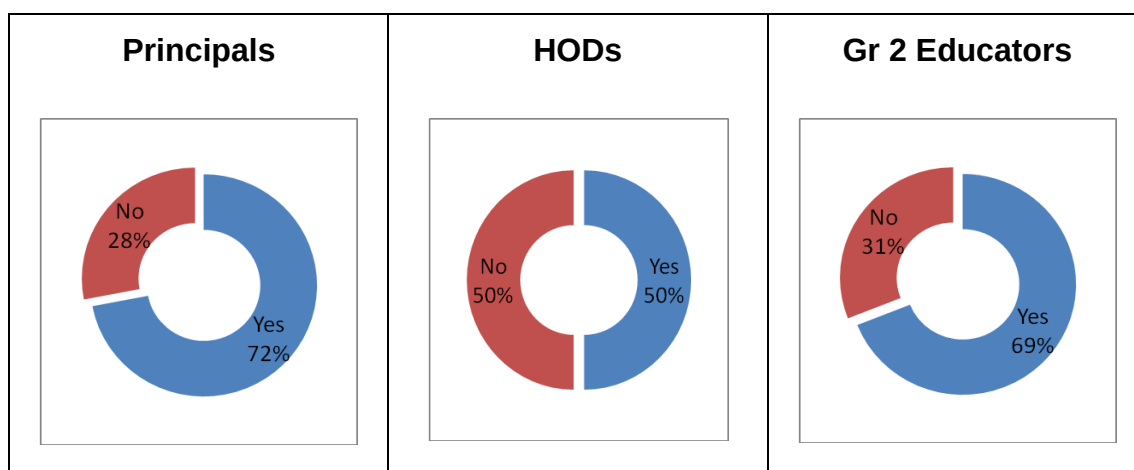
4.2.7.2 Question 2: Do you find it difficult to cope with classroom management duties as well as maintaining discipline at the same time?

The majority of respondents find it difficult to cope with classroom management duties as well as maintaining discipline at the same time.

Some respondents find it difficult to cope with classroom management duties as well as maintaining discipline at the same time because they go to class prepared only to find that those learners who need to be disciplined disturb them. The fact that learners sometimes have to keep themselves busy until some classroom management duties are settled before the lesson can proceed causes learners to become bored and undisciplined. Some respondents felt that when time is spent on solving disciplinary problems the focus shifts from a positive- to a negative classroom climate. Learners do not co-operate. Some respondents indicated that the Department of Education must not expect from an educator to do paper work during teaching time but on the other hand when this work is done after school, valuable family time is wasted. One respondent answered: “The moment that an educators’ attention is divided, the learners realises it”.

There are some respondents that indicated that they didn't find it difficult to cope with classroom management duties as well as maintaining discipline at the same time. These educators felt that discipline must be in place before any teaching activities can be successful. One respondent answered this question by writing: "Educators who cannot or do not demand respect or discipline, do not cope with any of the demands made upon them. These are usually the teachers who lack self-discipline and self-respect. Practise makes perfect".

Figure 4.28: Do you find it difficult to cope with classroom management duties as well as maintaining discipline at the same time?



4.2.7.3 Question 3: Does it have an impact on classroom management when you give individual attention to a learner who is struggling?

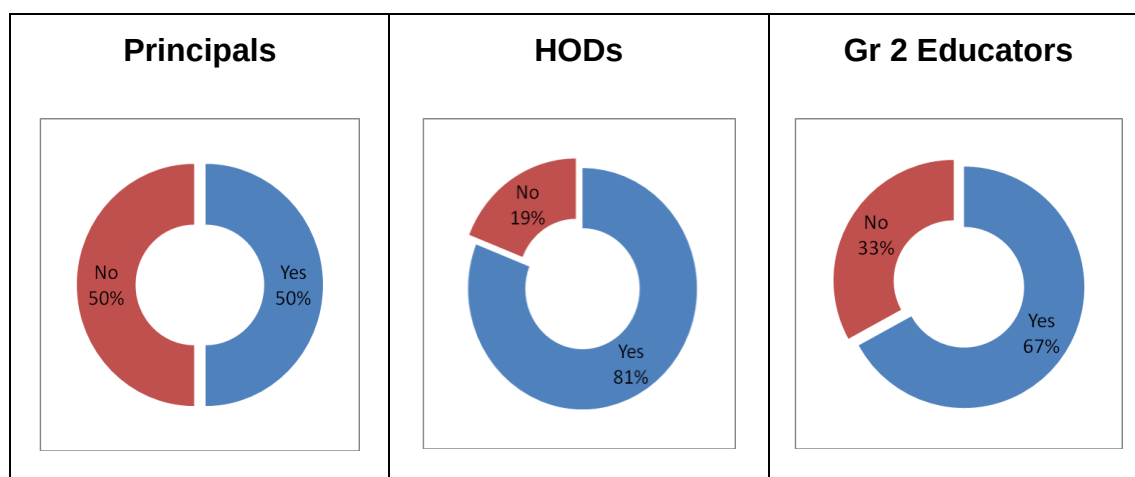
Most of the respondents agreed that it does have an impact on classroom management when giving individual attention to a learner who is struggling.

Some respondents felt that most learners cannot work on their own when the educator is giving individual attention to a learner who is struggling. When individual attention is given to a learner who is struggling, the other learners have to wait and this creates an opportunity for misbehaviour because sometimes there is more than one learner who needs individual attention. Some educators felt that special classes must be 'brought back'. One

respondent wrote: “Explaining every activity slowly and waiting for a learner who struggles to repeat or write the announced instruction is time consuming”.

Some respondents felt that the solution is to give challenging work to the other learners.

Figure 4.29: Does it have an impact on classroom management when you give individual attention to a learner who is struggling?



4.2.7.4 Summary of Section G

Three questions were asked in this Section of the questionnaire and as for the previous sections of the questionnaire the respondents (principals, HODs and grade 2 educators) responded similarly. The majority of respondents agreed that managing learner behaviour in the classroom during teaching time interferes with the teaching and learning process (*cf.* 4.2.7.1). Unnecessary time is spent on managing learner behaviour. This time could be spent on effective teaching. The majority of the respondents find it difficult to cope with classroom management duties as well as maintaining discipline at the same time (*cf.* 4.2.7.2). Some respondents believe that it becomes easier to cope with classroom management duties as well as maintaining discipline at the same time when you have enough experience. Educators feel that it has an impact on classroom management when giving individual attention to a learner who is struggling (*cf.* 4.2.7.3). The majority of respondents felt that there is no time for providing individual attention.

4.2.8 Interpretation of the different sections in the questionnaire

The responses to the questions in the questionnaire can be summarised as follows:

- **Perceptions of discipline**

In the questionnaire respondents were asked a few questions about their perceptions regarding discipline. The responses to these questions lead to the following conclusions:

The majority of educators indicated that they do experience disciplinary problems in their classrooms (*cf.* 4.2.2.2). Educators are unsure about what to do to improve the discipline in their classrooms and therefore are concerned about learner discipline (*cf.* 4.2.2.1). Educators are de-motivated and experience a lack of energy. Many factors influence the good aspirations of educators. Although educators provide suggestions to improve good discipline in classrooms, their ideas such as bringing back corporal punishment could, according to the researcher, never be applied. Parents expect educators to discipline their children (*cf.* 4.2.2.3), but discipline is definitely not only the responsibility of the educator (*cf.* 4.2.2.7). Educators believe learners have too many rights and learners know there is not much an educator can do to discipline them. Learners then take chances and the majority of educators start to reconsider their future in education, considering the increase in disciplinary problems (*cf.* 4.2.2.5). Discipline is also the responsibility of the learner (*cf.* 4.2.2.8). Educators will be able to manage learner behaviours better when administrative duties decrease (*cf.* 4.2.2.4). The school governing body should be more involved in dealing with disciplinary problems (*cf.* 4.2.2.6).

The researcher is of the opinion that learners should also give suggestions for punishment if rules are not obeyed. They should participate in compiling rules and therefore should take responsibility for their own actions. Learners should be taught to respect these rules and the punishment that will follow. Learners should be taught that educators have authority that should not be undermined.

- **Perceptions of classroom management**

In the questionnaire educators had to answer questions about their perceptions regarding classroom management.

Administrative duties of an educator are increasing daily and it makes it difficult to manage a classroom environment conducive to learning (*cf.* 4.2.3.1). Educators will be able to manage resources as well as learner behaviour better when administrative duties decrease (*cf.* 4.2.3.2). Although educators believe that classroom management is a skill that develops over time (*cf.* 4.2.3.4), they feel that the magnitude of administrative duties makes it difficult to develop this skill (*cf.* 4.2.3.5). Classroom management is about coordinating entire sets or sequences of learning activities so that everyone, misbehaving or not, learns as easily and productively as possible (*cf.* 2.2.6). Educators are increasingly concerned about managing the conflict experienced in fulfilling the different demands and responsibilities of classroom management (*cf.* 4.2.3.6). The workload of an educator is too big and the demands of controlling the classroom environment have a negative impact on the emotional strength of an educator (*cf.* 4.2.3.7). When educators spend too much time on classroom management duties, discipline becomes a problem (*cf.* 4.2.3.9). Classroom management is what educators do to ensure that learners engage in the task at hand (*cf.* 2.2.6). Although most of the educators agreed that effective teaching is the most important aspect in a classroom (*cf.* 4.2.3.8), they also feel that there is not enough time to teach effectively because of the magnitude of administrative duties and the demands of controlling the classroom environment. In the literature study it was revealed that if educators cannot manage their own classrooms and control their learners, they cannot teach effectively (*cf.* 2.2.7). Without effective classroom management, learning is inefficient and the educator becomes stressed (*cf.* 2.2.7).

- **Perceptions of classroom administration**

Assigned administrative duties are considered part of all employees' responsibilities, but the assignment of additional duties to educators should be

minimized to allow time for educators to plan, to collaborate with colleagues, to conference with parents, to tutor learners, and to perform any other activities that have a direct impact on learner achievement (*cf.* 2.4.2). It is clear that the Department of Education (District office) often sends forms to schools, which must be completed before a certain time (*cf.* 4.2.4.4). This increases educators' workload as they are already struggling with the demands of controlling a classroom environment as well as maintaining good discipline. The majority of educators agreed that most of the administrative duties are time-consuming (*cf.* 4.2.4.1). Educators become depressed and demotivated because of their workload. Educator burnout is defined as a condition in which educators remain as paid employees but stop functioning as professionals; educators go through the motion of teaching with no emotional commitment to the task and no sense of efficacy; and they come to believe that what they can do will make no significant difference in the lives of their learners and thus see no reason to continue caring or expending any serious effort (*cf.* 2.4.4).

- **Daily classroom activities**

There are many classroom activities that an educator has to perform on a daily basis. The responses to the items in the questionnaire made it clear that educators believe that teaching learners effectively is the most important aspect in a classroom (*cf.* 4.2.3.8). Although educators know this is the most important aspect, it is one of the activities that they spend the least time on every day (*cf.* 4.2.5). Most of the time of an educator is spent on managing the classroom; handling disciplinary problems; administrative duties and preparation and planning of lessons. Grade 2 learners are busy building their foundations of knowledge and because there is not enough time for teaching learners effectively, these learners often struggle with their work. There is no time for drill work and for in-depth explaining and exploring. Learners have to be satisfied with the little individual attention that they get.

- **Disciplinary systems**

It has become evident that the current disciplinary systems in schools are not functioning in the way that it should. Most of the respondents mention that the disciplinary system at their schools do not help to solve disciplinary problems (*cf.* 4.2.6.1). To send a child out of the classroom is against their rights, you deprive him/her from education. Although some educators send learners outside, learners enjoy it. It has become apparent that educators are tired and de-motivated. 'They have had it with disruptive learners'. Educators start to act against learners' rights, for example chasing learners out of classroom, screaming at learners, etc. Some educators are unsure about the disciplinary actions that they may take. Educators are also unsure of their rights; they do not know what they may and what they may not do. Those who know what they are allowed to do felt nothing are actually working. It is clear that learners are too aware of their rights and that many learners misuse it. Many learners have no responsibility for their actions. Learners believe that they have the authority; educators are only there for their convenience. The disciplinary system needs to be revised and changes should be made.

- **The influence of classroom duties on classroom management**

The majority of educators indicated that managing learner behaviour in the classroom during teaching time interferes with the teaching and learning process (*cf.* 4.2.7.1). Educators feel that parents must be more involved as they have to discipline their children in class and valuable teaching and learning time is then wasted. Educators struggle with the bad behaviour of learners. It has become apparent that educators are tired and that after managing learner behaviour, they don't have the energy to give individual attention to learners who are struggling. The majority of educators felt that it has an impact on classroom management when they give individual attention to a learner who is struggling (*cf.* 4.2.7.3). Some educators even agreed that there is no time for individual attention to a learner who is struggling.

4.3 CONCLUSION

In this chapter a thorough data analysis and interpretation was done. The researcher also summarised the responses of the different sections of the questionnaire. In the next chapter the researcher will summarise chapter one to chapter four. Findings from the research will be presented and recommendations regarding the findings will be made. The researcher will give an indication of limitations of the research and will recommend certain aspects for further research.

CHAPTER FIVE

SUMMARY, FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

In the preceding chapters an in-depth investigation (literature study) has been done regarding the impact of classroom management duties on the discipline of grade two learners. The research design was discussed and an analysis and interpretation of the data obtained through the empirical study have been done. In this chapter a summary of the statement of the problem, the review of the literature as well as the research aims and objectives that were highlighted in chapters 1, 2 and 3 will be presented. Furthermore, a summary of the findings of the empirical research as revealed in chapter 4 will also be presented. Finally, some recommendations based on the research will be made.

5.2 SUMMARY

In chapter 1 a description was given of the problem that led to the research. The aims (*cf.* 1.3) of the research were stated, the research design (*cf.* 1.5) was discussed and the preliminary chapter division (*cf.* 1.6) was given. This chapter aimed at guiding the reader through the content of the research project, which focused on the impact of classroom management duties on the discipline of grade two learners.

Chapter 2 (literature study) focused on three aspects: firstly the nature of current classroom management practices, secondly, the nature of disciplinary strategies and thirdly, the nature of educator duties and demands in the foundation phase in South Africa. The first part led to highlighting the different emphases on the definition of management (*cf.* 2.2.1), the purpose of management (*cf.* 2.2.2), the principles of management (*cf.* 2.2.3), management functions (*cf.* 2.2.4), management skills (*cf.* 2.2.5), definition of classroom management (*cf.* 2.2.6), the purpose of classroom management (*cf.* 2.2.7), the principles of classroom management (*cf.* 2.2.8), approaches to classroom management (*cf.* 2.2.9), factors that influence classroom

management (*cf.* 2.2.10), and current classroom management practices in South Africa (*cf.* 2.2.11).

The second part of chapter 2 focused on issues such as the definition of discipline (*cf.* 2.3.1), the purpose of disciplinary strategies (*cf.* 2.3.2), the principles of disciplinary strategies (*cf.* 2.3.3), current disciplinary measures (*cf.* 2.3.4), reasons for disciplinary problems (*cf.* 2.3.5), and recommendations made by various authors in order to improve classroom discipline (*cf.* 2.3.6).

The third part of chapter 2 focussed on the different duties and demands of an educator, namely duties and demands during normal school hours (*cf.* 2.4.1), duties and demands of educators after normal school hours (*cf.* 2.4.2), the difficulty of prioritising educators' different duties and demands (*cf.* 2.4.3), and the morale / emotional dilemma of the educator (*cf.* 2.4.4).

Chapter 3 described the empirical research design as well as the method of research (*cf.* 3.2).

In chapter 4 the data obtained from the questionnaires was analysed (*cf.* 4.2) and interpreted (*cf.* 4.2.8).

In the next section the findings from the research will be presented.

5.3 FINDINGS FROM THE RESEARCH

5.3.1 Findings from the literature study related to the nature of classroom management practices

Finding 1

Without classroom management teaching and learning are inefficient and the educator becomes stressed (*cf.* 2.2.7).

Finding 2

Educators are unsure as to which classroom management approaches fit well with their individual teaching styles (*cf.* 2.2.9).

Finding 3

The process of setting classroom routines becomes more complex if there are different cultural and linguistic groups in the same class (*cf.* 2.2.10).

Finding 4

External influences on good classroom management include parental, administrative and peer support (*cf.* 2.2.10).

Finding 5

One of the major problems that educators struggle with is inappropriate classroom behaviour (*cf.* 2.2.10).

Finding 6

Disciplinary problems within schools are increasing and these problems contribute to the way in which educators' approach their work (*cf.* 2.2.10).

Finding 7

Learners lack of respect for authority figures, in other words educators (*cf.* 2.2.11).

Finding 8

Parents' apathy contributes to the problem of learner discipline as parents are often not involved and there is a lack of daily routine (*cf.* 2.2.11).

Finding 9

Learners should participate in compiling disciplinary rules (*cf.* 2.2.11).

Finding 10

Learners should also give suggestions for punishment if rules are not obeyed (*cf.* 2.2.11).

Findings from the literature study related to disciplinary strategies

Finding 11

Discipline is the learner's responsibility (*cf.* 2.3.1).

5.3.2 Findings from the literature study related to the nature of educator duties and demands

Finding 12

Increased demands placed on educators manifest in various forms of destructive behaviour such as alcohol abuse, absenteeism, difficulties in setting priorities in their work and personal lives and destructive relationships between educators and learners, educators and colleagues and educators and their families (*cf.* 2.4.3).

Finding 13

Because of the fact that many conditions determining educator effectiveness lay outside of their control and a high level of continual alertness is required, teaching is a 'high stressed' job (*cf.* 2.4.4).

5.3.3 Findings from the empirical research regarding the perceptions of discipline

Finding 14

Most educators are concerned about learner discipline (*cf.* 4.2.2.1).

Finding 15

The majority of educators indicated that they do experience disciplinary problems in their classrooms (*cf.* 4.2.2.2).

Finding 16

Educators are unsure about what to do to improve the discipline in their classrooms because learners have too many rights and learners know there is not much that an educator can do to discipline them (*cf.* 4.2.6.1 and *cf.* 4.2.6.2).

Finding 17

Educators feel that parents expect them to discipline their children (*cf.* 4.2.2.3).

Finding 18

Educators will be able to manage learner behaviours better when administrative duties decrease (*cf.* 4.2.2.4).

Finding 19

The majority of educators start to reconsider their future in education, considering the increase in disciplinary problems (*cf.* 4.2.2.5).

Finding 20

Educators feel that the school governing body should be more involved in dealing with disciplinary problems (*cf.* 4.2.2.6).

Finding 21

Most educators believe that discipline is the responsibility of the learner (*cf.* 4.2.2.8).

5.3.4 Findings from the empirical research regarding the perceptions of classroom management**Finding 22**

The administrative duties of an educator are increasing daily (*cf.* 4.2.6.3).

Finding 23

Administrative duties make it difficult to manage a classroom environment conducive to teaching and learning (*cf.* 4.2.3.1).

Finding 24

Educators will be able to manage resources better when administrative duties decrease (*cf.* 4.2.3.2).

Finding 25

Educators will be able to manage learner behaviour better when administrative duties decrease (*cf.* 4.2.3.3).

Finding 26

The majority of educators believe that classroom management is a skill that educators develop over time (*cf.* 4.2.3.4).

Finding 27

The magnitude of administrative duties makes it difficult to develop classroom management as a skill (*cf.* 4.2.3.5).

Finding 28

Educators are increasingly concerned about managing the conflict experienced in fulfilling the different demands and responsibilities of classroom management (*cf.* 4.2.3.6).

Finding 29

The workload of educators is too big (*cf.* 4.2.6.3).

Finding 30

The demands of controlling the classroom environment have a negative impact on the emotional strength of an educator (*cf.* 4.2.3.7).

Finding 31

Educators do not have enough time to teach effectively (*cf.* 4.2.5).

Finding 32

Discipline becomes a problem when educators spend more time on classroom management duties (*cf.* 4.2.3.9).

5.3.5 Findings from the empirical research regarding the perceptions of classroom administration

Finding 33

A lot of the administrative duties of an educator are time-consuming (*cf.* 4.2.4.1).

Finding 34

The Department of Education (District office) often sends forms to schools, which must be completed before a certain time (*cf.* 4.2.4.4) and therefore is increasing educators' workload.

Finding 35

Educators are becoming depressed and de-motivated because of their workload (*cf.* 4.2.6.3).

5.3.6 Findings from the empirical research regarding educators' daily classroom activities

Finding 36

There are many classroom activities that an educator has to perform on a daily basis (*cf.* 4.2.5).

Finding 37

Although educators know that teaching learners effectively is the most important aspect, it is one of the activities that they spend the least time on every day (*cf.* 4.2.5).

Finding 38

Grade 2 learners often struggle with their work because there is no time for effective teaching, for drill work and for in-depth explaining and exploring (*cf.* 4.2.4.2).

Finding 39

Learners have to be satisfied with the little individual attention that they get (*cf.* 4.2.8).

Finding 40

Most of the time of an educator is spend on (*cf.* 4.2.5):

- managing the classroom;
- handling disciplinary problems;
- administrative duties; and
- preparation and planning of lessons.

Finding 41

The four least time-consuming duties of an educator include (*cf.* 4.2.5):

- teaching learners effectively;
- extra- and co-curricular activities;
- assessment and evaluation; and
- finances.

5.3.7 Findings from the empirical research regarding disciplinary systems

Finding 42

Current disciplinary systems in schools are not functioning in the way that it should (*cf.* 4.2.6.1 and *cf.* 4.2.8).

Finding 43

Most of the respondents agreed that the disciplinary system at their schools do no help to solve disciplinary problems (*cf.* 4.2.6.1).

Finding 44

Educators start to act against learners' rights, for example chasing learners out of classrooms, screaming at learners, etc (*cf.* 4.2.6.1).

Finding 45

Some educators are unsure about the disciplinary actions that they may take (*cf.* 4.2.8).

Finding 46

The educators who know what they are allowed to do regarding the disciplining of learners, felt that nothing is actually working (*cf.* 4.2.8).

Finding 47

Learners are too aware of their rights and they misuse it (*cf.* 4.2.6.1 and *cf.* 4.2.8).

Finding 48

Learners do not take responsibility for their actions (*cf.* 4.2.8).

Finding 49

The majority of educators suffer from teacher burnout (*cf.* 4.2.6.3).

5.3.8 Findings from the empirical research regarding the influence of classroom duties on classroom management

Finding 50

The majority of educators believe that managing learner behaviour in the classroom during teaching time interferes with the teaching and learner process (*cf.* 4.2.7.1).

Finding 51

The majority of educators find it difficult to cope with classroom management duties as well as maintaining discipline at the same time (*cf.* 4.2.7.2).

Finding 52

Most educators felt that it has an impact on effective classroom management when they give individual attention to a learner who is struggling (*cf.* 4.2.7.3).

Finding 53

Educators are tired and after managing learner behaviour they don't have the energy to give individual attention to learners who are struggling (*cf.* 4.2.8).

5.4 RECOMMENDATIONS

The aim of this research was to investigate the impact of classroom management duties on the discipline of grade two learners. In order to achieve this aim, a literature study was undertaken which served as the framework for the empirical research. The findings of this research are incorporated into the following recommendations.

Recommendation 1

As there are educators who have suggestions to improve discipline in classrooms, the Department of Education should arrange a meeting (after the workshop on educator rights [recommendation 11]) where educators can give suggestions to improve discipline in classrooms. These suggestions should be

put together in a book-format and every educator should be equipped with this book. This book could be given to parents and might become policy.

Recommendation 2

The Department of Education should decrease the administrative duties of educators by not sending unnecessary forms to schools. Principals need to assess the importance of these forms and more time must be given to complete these forms.

Recommendation 3

The Department of Education should equip educators with knowledge and skills to manage a classroom conducive to learning.

Recommendation 4

Administrative duties form part of an educator's responsibilities. Educators should be exempted from unnecessary amounts of administrative duties that increase their workload and distract their focus from teaching. Through proper planning, the Department of Education should provide for extra administrative posts in schools to assist educators by performing some of the administrative duties. For example: take register, work with school fees, stock control (IQMS), compiling of work reports, checking marks, etc.

Recommendation 5

The school governing body should be more involved in dealing with disciplinary problems. Every school must have a policy stating the role of the governing body. Educators must be made aware of the role of the governing body and how they could assist educators in dealing with disciplinary problems.

Recommendation 6

Every school must have an information evening, compulsory for every parent, where the Department of Education should explain to parents what their duties are and what educators are going to do against misbehaviour.

Educators' rights should also be explained. Every parent must sign a form to indicate that they totally agree and that they accept steps that could be taken against misbehaviour.

Recommendation 7

Learners must be made aware of rules and regulations at the beginning of every year. They need to understand what educators are allowed to and will be doing in the case of misbehaviour. Every learner must receive the rules and regulations and should sign that they agree and understand. Parents must also sign the same form.

Recommendation 8

Classroom management is a skill that develops over time. There is not always time to develop this skill because of the magnitude of administrative duties. The Department of Education should have a meeting every year that is compulsory for all beginner educators (which include all educators with 1 to 5 years of experience). This opportunity should be used to empower beginner educators with practical knowledge and skills that will help to develop classroom management as a skill. These educators must receive this in a book-form that they could take home.

Recommendation 9

Educators are depressed and de-motivated as a result of their workloads. The Department of Education should appoint life coaches to help educators at schools (for example twice a year). For serious cases the services of an occupational therapist should be made available. Motivational speeches should be held at schools each term. It should be compulsory for every educator to attend.

Recommendation 10

The Department of Education should equip educators with knowledge about educator rights. They could organise workshops or information sessions where educators are informed about what they are allowed to do in different

situations. Every educator should be equipped with a book/file stating all his/her rights for every possible situation.

Recommendation 11

Although teaching learners effectively is the most important aspect in a classroom, educators agreed they spend the least time on it. The Department of Education should provide educators with assistants who could do the administration (for example one assistant for every two classes) so that the educators could spend undivided attention on teaching learners effectively.

Recommendation 12

The Department of Education should re-introduce the old “special needs class” in every school. The learners, who are really struggling to cope, must be in this class. An educator qualified as a ‘special educator’ must teach in that classroom. An assistant should also be appointed to help these learners. Educators with psychology as a subject, or even psychology students, could do their practical teaching in these classrooms.

Recommendation 13

Respect evokes a relationship of trust (cf. 2.3.6). Every educator should develop a classroom atmosphere of warmth and care which is necessary for successful teaching and learning to take place. This will result in mutual respect and trust. Prevention is better than cure (cf. 2.3.6). Educators should plan effective classroom procedures in order to prevent disciplinary problems before they occur.

Recommendation 14

Educators need to develop a sound theoretical foundation from which to approach each unique learner’s disciplinary problem.

5.5 LIMITATIONS OF THE RESEARCH STUDY

Cognisance must be taken of the fact that this study is by no means without limitations. One of the constraints was that the study was limited to only one

Education Region, namely the Sedibeng West District (D8) of the Gauteng Province. As a result, the findings based on this research might be seen as limited and not representative of the views of the majority of educators in South Africa. Another limitation is that some township schools didn't have three grade two educators, didn't have a principal or an HOD. Another constraint is that some educators failed to complete the questionnaire fully. This resulted in an inconsistency in the number of responses in some of the analysis.

5.6 RECOMMENDATIONS FOR FURTHER RESEARCH

- Research should be done to develop a strategy to assist educators to cope with administrative duties in the Foundation phase.
- An in-depth study should be undertaken to address educational matters such as workload, disciplinary strategies, classroom management practices, educator duties and demands, daily educator activities and parent involvement.

5.7 CONCLUSION

This study investigated by means of a literature review and empirical research the impact of classroom management on the discipline of grade two learners. Various findings were highlighted and recommendations regarding these findings were made. The limitations of the research were mentioned and recommendations for further research were made. It is hoped that this research will make a valuable contribution in assisting other researchers to develop an intervention strategy in order to assist educators to cope better with the impact of classroom management on the discipline of learners.

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APPENDIX A

QUESTIONNAIRE

ATTENTION:

Principal / Hoof	Head of department / Departementshoof	Grade 2 Educator / Graad 2 Opvoeder
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The impact of classroom management duties on the discipline of grade two learners.**Dear respondent**

I (Zanie Coetzer) am a student at the North-West University. I am currently busy with my Masters degree.

All educators are expected to perform different duties at the same time. These duties include administration duties, classroom management and dealing with discipline. The aim of my research is to determine whether educators struggle to cope with all these duties and then to make some suggestions to the Department of Education. The statistics will also show how educators from the D8 District handle problems regarding the above mentioned.

This questionnaire is strictly confidential. In my research, no names will be mentioned. Please feel free to give your personal opinion. Due to the confidentiality, your personal response will not be made known to your school or anybody.

If there is anything you need to know about this questionnaire or if you are uncertain of anything, you are welcome to contact me (Zanie Coetzer) at 084 500 8982. Thank you for helping me with my research.

Geagte respondent

Ek (Zanie Coetzer) is 'n student aan die Noordwes-universiteit. Ek is tans besig met my Meesters graad.

Daar word van onderwysers verwag om verskillende take op dieselfde tyd te verrig. Hierdie verpligtinge sluit administrasie, klaskamerbestuur en die hantering van dissipline, in. Die doel van my navorsing is om te bepaal of onderwysers dit moeilik vind om al hierdie verpligtinge te hanteer en om dan voorstelle aan die Departement van Onderwys maak. Die statistiek sal ook toon hoe onderwysers van die D8 Distrik probleme aangaande bogenoemde hanteer.

Hierdie vraelys is streng konfidensieel. Daar word geen name in my navorsing genoem nie. Voel asseblief vry om u eie opinie te gee. Weens die feit dat die vraelys konfidensieel is, sal u persoonlike respons aan niemand bekend gemaak word nie.

As u onseker is of meer inligting benodig, is u welkom om my (Zanie Coetzer) te kontak by 084 500 8982. Baie dankie dat u my help met my navorsing.

SECTION A: Survey details / AFDELING A: Opname besonderhede

1.1	Record number / Rekord nommer								
1.2	Name of researcher / Naam van navorser	Z. Coetzer							
1.3	Date of retrieval / Datum van terugontvangs					2	0	1	0
1.4	School type / Tipe skool	Farm / Plaas		Township / Woongebied		Town / Dorp			

VOLUNTARY INFORMED CONSENT FORM / VRYWILLIGE INGELIGTE TOESTEMMINGSBRIEF

THE IMPACT OF CLASSROOM MANAGEMENT DUTIES ON THE DISCIPLINE OF GRADE TWO LEARNERS / DIE IMPAK VAN KLASKAMERBESTUURSTAKE OP DIE DISSIPLINE VAN GRAAD TWEE LEERDERS

If you agree, please place a ☒ in the 'yes' box to show that you understand and agree with each statement. / Indien u saamstem, maak 'n ☒ in die 'ja' blok om aan te dui dat u verstaan en met elke stelling saamstem.

1	I understand the information about the study on the Cover page. Any concerns I had, was addressed. / Ek verstaan die inligting oor die studie op die Voorblad. Enige bekommernisse wat ek gehad het, is aangespreek.	Yes, I understand / Ja, ek verstaan ☐
2	I realise that participation is completely voluntary and that I can stop participating in the study at any time. If I am uncomfortable in answering any questions, I may choose not to answer. / Ek besef dat deelname heeltemal vrywillig is en dat ek enige tyd deelname aan die studie mag stop. Indien ek ongemaklik voel met die beantwoording van enige vraag, mag ek kies om nie te antwoord nie.	Yes, I understand / Ja, ek verstaan ☐
3	I understand that my name will not be used, nor will details of where I teach be shared when information from the questionnaire is used by the researcher. / Ek verstaan dat my naam nie gebruik sal word nie en ook dat geen besonderhede van waar ek onderrig gee deur die navorser genoem sal word wanneer inligting van die vraelys gebruik word nie.	Yes, I understand / Ja, ek verstaan ☐
4	I understand that what I answer may be quoted in presentations and the final report. If I become concerned with anything I answer, I can ask for parts, or all, of what I answered not to be quoted. / Ek verstaan dat dit wat ek antwoord dalk aangehaal mag word in aanbiedinge en die finale verslag. Indien ek bekommerd is oor enige iets wat ek geantwoord het, mag ek vra dat dele, of my totale antwoord, nie aangehaal moet word nie.	Yes, I understand / Ja, ek verstaan ☐
5	I understand that it is my decision whether I want to participate. If I do not wish to participate, or want to withdraw from the study at any time, my wishes will be respected. / Ek verstaan dat dit my keuse is of ek wil deelneem of nie. Indien ek besluit om nie deel te neem nie, of om te onttrek van die studie, sal my wense gerespekteer word.	Yes, I understand / Ja, ek verstaan ☐
6	I understand that if something troubles me while participating, the researcher will provide me with the necessary support. / Ek verstaan dat indien iets my pla gedurende deelname, sal die navorser my die nodige hulp verleen.	Yes, I understand / Ja, ek verstaan ☐

I agree to take part in this study. / Ek neem graag deel aan die studie.

(Participant's signature / Deelnemer se handtekening)

(Date / Date)

(Researchers signature / Navorser se handtekening)

(Date / Date)

SECTION B: Perceptions of discipline / AFDELING B: Persepsies van dissipline

Please answer the following questions by making a X in the appropriate block. / Beantwoord asseblief die volgende vrae deur 'n X te maak in die gepaste blok.

		Strongly disagree / Stem glad nie saam nie	Disagree / Stem nie saam nie	Agree / Stem saam	Strongly agree / Stem volkome saam
2.1	I am concerned about learner discipline. / Ek bekommer my oor leerderdissipline.				
2.2	Educators experience disciplinary problems in their classrooms. / Onderwysers ervaar dissipline probleme in hul klaskamers.				
2.3	Parents expect educators to discipline their children. / Ouers verwag van onderwysers om hul kinders te dissiplineer.				
2.4	Educators will be able to manage learner behaviours better when administrative duties decrease. / Onderwysers sal meer bevoeg wees om leerdergedrag te bestuur wanneer administratiewe werk verminder.				
2.5	Some educators start to reconsider their future in education, considering the increase in disciplinary problems. / Sommige onderwysers begin om hul toekoms in die onderwys te heroorweeg, inaggenome die toename in dissipline probleme.				
2.6	The school governing body should be more involved in dealing with disciplinary problems. / Die skool se beheerliggaam moet meer betrokke wees by die hantering van dissipline probleme.				
2.7	Discipline is the responsibility of the educator. / Dissipline is die onderwyser se verantwoordelikheid.				

		Strongly disagree / Stem glad nie saam nie	Disagree / Stem nie saam nie	Agree / Stem saam	Strongly agree / Stem volkome saam
2.8	Discipline is the responsibility of the learner. / <i>Dissipline is die leerder se verantwoordelikheid.</i>				
2.9	Discipline is the responsibility of both the educator and the learner. / <i>Dissipline is beide die onderwyser en die leerder se verantwoordelikheid.</i>				

SECTION C: Perceptions of classroom management / AFDELING C: Persepsies van klaskamerbestuur

Please answer the following questions by making a X in the appropriate block. / Beantwoord asseblief die volgende vrae deur 'n X te maak in die gepaste blok.

		Strongly disagree / Stem glad nie saam nie	Disagree / Stem nie saam nie	Agree / Stem saam	Strongly agree / Stem volkome saam
3.1	Administrative duties make it difficult to manage a classroom environment conducive to learning. / <i>Administratiewe take maak dit moeilik om 'n klaskamer omgewing te skep wat gunstig is vir leer.</i>				
3.2	Educators will be able to manage resources better when administrative duties decrease. / <i>Onderwysers sal meer bevoeg wees om hulpbronne te bestuur wanneer administratiewe werk verminder.</i>				
3.3	Educators will be able to manage learner behaviour better when administrative duties decrease. / <i>Onderwysers sal meer bevoeg wees om leerdergedrag te bestuur wanneer administratiewe werk verminder.</i>				

		Strongly disagree / Stem glad nie saam nie	Disagree / Stem nie saam nie	Agree / Stem saam	Strongly agree / Stem volkome saam
3.4	Classroom management is a skill that educators develop over time. <i>Klaskamerbestuur is 'n vaardigheid wat onderwysers oor tyd ontwikkel.</i>				
3.5	The magnitude of administrative duties makes it difficult to develop classroom management as a skill. <i>/ Die magdom administratiewe take maak dit moeilik om klaskamerbestuur as 'n vaardigheid te ontwikkel.</i>				
3.6	Educators are increasingly concerned about managing the conflict experienced in fulfilling the different demands and responsibilities of classroom management. <i>/ Onderwysers raak al meer bekommerd oor die konflik wat hul ervaar in die vervulling van die verskeie vereistes en verantwoordelikheid van klaskamerbestuur.</i>				
3.7	The demands of controlling the classroom environment have a negative impact on the emotional strength of an educator. <i>/ Die vereistes wat die kontrole van 'n klaskamer omgewing stel het 'n negatiewe impak op die emosionele sterkte van die onderwyser.</i>				
3.8	Effective teaching is the most important aspect in a classroom. <i>/ Effektiewe onderrig is die belangrikste aspek in 'n klaskamer.</i>				
3.9	Discipline becomes a problem when educators spend more time on classroom management duties. <i>/ Dissipline raak 'n probleem wanneer onderwysers meer tyd aan klaskamerbestuurstake bestee.</i>				

SECTION D: Perceptions of classroom administration / AFDELING D: Persepsies van klaskameradministrasie

Please answer the following questions by making a X in the appropriate block. / Beantwoord asseblief die volgende vrae deur 'n X te maak in die gepaste blok.

		Strongly disagree / Stem glad nie saam nie	Disagree / Stem nie saam nie	Agree / Stem saam	Strongly agree / Stem volkome saam
4.1	A lot of the administrative duties of an educator are time-consuming. / Baie van die administratiewe take van 'n onderwyser is tydrowend.				
4.2	The better part of the day is spent on assessment and evaluation. / Die grootste gedeelte van die dag word spandeer aan assessering en evaluering.				
4.3	Feedback to learners and parents takes up a lot of valuable teaching time. / Terugvoering aan leerders en ouers neem baie kosbare onderrigtyd in beslag.				
4.4	The Department of Education (District office) often sends forms to schools which must be completed before a certain time. / Die Departement van Onderwys (Distrikskantoor) stuur gereeld vorms na skole wat ingevul moet word voor 'n sekere tyd.				

SECTION E: Daily classroom activities / AFDELING E: Daaglikse klaskameraktiwiteite

Rank the following activities from number 1 to number 8 by using 1 for the most time consuming duty and 8 for the least time consuming duty. / Rangskik die volgende aktiwiteite van nommer 1 tot nommer 8 deur nommer 1 te gebruik vir die mees tydrowende taak en 8 vir die minste tydrowende taak.

_____ Teach learners effectively. / Onderrig leerders effektief.

_____ Handle discipline problems. / Hanteer dissipline probleme.

- _____ Administrative duties. / *Administratiewe take.*
- _____ Preparation and planning. / *Vorbereiding en beplanning.*
- _____ Manage the classroom. / *Bestuur die klaskamer.*
- _____ Extra- and co-curricular activities. / *Ekstra-kurrikulêre en buitemuurse aktiwiteite..*
- _____ Assessment and evaluation. / *Assessering en evaluering.*
- _____ Finances. / *Finansies.*

SECTION F: Disciplinary systems / AFDELING F: Dissiplinêre sisteme

Please answer the following questions and motivate your answer. / *Beantwoord asseblief die volgende vrae en motiveer u antwoord.*

5.1 Does the disciplinary system at your school help to solve disciplinary problems? / *Help die dissipline stelsel by u skool om dissipline probleme op te los?*

5.2 Do you have any suggestions to improve the disciplinary system? / *Het u enige voorstelle om die dissiplinestelsel te verbeter?*

5.3 Do you suffer from teacher burnout? / *Ly u aan onderwyseruitputting?*

SECTION G: The influence of classroom duties on classroom management / AFDELING G: Die invloed van klaskameraktiwiteite op klaskamerbestuur

6.1 Do you believe that managing learner behaviour in the classroom during teaching time, interferes with the teaching and learning process? / *Glo u dat die bestuur van leerdergedrag in die klaskamer gedurende onderrigtyd, inmeng met die onderrig- en leerproses?*

6.2 Do you find it difficult to cope with classroom management duties as well as maintaining discipline at the same time? / *Vind u dit moeilik om klaskamerbestuurstake en ook handhawing van dissipline gelyktydig te hanteer?*

6.3 Does it have an impact on classroom management when you give individual attention to a learner who is struggling? / *Het dit 'n impak op klaskamerbestuur wanneer u individuele aandag gee aan 'n leerder wat sukkel?*

THE END



SECTION B: Perceptions of discipline / AFDELING B: Persepsies van dissipline

Please answer the following questions by making a X in the appropriate block. / Beantwoord asseblief die volgende vrae deur 'n X te maak in die gepaste blok.

		Strongly disagree / Stem glad nie saam nie	Disagree / Stem nie saam nie	Agree / Stem saam	Strongly agree / Stem volkome saam
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2.7	Discipline is the responsibility of the educator. / Dissipline is die onderwyser se verantwoordelikheid.				

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2.8	Discipline is the responsibility of the learner. / <i>Dissipline is die leerder se verantwoordelikheid.</i>				
2.9	Discipline is the responsibility of both the educator and the learner. / <i>Dissipline is beide die onderwyser en die leerder se verantwoordelikheid.</i>				

SECTION C: Perceptions of classroom management / AFDELING C: Persepsies van klaskamerbestuur

Please answer the following questions by making a X in the appropriate block. / Beantwoord asseblief die volgende vrae deur 'n X te maak in die gepaste blok.

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SECTION D: Perceptions of classroom administration / AFDELING D: Persepsies van klaskameradministrasie

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