

CLASS MANAGEMENT STRATEGIES THAT WINDHOEK SECONDARY
SCHOOL TEACHERS USE AND THEIR INFLUENCE ON THE TEACHING
AND LEARNING ENVIRONMENT

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BY

ANNELINE PICK

STUDENT NUMBER: 9995862

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MAIN SUPERVISOR: Dr. Charmaine Villet (University of Namibia)

CO-SUPERVISOR: Ms. Alet Scott (University of Namibia)

ABSTRACT

This study looked at class management strategies used by secondary school teachers in urban Windhoek and their influence on the teaching and learning environment. The objectives of the study were to determine the type of class management strategies that teachers used and how these influenced teaching and learning. A qualitative approach to data collection and analysis was employed. Semi-structured interviews were held with teachers (individually and in focus groups), as well as with learner-focus-groups. Furthermore, classes were observed over a period of nine weeks. A purposive sampling approach was employed. The research was carried out at three schools, namely, two government schools, located in Khomasdal and Katutura respectively, and a private, secondary school in one of the more affluent suburbs of Windhoek. Strategies related to resource management revealed that shortages of textbooks adversely affected the speed in which work was covered since much time was absorbed in copying textbook information from the board. On the other hand, teachers hardly ever applied alternatives to board notes, even though the private school had LCD projectors mounted in all classrooms, while the two state schools had ample OHPs. However, only one of the state schools had a LCD projector; the other had none. Management strategies related to classroom interactions, such as instructional interactions and behaviour management, revealed that when teachers did work hurriedly and assessed learners despite little being done to ensure good comprehension, it affected learners' performance negatively. Praise and reward yielded positive reaction as these, for example, led to increased enthusiasm to cooperate with the teacher and to achieve good grades. This study concluded that when learners viewed teachers as proficient and their actions as supportive, it boosted their motivation and achievement. The study further underlined the need to cover thoroughly in teaching training programmes class management that will provide teachers with alternatives to ineffective strategies.

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LIST OF ACRONYMS

B.Ed.	Bachelor of Education
BA	Bachelor of Arts
BETD	Basic Education Teacher's Diploma
BSc(Ed)	Bachelor of Science in Education
CAS	Continuous assessment
CES	Classroom environment scale
ETSIP	Education and Training Sector Improvement Programme
HED	Higher Education Diploma
Hons	Honours
LCD	Liquid crystal display
LEI	Learning environment inventory
n.d.	No date
NamCol	Namibia College of Open Learning
OHP	Overhead projector
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund

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DECLARATIONS

I, Anneline Suzette Pick, hereby declare that this study is my own work and is a true reflection of my research, and that this work, or any part thereof has not been submitted for a degree at any other institution.

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22 February 2018
Date

CHAPTER 1

INTRODUCTION

1.1. Orientation of the study

Jones (2004) contends that teachers often wrestle with classroom management and discipline, especially in urban, education environments. Nevertheless, when assessing the effectiveness of teachers, principals, in-service supervisors and the public look for the ability to prevent and manage discipline problems (Zuckerman, 2007).

Furthermore, the importance of effective classroom management is amply demonstrated in a comprehensive literature review by Wang, Haertel and Walberg (1993, as cited in Marzano & Marzano, 2003). Their findings show that, among 228 variables affecting learner achievement, classroom management had the largest effect.

Additionally, researchers have identified the lack of learner discipline as a significant reason for teachers leaving the profession (Chipeta, 2000; Pedota, 2007). Likewise, effective classroom management has been pointed out as an essential element, contributing not only to learner motivation and achievement but also to teacher satisfaction (Parsons, Hinson, & Sardo-Brown, 2001, p. 351).

The Namibia National Teachers' Union (NANTU) cites poor school discipline, in especially urban areas, as one of the main reasons for poor academic results (Zimunya, 2012). The same source states that, since the abolition of corporal punishment in Namibian schools in 2001, schools have been struggling with poor discipline. It is against this background that this study has been conducted to

investigate those class management strategies that Windhoek secondary school teachers in the Khomas Education Region use, and their influence on the teaching and learning environment.

1.2 Statement of the problem

Teachers' efforts to achieve order in the class very often jeopardise the achievement of their teaching goals because of the hostile nature of some of these efforts. Incidences of unacceptable behaviour management by some teachers and school principals in Windhoek have, perhaps to the embarrassment of the aforementioned, hit the headlines of local newspapers on more than one occasion. Examples are the cases of St. Joseph's High School in Windhoek and Windhoek Gymnasium Private School (Kisting, 2011; Shipanga, 2012). The type of punishment that the latter administered to a learner was found to be in contravention of the provisions of the Education Act no. 16 of 2001 which prohibits corporal punishment. Furthermore, the Windhoek Gymnasium Private School staff members were charged with corporal punishment that ended in a court hearing.

Moreover, studies have shown that learners with a negative perception of their teacher's actions in class lack motivation and have a negative attitude towards the subject being taught (Lewis, Romi, Katz, & Qui, 2008). There is no current research that has looked at the influence of class management strategies on the teaching and learning environment in Namibia. However, the court cases mentioned earlier, as well as the current debate in society regarding the lack of discipline in Namibian schools and the influence of the latter on the academic performances of many schools, necessitated a study of this nature. Hence, this study was conducted to

investigate class management strategies that Windhoek secondary school teachers use and their influence on the teaching and learning environment.

1.3 Objectives of the study

The objectives of the study were:

1.3.1 To determine the type of class management strategies that secondary school teachers used

This objective sought to establish what class management strategies teachers used to create an environment that was conducive (or not) to teaching and learning within the context of their classroom/institution.

1.3.2 To determine how these strategies influenced the teaching and learning environment

This objective sought to establish how teachers' class management strategies (i.e. what teachers did) enabled/hindered the achievement of their lesson goals, learner motivation and improved learning. In other words, did teachers' class management strategies contribute to the creation of a conducive teaching and learning environment or not?

1.4 Significance of the study

This study aimed at identifying classroom management strategies perceived as having a negative influence on teaching and learning, as well as to identify strategies that created a conducive teaching and learning environment. The findings of the research may, among others, advise the Ministry of Education, particularly with regards to teacher development during pre- and in-service training, to ensure the relevance and responsiveness of such training to the needs and situations of schools. Furthermore, it may help school personnel and education administrators to introduce

interventions, using the perceptions of teachers and learners as a knowledge base, to make behaviour management at Namibian schools more effective. In general, the study reveals the situation in selected schools in Windhoek with regards to class management and its influence on the teaching and learning environment. It also indicates areas that may need further research in order to address the gaps and challenges in classroom management practices.

1.5 Limitations of the study

By nature, a case study involves studying a unit only; therefore, the study size was a limitation since it was only confined to three secondary schools in Windhoek in the Khomas Education Region, and only Grade 9 and Grade 11 learners and teachers participated. Therefore, the sample size does not allow for generalization. However, in qualitative research depth is more important than quantity.

Furthermore, teachers and learners might have changed their behaviour to provide what they thought the observer expected. However, since the researcher observed classes over an extended period, it is believed that the aforementioned concern became invalid. No recorder or video was used during observations of lessons since the researcher could sense that, although teachers agreed to participate, they nevertheless seemed uncomfortable and perhaps suspicious of why they were the ones among their colleagues selected for the study. The researcher was open about the purpose of the study, and succeeded in putting participants at ease, but, nonetheless, decided to leave out the recording to avoid uneasiness. Hand-written notes were taken as comprehensively as possible. Perhaps richer data would have been available if the researcher felt free to record lessons, or if a field assistant was used to take notes together with the researcher as these could have been compared

afterwards. However, this was also addressed to some extent due to the extended period that classes were observed.

Another limitation was that not much time was available for interviews since both teachers and learners were reluctant to stay after school, but preferred that administrative periods and break times be used to conduct interviews. Though teachers at School C preferred to be interviewed after the examinations, the fact that some had not finished marking scripts and other end-of-term tasks also resulted in limited time for interviews. However, permission by participants to use a digital voice recorder for interviews was of great help and note-taking, that would have eaten into the already short sessions, was not necessary. The researcher appreciated the fact that the voice recorder worked perfectly and there was no loss of interview data.

1.6 Definition of key terms

Various meanings exist for the terms below depending on the context in which they are used. For this thesis, meanings are limited to the study context and its theoretical framework.

Classroom management

Classroom management refers to everything that teachers may do to facilitate or improve learning, which would include such factors as behavior (a positive attitude, happy facial expressions, encouraging statements, the respectful and fair treatment of learners, etc.), environment (for example, a welcoming, well-lit classroom filled with intellectually stimulating learning materials that's organized to support specific learning activities), expectations (the quality of work that teachers expect learners to

produce, the ways that teachers expect learners to behave toward other learners, the agreements that teachers make with learners), materials (the types of texts, equipment, and other learning resources that teachers use), or activities (the kinds of learning experiences that teachers design to engage learners' interests, passions, and intellectual curiosity) (Abbott, 2014).

Strategy

'Strategy' refers to putting a plan (to achieve a particular purpose) into operation in a skillful way (Oxford Advanced Learner's Dictionary, 2006), for example, providing opportunities to respond, performance feedback to learners, explicit reprimands, using active supervision and other practices by teachers to improve academic performance and reduce problem classroom behaviour (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008, as cited in Clare, 2013).

Teaching

Teaching is the process of educating or instructing learners. Ideologically, teaching involves acts of signalling, extolling, promoting and/or enforcing particular forms of status, knowledge, values, beliefs and behaviours (McCulloch & Crook, 2008, p. 589).

Teaching is also understood as *learning*, *facilitation*, and *relation* (Farenga & Ness, 2015). Teaching seen as *learning* regards the teacher as one who inspires others to learn by being a learner him/herself, demonstrating both the passion and methods of learning. In this regard, practices are not only sites of professional know-how, but ongoing enquiries into specific modes of human excellence, while they (practices) give their practitioners a concrete context for the development and display of specific

virtues (p.231). Teaching as *facilitation* consider the teacher as being responsible for creating an environment that is conducive to learning, stimulate responses and direct the learner's course. Teaching as *relation* refers to the manner in which a teacher responds to and relates with the learner. The teacher, for example, exhibits good interpersonal qualities such as being warm, friendly, genuine, caring, supportive, fair, respectful, enthusiastic, and has high expectations.

Learning environment

Essentially, the learning environment is the pedagogical hub where the interactions among learners, teachers, content and resources create the learning environment (Nurmela, 2016).

1.7 Structure of the thesis

This chapter presented the rationale for this study that included the main objectives, placing the study in its context and focus, and stated the limitations. It also provided definitions of main terms.

Chapter two includes the theoretical framework that underpins the study as well as a review of literature related to the study.

Chapter three describes the methods to collect and analyze the data, participants, sampling method, procedures, and the ethical considerations.

Chapter four presents the results of the study.

Chapter five discusses the findings of the study based on the research objectives and links it to literature.

Chapter six gives a conclusion, makes recommendations and identifies areas for future research.

References and appendices are included at the end of the thesis.

CHAPTER 2

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This chapter provides relevant, scientific background regarding class management strategies and their influence on the teaching and learning environment. It also includes the theoretical framework on which this study was based. The review is divided as follows: The first section is the theoretical framework, namely constructivism that informed this study. The second section consists of a review of literature related to class management under the following subheadings: (1) What is class management? (2) What constitutes the teaching and learning environment? (3) Class management strategies; (4) Class management – a universal challenge (5) Support for teachers; (6) A brief summary of the literature review.

2.2 Theoretical framework

Von Glasersfeld's constructivism theory has been adopted for aspects of classroom management and the learning environment such as interactions of class members and behaviour management. Von Glasersfeld's build his constructivism theory on Giambattista Vico's philosophy titled "De antiquissima Italorum sapientia" published in 1710. Vico claims that epistemic agents can know nothing but the cognitive structures they themselves have put together and that "God is the artificer of Nature, man the god of artifacts." Vico stresses that "to know" means "to know how to make; therefore the human knower can know only what the human knower has constructed (Glasersfeld, 1988, p.5). Constructivism emphasizes the active role of the learner in building understanding and making sense of information (Woolfolk, 2014). The constructivist perspective also emphasizes that learning is aided by social

interaction with peers and teachers and via real world experiences (Parsons, et al., 2001). This implies that the child's learning is seen as social. In this regard, a socio-moral atmosphere (Fosnot, 1996) in which mutual respect is continually practiced is key in constructivist education. The socio-moral atmosphere that the constructivist refers to is "the entire network of interpersonal relations that make up the child's experience in school" (p.103). A cooperative, socio-moral atmosphere is seen as a necessary context for promoting all aspects of children's development and learning.

With regards to discipline, Fosnot (1996) observes,

The constructivist classrooms might tend to be noisier and more active than traditional classrooms, but they are not out of control, and constructivist teachers are not passive about classroom management. They are highly active in their efforts to facilitate children's self-regulation. Their activity, however, does not take unilateral forms of training, drilling, or punishing. Rather, it takes cooperative forms to enable children to construct convictions and follow their own social and moral rules that are independent of adult coercion (p.114).

According to Von Glasersfeld (1988) constructivist do not reject 'rote learning' and 'repeated practice' in education, but that these in itself should not be expected to generate 'understanding'. Moreover, the learners' input should not be blatantly discarded as 'wrong' since it might diminish their motivation in future attempts. Either, a teacher would tend to explore how learners see the problem and why their path towards a solution seemed promising to them. Insight gained from this should lead the teacher to adapt instructional activities so that it provide occasions for accommodations that are actually within the learners' reach. Hence, there should not only be one way to arrive at a solution of a given task (pp.16-17).

In general, class management strategies, according to a constructivist view, are not expected to be of a harmful nature if the child's self-esteem, development and learning are to be promoted.

2.3 Scholarly review

2.3.1 What is class management?

In some ways, classroom management is like salt in a recipe; when it is present it is not noticed, but when it is missing, diners will ask for it (Stronge, Tucker & Hindman, 2004, p. 66).

Teachers' understanding of class management is likely to influence their behaviour in the classroom, which includes the way they manage their classes. Apart from the definition of classroom management stated comprehensively under paragraph 1.6 of this thesis, the term also refers to the teacher's deliberate move to control the behaviour of the learners without disturbing their creativity or individuality (Chipeta, 2000, p. 353). Allen (2010) concludes that, despite an understanding that classroom management is a complex set of skills that includes much more than being able to influence and control learner behaviour, there remains an overall impression that classroom management is primarily about 'discipline'. Contrasting to this view, Parsons, et al. (2001, p. 357) argue that "teachers who see classroom management as a process of establishing and maintaining effective learning environments tend to be more successful than teachers who place most emphasis on their roles as authority figures or disciplinarians." According to the latter, classroom management involves a number of actions, among others, prevention, intervention and remediation. Waiting for a violation, a distraction or a problem is not when classroom management should be engaged. Rather, classroom management skills are essential to each of the decisions teachers make as they plan, organise and deliver their lessons (Parsons, et

al., 2001). This view is supported by Dix (2009) who notes that poor planning can make behaviour management an uphill struggle. It can, therefore, be argued that teachers who make more of their roles as disciplinarians, but neglect good planning that aims at facilitating learning, will be less successful in class management.

2.3.2 What constitutes the teaching and learning environment?

As mentioned earlier, the learning environment is the pedagogical hub where the interactions among learners, teachers, content and resources create the learning environment (Nurmela, 2016). Factors that exhibit itself during these interactions are well summarised in the Learning Environment Inventory (LEI) of Fraser, Anderson & Walberg (1982) and the Classroom Environment Scale (CES) of Moos and Trickett (1974, as cited in Fraser, 2012) given in Table 1.1 below.

Table 1.1: Scale Description for the individual dimension in LEI and CES (Fraser, 2012)

Scale	Scale description
<i>Learning Environment Inventory (LEI)</i>	
Cohesiveness	Extent to which learners know, help and are friendly towards each other
Diversity	Extent to which difference in learners' interest exist and are provided for
Formality	Extent to which behaviour within the class is guided by formal rules
Speed	Extent to which class work is covered quickly
Material Environment	Availability of adequate books, equipment, space and lighting
Fiction	Amount of tension and quarrelling among learners
Goal Direction	Degree of goal clarity in the class
Favouritism	Extent to which the teacher treats certain learners more favourable than others
Difficulty	Extent to which learners find difficulty with the work of the class
Apathy	Extent to which the class feels no affinity with the class activities
Democracy	Extent to which learners share equally in decision-making related to the class
Cliqueness	Extent to which learners refuse to mix with the rest of the class
Satisfaction	Extent of enjoyment of class work

Scale	Scale description
Disorganization	Extent to which classroom activities are confusing and poorly organised
Competitiveness	Emphasis on learners competing with each other
<i>Classroom Environment Scale (CES)</i>	
Involvement	Extent to which learners have attentive interest, participate in discussions, do additional work and enjoy the class
Affiliation	Extent to which learners help each other, get to know each other easily and enjoy working together
Teacher support	Extent which the teacher helps, befriends, trusts and is interested in learners
Task orientation	Extent to which it is important to complete activities planned and to stay on the subject matter
Competition	Emphasis placed on learners competing with each other for grades and recognition
Order and organisation	Emphasis on learners behaving in an orderly, quiet and polite manner, and on the overall organisation of classroom activities
Rule clarity	Emphasis on clear rules, on learners knowing the consequences for breaking rules, and on the teacher dealing consistently with learners who break rules
Teacher control	The number of rules, how strictly rules are enforced, and how severely rule infractions are punished
Innovation	Extent to which the teacher plans new, unusual and varying activities and techniques, and encourages learners to contribute to classroom planning and to think creatively

The aforesaid instruments (LEI and CES) have been extensively utilised at secondary level in several countries to assess the classroom environment (Fraser, 2012). Alongside the dimensions contained in the aforementioned instruments, the researcher considered it necessary to be informed by natural and unique settings to shed light on the topic, using various qualitative instruments (observations and interviews to obtain the perceptions of teachers and learners respectively).

In addition, Lüdtke, Trautwein and Kunter (2006, p. 216) concur that empirical studies in educational research typically rely on three different data sources to shed light on aspects of the learning environment, such as the instructional quality and social interaction: the perceptions of teachers, learners and external observers, respectively. Lüdtke, et al. (2006) employed six scales to analyse learner ratings of mathematics instruction, namely, classroom management (rule clarity; inefficient time use), openness of instruction (learners' involvement in decisions), assessment practices (teacher's frame of reference) and level of cognitive challenge (challenging exercises; pacing).

Another classroom environment inventory is the Technology-Rich Outcomes-Focused Learning Environment Inventory (TROFLEI) that includes ten scales: learner cohesiveness, teacher support, involvement, task orientation, investigation, cooperation, equity, differentiation, computer usage and young adult ethos (Dorman, Aldridge & Fraser, 2006, p. 907).

2.3.3 Class management strategies

Evertson and Neal (2006) observe that teachers often consider classroom management as the control of learners' behaviour, and separate it from teaching. Hence, some management strategies they apply to control behaviour directly jeopardise the teaching goals, since these strategies affect learners' self-image negatively. For example, the habit to scream and show anger and aggression can hurt the teacher-learner relationship that is crucial for subject motivation and enthusiasm. Likewise, studies (Brophy & Good, 2008; Jennings & Greenberg, 2009) have found that teacher actions that are viewed by learners as positive and supportive of them consistently correlated with learner motivation and achievement. Jennings and

Greenberg (2009) argue that healthy classrooms not only have direct consequences for academic outcomes, but also foster healthy social and emotional development. It is thus necessary to create a learning-centred classroom and approach where management, teaching and learning are complementary (Evertson & Neal, 2006, p.1).

Furthermore, a study by Simonsen, et al. (2008, as cited in Clare, 2013, p. 3) found five categories of classroom management practices that demonstrated being effective at improving academics and reducing classroom problem behaviour. The categories include the physical arrangement of the classroom, structure of the teaching and learning environment, instructional management, procedures to increase appropriate behaviour and procedures to decrease inappropriate behaviour. Within these categories are specific teaching behaviours and practices that can improve the environment of, and interactions in, the classroom. Teacher behaviour includes providing behaviour-specific praise, opportunities to respond, performance feedback to learners, pre-corrections, explicit reprimands, implementing token economies and using active supervision. Classroom practices include providing and posting clear rules and expectations, using effective seating arrangements and instructional strategies and having a schedule to provide predictability.

Another strategy that is considered successful, to a large extent, is a whole-school approach to behaviour management (Rogers, 2008). Benefits thereof are lower stress levels, a lower rate of behaviour related to discipline, diminished rates of both suspension and referral of concerns about learner behaviour to senior staff. Within a whole-school approach, according to Rogers (2008, p. 14), teachers are encouraged to take conscious and active responsibility for their practices within a preferred

practice model. He cites the following key questions that are addressed as part of the aims of a whole-school approach:

How can we enable learners to be aware of and take ownership for their behaviour? How can we build, and sustain, a positive working relationship with our learners as their teacher-leaders? How can we enable learners to develop positive working relationships with each other? How can we address behaviour concerns within an educational focus (2008, p. 14).

The expectation is that, if the school personnel have knowledge of, and applies, a whole-school approach to behaviour management, it may help to bring about a situation where, among others, they act more consistently and show greater support to one another, while the school morale also improves.

Furthermore, prominent among scholars in the teaching pedagogy, Marzano (2009, p.33) highlights a list of effective strategies to make classroom management work. These include: 1) establishing and maintaining classroom rules and procedures with regards to routines and organizing the physical environment; (2) engaging learners; (3) recognizing adherence and lack of adherence to classroom rules and procedures (such as demonstrating wittiness, acknowledging good behaviour, among others); and (4) maintaining effective relationships with learners. This study is expected to reveal how teachers' class management strategies balance discipline and control with support and facilitation of learning. On the other hand, how learners (in their specific context) response to teachers' management strategies might be indicative of how conducive these strategies are for the teaching and learning environment.

2.3.4 Class management – a worldwide challenge

Generally, class management seems to be a worldwide challenge. The United Kingdom and America lose 50 percent of new teachers (including some of the best and most talented) within 5 years where a lack of discipline and the stress of managing the classroom are the leading causes. “Classroom management is the most pressing challenge in American schools today” (School improvement Network, 2012; McInerney, Ganotice Jr., King, Marsh, & Morin, 2015). Likewise, in South Africa, teachers are becoming increasingly distressed about disciplinary problems in schools, as corporal punishment has been outlawed by the Constitution of the Republic of South Africa (Zandile, 2013). Teacher attrition, on the other hand, has a significant and negative effect on learner achievement (Lankford, Loeb, Ronfeldt, & Wyckoff, 2011).

In contrast, the attrition rate in the Hong Kong teaching profession ranged at a low 5.6%-4.1% from 2009/10 to 2014/15 for primary school teachers out of a total teaching workforce of around 23,000 and 4.8%- 5.0% for the same years for secondary school teachers out of a total teaching workforce of approximately 29,000. This is despite the fact that they also had to deal with learners’ difficult behaviour; affective commitment to both organisation and occupation is cited as an important reason (McInerney, et al., 2015). The latter state that “employees with an affective dominant profile are generally perceived as having a sense of belonging and identification with the organization suggesting higher involvement in organizations’ goal attainment and willingness to remain in the profession” (p. 20). They also suggest that a supportive and caring school management and personnel, as well as favourable employment conditions, contribute to this.

Considering that class management is not without challenges, the interviews with teachers in this study might bring to the surface some of these challenges that teachers experience as they manage their classes. An insight into these could advise on what interventions are needed to make class management more effective.

2.3.5 Support for teachers

Excellent performance in schools cannot depend on teachers alone, but requires good interpersonal relations, collaboration and teamwork from all stakeholders, i.e. learners, teachers, the leadership and management staff in education, among others. For the purpose of obtaining excellent performance, Namibia's Ministry of Education, Art and Culture has developed a framework that includes the School Development Plan (SDP) and Plan of Action for Academic Improvement (PAAI) (Ministry of Basic Education and Culture, n.d.). Key performance indicators contained in these documents include, among others:

- Provision of resources (e.g. enough teachers to ensure, among others, a fair workload; adequate support staff like secretaries and cleaners); provision of adequate physical resources and cleaning, upkeep and maintenance of these.
- Management and leadership, e.g. involving teachers in decision-making, devoting time to create solutions for needs and problems, distribute work equally, management taking the lead to enhance the performance of the school, influence the work of the teachers in a positive manner, effective control of all the resources to ensure quality teaching and learning (furniture, textbooks, learning materials and equipment, such as OHPs, duplicating facilities).

With regards to school resources, Lee and Zuze (2011, p. 387) note a strong and consistent relationship between resources and achievement in four sub-Saharan

countries (Botswana, Malawi, Namibia and Uganda). Their study revealed that learners in schools with more material resources achieved at higher levels. Furthermore, they found that the effect of resource on achievement was over three times larger in Namibia and Uganda than in Botswana and Malawi. The same authors reported that school resources were relatively high in Namibia and Botswana (Namibia being significantly higher than Botswana), while lower in Uganda, and very low in Malawi (p. 383).

Underscoring the importance of a support system, the United Nations Children's Fund (UNICEF) (2007, p. 72) points out that improved management, higher pay, effective appraisal systems, forums through which teachers can influence policy, acknowledgement of their concerns, as well as opportunities for them to identify their training and other needs would all contribute to improving morale and motivation and, in consequence, raise teaching standards.

Among the efforts towards creating school environments that are conducive to teaching and learning, the Namibian government has instituted the Education Act 2001 which comprehensively stipulates the code of conduct for the Teaching Service that has relevance to both teachers and learners. The objectives of the Code of Conduct for the Teaching Service are that teachers are generally expected to, among others things:

- (a) establish a safe, disciplined and purposeful school environment dedicated to the improvement and maintenance of the quality of the learning and teaching process;
- (b) create a caring and nurturing environment for learners to enable them to develop into caring, honest and responsible adults;

- (c) act responsibly and in a clear and transparent manner;
- (d) be aware of the imbalances that exist in any teaching situation, and vow to not use their position to override the best interests of their learners;
- (e) undertake to avoid using violence as a teaching and disciplinary tool;
- (f) execute their duty of care as imposed upon them by any Act, regulation or rule in the best interest of the learners (Government Gazette of the Republic of Namibia, 2004).

Educational Acts, policies, plans and programmes to improve the quality of education, are, however, only as good as their implementation in terms of ensuring an environment conducive for teaching and learning. How all role players outside and within the classroom (the latter being the focus of this study) internalise these could influence the state of affairs regarding class management.

2.4 Summary of literature review

From this review of literature, it can be deduced that, firstly, social interaction has an important influence on learning and the classroom climate. Secondly, classroom management is overall viewed as the planning and implementation of procedures and activities towards achieving an orderly and productive environment for teaching and learning. Thirdly, various measurement scales have been developed by various scholars to assess the classroom and learning environment respectively. Fourthly, teachers apply various class management strategies of which some are considered to have positive effects, while others are seen as harmful and negative. Lastly, the review shows that class management is a universal challenge, and teachers need support of differing nature and from various sources to make class management work and make school a place where both teachers and learners experience the desired outcomes.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter gives a description of the research design, population, sample and sampling procedure, data collection instruments, procedure, data analysis process, and research ethics that was applied in this study. The chapter ends with a summary.

3.1 Research design

A qualitative approach to data collection and analysis has been used. The research design was a multiple-case study where the researcher studied the same phenomenon at more than one site (Gay, Mills, & Airasian, 2011). Multiple case studies allow the researcher to make claims that the events described at one site are not necessarily unique to that site and thus contribute to the researcher's understanding of contextual variations, or lack thereof, across sites (Gay et al., 2011). Furthermore, case studies involve in-depth investigation that could enable a deeper understanding and insight regarding the influence of class management strategies on the teaching and learning environment (Gay et al., 2011).

3.2 Population

The population in this study was Grades 9 and 11 teachers and learners from urban secondary schools in Windhoek in the Khomas Education region, based on accessibility. By selecting from a more narrowly defined population, a researcher saves time and money, but also loses the ability to generalize about the target population (the population to which the researcher would ideally like to generalize study results, e.g. countrywide) (Gay et al., 2011, p.130). Grade 9 teachers' class management strategies and authority are particularly challenged because they deal with adolescents, who at this phase are undergoing profound growth changes that tend to make them resist the

teacher as authority. Grade 11 teachers, on the other hand, deal with learners who are perceived to be mature and socialized to the school environment and, therefore, classroom management is expected to go much smoother at this level (Parsons, Hinson, & Sardo-Brown, 2001). The study findings are expected to reveal whether a teacher's class management approach take the learners' age group into consideration. The findings might also confirm or differ regarding learners' mature/immature behavior by reason of their age and/or whether other factors that influence behavior rule out this. The Khomas Education region has a total of 28 secondary schools. A total of 5 690 learners were enrolled for Grade 9 and 3 211 for Grade 11 in 2012, while 1126 secondary school teachers were employed in the Khomas region (Ministry of Education, Art and Culture, 2013).

3.3 Sample and sampling procedure

A purposive sampling approach was used. According to Gay et al. (2011), this approach is found to be most common in case study research, based on the assumption that the investigator wants to discover, understand and gain insight and, therefore, must select a sample from which the most can be learned.

The research was carried out at three urban secondary schools in Windhoek in the Khomas Education region. These were two government schools located in Khomasdal and Katutura respectively and a private secondary school in one of the more affluent suburbs of Windhoek. These schools were chosen because they differed with regards to size, socio-economic and geographic areas, and, as mentioned earlier under point 3.1, could contribute to the researcher's understanding of contextual variations, or lack thereof, across sites. Two (2) Grade 9 and two (2) Grade 11 classes, selected purposefully from each school, bringing the total classes to 12, were included in the

sample for observation purposes. However, only 30% of the learners per class were interviewed, using random purposive sampling, which, according to Gay et al. (2012) is a qualitative sampling method to obtain a smaller group from a pool of participants (the class) that was initially purposively selected. For the Grade 11 focus-group discussions a total of 16 learners participated at School A and C respectively, while 20 participated at School B. For the Grade 9 focus-group discussions a total of 16 learners participated at School A, and 20 at School B and C respectively. These totals were based on the 30% learners per class. At all three schools an equal number of boys and girls participated (boys and girls in each class formed separate rows from which the selection was made). Considering that teacher-learner interactions are at the core of classroom management, learners' perceptions of their classroom interactions with teachers could also contribute significantly to our knowledge of classroom management.

Since School A, which was first contacted to participate in the study, preferred to identify the teachers that should be interviewed based on the number of teachers and Grades that the researcher indicated, the researcher thereafter selected teachers at School B and C who taught the same subjects at the selected Grades as School A. Though teachers' focus group discussions at each of the three participating schools were supposed to consist of four teachers at each school, this was not the case because of the following reasons. At School A, one female teacher gave verbal notice that she would not make it for the focus group interview, while the other female teacher indicated that she would be present but eventually did not come because of work pressure, as she apologized afterwards. Thus, at School A, only two male teachers participated in the teacher-focus-group interviews. At School B one male teacher indicated that he was going to attend the focus group interview but did not show up.

He said that he forgot. The fourth teacher (a female) was on sick leave at the time of the interview. At School C, three teachers (one female and two males) participated while the fourth teacher (male) apologized afterwards that he had been pressured for time to complete urgent work. Hence, at Schools A and B two of the four participants, respectively, attended the group interviews, while three of the four teachers at School C participated. This means that a total of seven of the targeted twelve teachers participated in the focus-group interviews.

Lessons were observed by choosing slots in timetables where there were few clashes to allow for ample and equal observation time across all participating classes. The same teachers who were observed were the ones who were interviewed. However, one female teacher (Grade 9) at School B and one male teacher (Grade 9) at School C were unfortunately not available for either individual or focus-group interviews; however, they did provide answers to questions that were asked immediately after observing some of their lessons to gain an understanding of certain actions or situations that occurred during those lessons and that would contribute to the subject matter of the study.

3.4 Research instruments

The researcher employed both an objective tool (where the environment was directly observed) and a subjective tool (where study participants' understanding of their environment was sought). According to Fraser (2012), an advantage of the subjective tool in studies of this nature is that information regarding the learners', as well as the teachers', experiences over many lessons can be obtained, while observational data are usually restricted to a smaller number of lessons. Furthermore, through the subjective tool, one can obtain the collective judgment of a group of learners and teachers, while

observational data are usually collected by a single observer. The advantage of the observation instrument during this study was that initial observations guided subsequent observations, as well as interviews, to a certain extent.

The following instruments were used:

a. Non-participant observation

The researcher systematically examined the type of class management strategies that teachers employed during class time and the interactions between teachers and learners, and how these influenced the teaching and learning environment. For this method, field notes were taken, using an observational protocol sheet that contained descriptive information about what the observer had seen or heard directly on site, reflective information that captured the researcher's personal reactions to observations, as well as experiences and thoughts during the observation sessions (Gay et al., 2011).

b. Semi-structured interviews

For the purpose of obtaining participants' perceptions and experiences of the phenomenon in their unique settings, the researcher also conducted semi-structured interviews. Participating teachers at each school were interviewed, individually first and as a group afterwards, to collect their perceptions and practices regarding class management and the factors that influenced their class management styles.

In addition, focus group interviews were held with 30% of the learners from each class in the two Grades at selected schools. These aimed at gathering information about, and understanding of, how teachers' class management

strategies influenced their learning. Both close and open-ended questions were asked. With the agreement of participants, all interviews were audio-recorded to aid the data gathering and analysis process. Interviews were held during break time with learners for about 25 minutes per interview, while individual teachers were interviewed during their administration periods for about 30 minutes. Focus-group discussions at School A were immediately held after school and took between 20 and 30 minutes since teachers had other commitments after school. Focus-group discussions at School B were held during break for about 20 to 25 minutes, while the teacher focus-group at School C requested to be interviewed only after examinations and their session was about 30 minutes long.

3.5 Procedure

A letter that certifies the purpose of the study was obtained from the School of Postgraduate Studies at the University of Namibia where the researcher was a student. This letter was attached to a letter that officially requested permission from the Permanent Secretary, Ministry of Education, and thereafter from the principals of the schools, to conduct the study at the sample sites. The study was undertaken during school time, during the first trimester and stretched over a period of nine (9) weeks (February to March 2014).

3.6 Data analysis

A grounded theory approach was followed for data analysis, where, according to Creswell (2012, p. 423), “a systematic, qualitative procedure is followed to explain an educational process of events, activities, actions and interactions that occur over time.” The researcher opted for a grounded theory approach because it provided a suitable

method for studying and understanding complex processes and factors, like those associated with class management. Furthermore, it provided the researcher freedom to explore the research area and allow issues to emerge. To prepare the data for analysis, the observation notes for each of the 12 classes observed over a period of nine weeks were scanned and saved individually in PDF format under pseudo file names. The digitally recorded interviews for individual teachers, teacher focus groups, and learner focus groups, 19 interview sets in total, were transcribed by typing them (verbatim) in Microsoft Word 2010. Atlas TI, Version 7.1.7 analysis software was used to code observation notes and interview transcripts by uploading the data files in Atlas TI and code them sequentially. The entire process of data collection and analysis was done by the researcher herself. Though this was very time consuming and had to be done alongside the researcher's full day job, the advantage was that the researcher became thoroughly acquainted with the data. The latter eased the coding process. As data were coded, Atlas TI automatically generated a list of these codes that enabled their re-use by just a 'click of the button' for coding of remaining data and thus increased the coding pace. However, due to the diverseness of responses/data, new codes continued to emerge. Some data segments/quotations were allocated more than one code as they related to different themes. Comments were added to some codes when questions or thoughts arise as the researcher engaged with the data or to explain a code. Codes were categorized followed by themes (as demonstrated in Figure 3.1 below) that made the data manageable and facilitated the write-up process. The researcher used inductive analysis to allow patterns, themes and categories to emerge from the data, rather than create categories beforehand to fit the data, though some themes that emerged relate to interview questions/schedules.

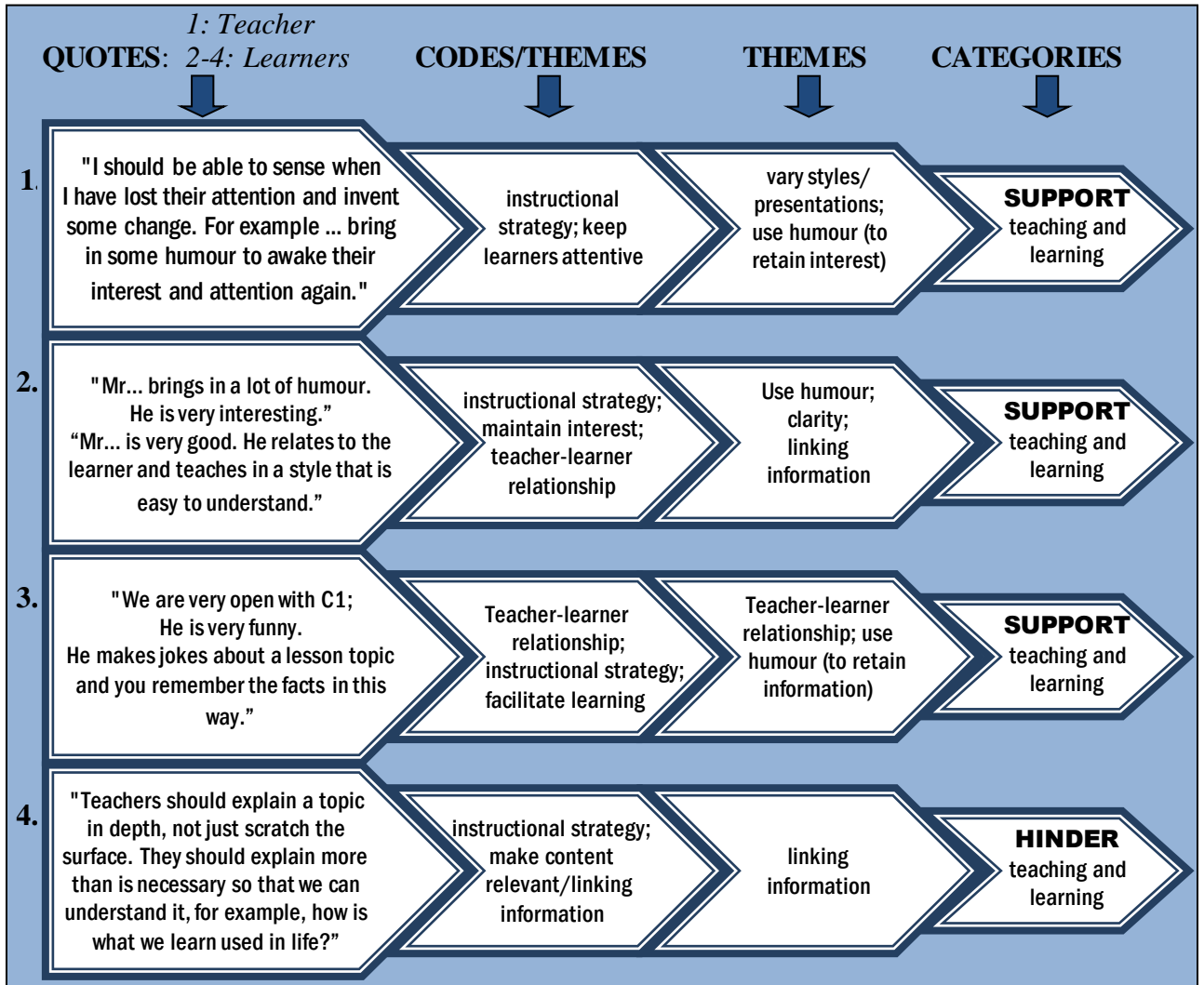


Figure 3.1: Example of the coding process of the study data

Categorization of data was a recurring process until solid categories emerged. Excerpts of code/theme outputs generated in Atlas TI are attached as Appendix 9. A few comparisons were drawn across cases and across sites. By comparing cases or sites, the range of generalizability of a finding, as well as the conditions under which that finding would occur, could be established.

3.7 Research ethics

The researcher obtained informed consent from participants, and informed them that they were free to withdraw from the study if they no longer wished to participate.

Furthermore, participants were assured of confidentiality and anonymity, while they were not humiliated in any way. The researcher showed consideration, and was careful to do nothing to harm or disturb the participants when information was collected. Moreover, the researcher paid careful attention to record accurately and honestly the perspectives of participants and of information collected during observation sessions.

This chapter described the research design and data collection instruments that were used, as well as the sample selection. It explained why grounded theory was suitable for the collection and analyzing of data for this multiple case study on class management strategies that urban secondary school teachers used and their influence on the teaching and learning environment. The chapter further provided an overview of the data analysis process such as the generating of themes and categories from raw data, and the ethics involved in the research process. The next chapter is a presentation of the results.

CHAPTER 4

PRESENTATION AND ANALYSIS OF RESULTS

4.1 Introduction

In this chapter, the research results are presented according to themes that emerged from the data and in the context of the main objectives for this study. These are:

a) To determine the type of class management strategies that secondary school teachers employed

This objective sought to establish what class management strategies teachers used to create an environment that was conducive (or not) to teaching and learning within the context of their classroom/institution.

b) To determine how these strategies influenced the teaching and learning environment

This objective sought to establish how teachers' class management strategies (i.e. what teachers did) enabled/hindered the achievement of their lesson goals, learner motivation and improved learning. In other words, did teachers' class management strategies contribute to the creation of a conducive teaching and learning environment or not?

Table 4.1 below shows the codes used for the respective schools, individual teachers, teacher focus groups and learner focus groups. Codes are used throughout the thesis to preserve the anonymity of participants.

Table 4.1: Assigned codes for participants

Schools	Individual teachers	Teacher focus group	Learner focus group
School A	A1 (Grade 11, Biology)	ATF	ALF1 (<i>Grade 11</i>)
	A2 (Grade 11, Mathematics)		ALF2 (<i>Grade 9</i>)
	A3 (Grade 9, History)		
	A4 (Grade 9, English)		
School B	B1 (Grade 11, Biology)	BTF	BLF1 (<i>Grade 11</i>)
	B2 (Grade 11, Mathematics)		BLF2 (<i>Grade 9</i>)
	B3 (Grade 9, History)		
	B4 (Grade 9, English)		
School C	C1 (Grade 11, Biology)	CTF	CLF1 (<i>Grade 11</i>)
	C2 (Grade 11, Mathematics)		CLF2 (<i>Grade 9</i>)
	C3 (Grade 9, History)		
	C4 (Grade 9, English)		

In Table 4.1, each school referred to is represented as School A, School B and School C. Regarding the codes for teacher focus groups (e.g. ATF), the first letter represents the school and the last two letters serve as indication that it was a teacher (T) focus group (F). Likewise, in the code for learner focus groups (e.g. CLF1, CLF2) the first letter (C) represents the school, the two letters that follow (LF) indicate that it was a learner (L) focus group (F), while the number 1 represents Grade 11 learners and the number 2 represents Grade 9 learners. Teachers A1, B1 and C1 taught Biology to Grade 11 learners, Teachers A2, B2 and C2 taught Mathematics to Grade 11 learners, Teachers A3, B3 and C3 taught History to Grade 9 learners, while Teachers A4, B4 and C4 taught English to Grade 9 learners.

4.1.1. Participants

The research was carried out at three urban secondary schools in Windhoek in the Khomas Education region and involved Grade 9 and Grade 11 teachers and learners. These were two government schools located in Khomasdal and Katutura respectively and a private secondary school in one of the more affluent suburbs of Windhoek.

4.1.1.1 Profiles and demographic details of the schools and participating teachers

The profiles and demographic details of the schools and participating teachers are provided below in Table 4.2 and Table 4.3 respectively.

Table 4.2: Profile and demographic details of participating schools

Description	School A	School B	School C
Public/Private High School	Private	Public	Public
Enrolments for 2014	298	1040	665
Number of teachers	35	43	32
Maximum learners per class (observed)	26	42	36
Size of school management (including principal)	7	5	5
Number of support staff (excluding cleaners)	8	2	2
Ranking of schools (academically) at national level in 2014:			
NSSCH (included 126 schools)	Among top 5 schools	Between 70-75	Between 15-20
NSSCO (included 176 schools)	Among top 3 schools	Between 145-150	Between 55-60

As can be seen in Table 4.2 and as mentioned earlier, two public and one private school participated. The total learners enrolled per school varied from 298 as the lowest (School A) and 1 040 as the highest (School B). While the school with the lowest learner total had 35 teachers, the school with the 2nd highest learner total (665 learners) had only 32 teachers, and the school with the highest learner total had 43 teachers. The two public schools had the same number of management and support staff, though School B had about twice the number of learners as School C. The

private school was not only well staffed in terms of teaching staff, but also in terms of management and support staff, when compared to the two public schools. The private school is recognised nationally and internationally as one of the top academic schools in Namibia, as Table 4.2 shows. In contrast, while School C shows satisfactory academic performance, School B falls among the lowest performers nationally.

Other information about the schools is the following:

School A is situated in one of the more affluent suburbs that was demarcated for 'whites only' during the apartheid era, in Windhoek, the capital of Namibia. The school, therefore, had previously only admitted white learners. However, in the late seventies it became a non-racial school, and learners of colour were admitted henceforth. Furthermore, the school premises, including the ablution blocks, were neat and well maintained. Cultural activities at the school included drama, choir, chapel band and drumming, while clubs included the Book Club, Debating, Olympiads (Mathematics), Duke of Edinburgh (a community service association), Model UN, Outreach, Girl Child, SPCA, Cancer Association (e.g. Children's Cancer Ward 'Visiting Hours'), Coffee Club for parents and a Reporters' Club. Additionally, sport activities, such as athletics, cricket, hockey, netball, soccer and volleyball, were offered. Other facilities and services available to learners and teachers were the following: a library, extra Mathematics and English classes, IT Training, Readers R Leaders.

School B is situated in the suburb of Khomasdal in Windhoek and was established approximately 29 years ago. Khomasdal was demarcated for coloured people during the apartheid era. Learners were from diverse cultural backgrounds and a significant number of Angolan nationals attended the school. Unlike School A, no white learners

were enrolled at School B. The building was in a neat and well-maintained state, although the learners' ablution blocks were in need of renovation. Furthermore, School B boasted exchange programmes with Finland, Germany and France. Learners participated in clubs, such as debating, chess and darts. Cultural activities included the Oshiwambo cultural performance group, other traditional dances and drama, as well as the school choir, while sport activities, such as rugby, soccer, netball and basketball, were offered. The school had a small resource centre.

School C is located in what was formerly known as the Damara>Nama location in Katutura, and like any other school established during the apartheid era, was built on the premise of dividing and marginalising certain ethnic groups under the then apartheid, colonial government. The school was established more than 30 years ago and was in a dilapidated state at the time of this study. Additionally, some sections of the building, such as the roofing over the passages, looked as if it could pose a safety and health hazard to the school community. As in the case of School B, no white learners were enrolled at School C. Furthermore, the school had a choir that competed in national and regional competitions and had won prizes on more than one occasion. There existed an educational, school exchange programme between School C and a French high school. Some of its learners had gone to France to learn more about the language. "The Girl Child Movement" to sensitise learners on the plight of the girl child and issues promoting gender equality, was one of the existing organisations at the school. There were also a Chess Club, a Debating Society, Scripture Union, an Environmental Club, RHIVA (Reducing HIV in Adolescents) Project and the Star for Life Project. The latter is a school-based, HIV and AIDS prevention programme. Furthermore, the school had a drama and dance group. The school regularly hosted a cultural day, with a programme of dance and drama performances that represented

various Namibian cultures and language groups, such as Oshiwambo, Setswana and Khoekhoegowab (Nama/Damara). Sport activities included athletics, soccer and netball. The school also had a small library.

Table 4.3: Demographic details of participating teachers

Description	School A	School B	School C	TOT. %
Gender: Male	2 (A2, A3)	2 (B2, B3)	3 (C1, C3, C4)	7 (58.3%)
Female	2 (A1, A4)	2 (B1, B4)	1 (C2)	5 (41.7%)
Age: 50 – 55+	2 (A1, A3)		1 (C1)	3 (25%)
45 - 49		1 (B3)		1 (8.3%)
40 - 44	1 (A4)			1 (8.3%)
35 – 39	1 (A2)	1 (B2)	2 (C2, C3)	4 (33.3%)
25 - 30		2 (B1, B4))	1 (C4)	3 (25%)
Highest qualification:				
BETD			1 (C3)	1 (8.3%)
HDE	1 (A1)		1 (C1)	2 (16.7%)
BEEd		1 (B2)	1 (C4)	2 (16.7%)
BEEd (Hons)		2 (B3, B4)	1 (C2)	3 (25%)
BSc (Ed)	1 (A2)			1 (8.3%)
BA (Hons)	2 (A3, A4)			2 (16.7%)
BSc/PGDE		1 (B1)		1 (8.3%)
Professionally qualified	4	4	4	12 (100%)

As shown in Table 4.3, seven of the teachers were male, while five were female. The number of males and females was equal at School A and B, while at School C one female and three male teachers participated. Three teachers were between the ages of 50 and 55+ years. One was between 45 and 50, one between 40 and 45, four between 35 and 40 and three were between 25 and 30 years old. The qualifications of teachers ranged from a Basic Education Teacher's Diploma (BETD) as the lowest (1 teacher) to Bachelor of Arts/Education Honours (B.Ed./BA Hons.) as the highest (7 teachers). All of them were professionally qualified and had specialised in the subjects that they taught.

Table 4.4 below indicates teachers' professional experience in terms of number of years in secondary education, teaching the subject, teaching the subject at the current grade level, the number of subjects he/she taught at the time of the study, as well as the total number of learners taught.

Table 4.4: Professional experience of teachers

Description	School A	School B	School C	TOT.
Years in secondary education:				
30+ years	2 (A1, A3)		1 (C1)	3
20-25 years		1 (B3)		1
10-19 years	2 (A2, A4)		2 (C2, C3)	4
1-8 years		1 (B2, B4)	1 (C4)	2
Less than 1 year		1 (B1)		1
Years teaching the subject:				
25-30+ years	2 (A1, A3)		1 (C1)	3
15 – 20 years	1 (A4)	1 (B3)	1 (C2)	3
5-14 years	1 (A2)	1 (B2)	1 (C3)	3
1-5 years		1 (B4)	1 (C4)	2
Less than 1 year		1 (B1)		1
Years teaching subject at current Grade level:				
25-30+ years	2 (A1, A3)		1 (C1)	3
15 – 20 years		1 (B3)		1
5-14 years	1 (A2)	1 (B2)	1 (C3)	3
1-5 years	1 (A4)	1(B4)	2 (C2, C4)	4
Less than 1 year		1 (B1)		1
No. of subjects teaching:				
1 subject	2 (A1, A4)	4 (All)	3	9
2 subjects	2 (A2, A3)		1 (C4)	3
No. of learners teaching:				
200-250 learners		2 (B3, B4)		2
150-199 learners	2 (A3, A4)	2 (B1,B2)	2 (C3, C4)	6
100-149 learners	1 (A1)		2 (C1, C2)	3
50-99 learners	1 (A2)			1

According to Table 4.4 above, there are no differences in the period that teachers had been in secondary education and the years that they taught their subjects at secondary

level. The shortest period was two months and the longest was thirty two years. One teacher at School B (B3) had been teaching at secondary level for twenty five (25) years, but had only been teaching the observed subject for 18 years. However, not all teachers had taught the subject at the current grade level for as long as they had been teaching at secondary level. One teacher at School A (A4) had been teaching the subject at secondary level for fifteen (15) years, but only for four years at the current grade level. Likewise, two teachers at School C had been teaching their subjects at secondary level for thirty two (32) and sixteen (16) years respectively, but only for twenty five (25) and five (5) years respectively at the current grade level.

Some participants (A1, A2, A3, B1), mostly from School A, taught three different grade levels, and others taught two grade levels (all participants at School C and three at School B [B2, B3, and B4]). The majority of teachers taught only one subject, while three teachers taught two subjects (two at School A [A2, A3], and one at School C [C4]). The total number of learners per teacher ranged between 82 and 245 with the highest numbers at School B, and the lowest numbers at School A.

The above sections provided information on the profile and demographic details of the participants. The next section provides information on participating teachers' perceptions of class management.

4.1.1.2 Teachers' perceptions of class management

The researcher considered it necessary to establish teachers' perceptions of class management, since these influenced their behaviour in the classroom (Choy & Cheah, 2009). The question was asked during teachers' focus group interviews and responses

are depicted in Figure 4.1. Direct/indirect quotes of groups on the concept are also stated:

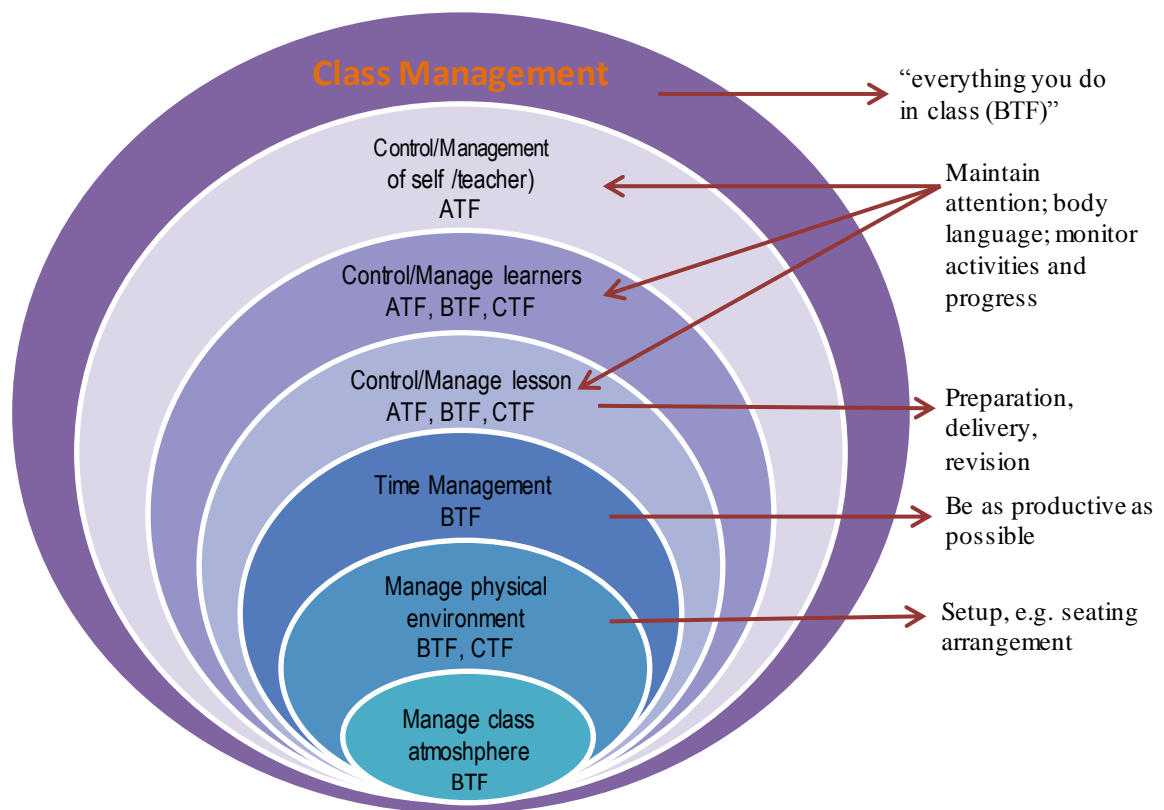


Figure 4.1: Teachers' perception of class management

Participating teachers at School A seemed to view a teacher as a controlling figure, though it is interesting to note that their responses not only implied a need for control over learners, but that the lesson, as well as the teacher's behaviour, should demonstrate control. They defined class management as "How you control the class, which include the lesson, learners, as well as how you control yourself. The teacher should be in control of the (class) situation (ATF)". Whereas teachers at School A used the term 'control' in reference to class management, the teachers at School B consistently used the term 'management'. Similarly to School A, School B teachers viewed class management as managing learners, the lesson and everything the teacher did in class. Their more elaborated responses included aspects, such as seating, time management, productiveness and the teacher's influence on the class atmosphere. They

defined class management as “Time management, namely, how you manage your class time to do all you have set out to do, for example, lesson delivery and revision; to be as productive as possible; how you manage the learners; seating arrangement; the atmosphere you as teacher create in the class; lesson preparation; and everything you do in class” (BLF). Similar to School B, the participating teachers at School C perceived class management as the sum of actions and behaviour of both teachers and learners that occurred from when learners arrived for class till they left (“How you handle your class; Everything that happens the moment the learners enter your class up to the time they leave, e.g. that learners take out the right books; delivery of the lesson; obtain and maintain learners’ attention; keep eye contact; go to learners’ desks to verify if homework was done or to establish if they have understood and followed instructions; classroom setup, how you manage and control learners” [CTF]).

Teachers’ perceptions of class management cited above excluded learners’ contributions to achieving a situation where management works. This, however, does not necessarily imply that teachers ignored learners’ role in making class management work, as teachers’, as well as learners’, responses pertaining to learner engagement, for example, revealed.

4.2 Class management strategies that teachers utilised

This section provides information related to the first objective of the study, namely, the type of strategies that teachers used to create an environment that was conducive to teaching and learning. Class management strategies for this study constituted the following aspects of management: physical resources, teaching and learning resources and class interaction management. The findings regarding these aspects are presented below.

4.2.1 Physical resources management

The physical arrangement of the classroom is considered an essential component to promote a well-managed classroom (Lane, Menzies, Bruhn, & Cronbori, 2011), since it affects learner behaviour and the class atmosphere. The various strategies applied by teachers in relation to physical resources management are discussed below.

Teachers used a variety of desk arrangements, as illustrated in Figures 4.2 and 4.3 below, to achieve specific behavioural and learning outcomes, such as enhancing better understanding of the work by using paired or group (of four learners) seating. For example, Teacher A2 said, “I move weaker learners to sit with ones that can help them.” Teacher C3 observed: “Sometimes I change the seating arrangement and the class feels like a new environment”. Furthermore, single seating was used by B1, B2 and B3 when learners took a test that contributed to their continuous assessment (CAS) mark to make it hard for them to copy each other’s answers. Through group work, opportunity was created for individuals (including shy ones) to express themselves and share their views with fellow learners and, at the same time, listen to others. Teacher B3, for example, said, “When I introduce a new chapter, I let them do an assignment in the group to establish how they understand the topic. The next day groups will give feedback before I start the lesson”. The same teacher used group seating for learners to copy different sections of the chalkboard notes which group members exchanged after school or when they found the time, in order to update their notes. This, Teacher B3 said, was done due to limited lesson time that might not allow learners to copy

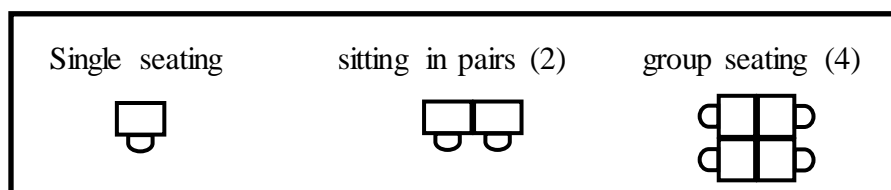


Figure 4.2: Examples of learners' seating arrangements

everything from the board. As an alternative to hard copies, extensive notes were often written on the board (consuming much of the lesson time) due to a shortage of textbooks and because the school did not have an LCD projector, while there were only enough OHPs to be used by about a third of the teachers.

Learners' desks were usually arranged in a manner that permitted comfortable movement, for example, when learners had to access or exit their desks, or when the teacher needed to attend to a learner or monitor his/her work, except when desks were arranged in a U-shape (A4, C3 and C4) that consisted of an inner and outer row with desks tightly arranged next to one another (see Fig. 4.3).

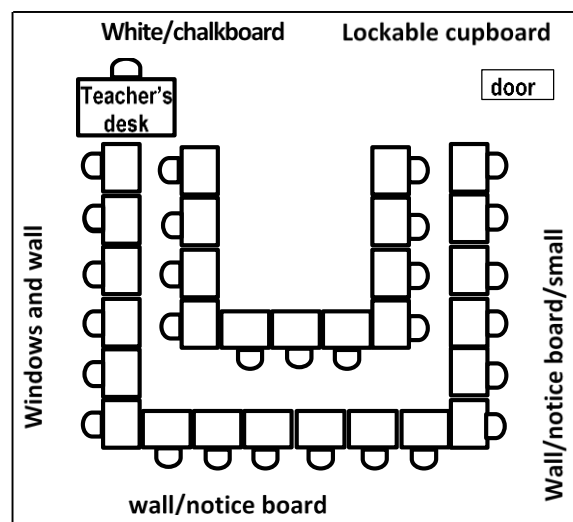


Figure 4.3: Example of room design with U-shape seating arrangement

Though some teachers did not vary the seating arrangement during the research period, the researcher does not assume that this is not done at times.

In terms of room décor, colourful, neat, subject-relevant and informative posters (containing text, inspirational quotes, pictures, and symbols or a combination of these) were neatly displayed on notice boards in most of the classes (A1, A2 and A3), except

for classrooms A4, B2, B4 and C3 which were unadorned. In addition, a display cupboard at the back of the class of C1 contained models that could easily be associated with the subject taught and added creativity to the room. Other advantages at School A were that classrooms had wall clocks that were placed in the centre above the white/chalk board near the ceiling and were clearly visible and functional, while all classrooms were also provided with fans.

Almost all classes were kept neat, even at School C where dilapidation was obvious. The observed classrooms at School C were free of litter since rubbish was discarded in a dustbin or carton box in the classroom. However, litter was noticed outside classes on one of the stairways. To maintain neatness, Teacher B3 applied an end-of-class routine where he reminded learners to throw rubbish into the bin on their way out. He (B3) also had learners sit alphabetically to help him identify a learner who had left rubbish at his/her desk (which was also used by learners from other classes, since learners and not teachers rotated classes); he could then confront the specific learner about it.

Conversely, the following signs of vandalism were observed: The bare flannel notice board of Teacher C3 was torn and messy; slang was written with a marker over a poster in the class of C1. The teacher had the following response when he was interviewed, "Kids don't show sense of value; they would write slogans with markers on your beautiful posters" (C1). Other signs of vandalism were broken classroom windows and graffiti on exterior walls (School C) and engravings and graffiti on learners' desks that made the surfaces rough (School B and C). Signs of dilapidation at School C included cement floors that started to crumble in some classes like that of Teacher C2, and caused the release of dust when one trampled too hard on it.

Additionally, at School B and C, a few desk tops were loose, and the back of some chairs were broken or removed.

The following were also shared by teachers regarding efforts to maintain an environment that would be conducive to teaching and learning. Some of the responses hinted at a lack of support from other stakeholders.

“Assembly is held regularly where learners are reminded of the code of conduct and what is acceptable and what not” (ATF). In addition, the school personnel as a whole addressed learners strictly regarding practices of vandalism. Furthermore, “If broken things are reported in writing it receives quick attention” (ATF). The activity of joiners and maintenance workers and consequent machinery noise in some blocks during the researcher’s visit were evidence of this.

Teachers at School B responded that the school had disciplinary procedures in place and that management encouraged teachers to follow these. “Learners and teachers each get a copy of the Code of Conduct which is supposed to be discussed in class by the register teacher. However, other teachers might also remind learners of points in the Code of Conduct”. Regarding furniture needs at School B, teachers said, “We report our needs to the management member that deals with such issues. He records it and sends his list to the Ministry of Works who is responsible for repairs, but unfortunately more than a year can pass without any repair or replacement of desks or chairs” (BTF).

Likewise, School C teachers said, “Learners get the code of conduct and teachers are supposed to discuss it with them” (CTF). Regarding the repair/replacement of broken items, respondents at School C said, “Broken things hardly or never get repaired, but

they might get replaced by new items, but this takes a lifetime also. The school will then use their own funds to buy critical items or do repair. They (Government) say we are on the list for renovation, because this is one of the oldest schools, but this is still to happen. I don't know of any repairs that have been done while I am here even though we have reported our needs" (CTF).

4.2.2 Teaching and learning-resources management

Teaching resources are the aids, like textbooks, maps, wall charts, flip charts, flash cards, scientific models and kits, used by teachers to help them in teaching their lessons effectively. Supplementary to these are books, newspapers, magazines and other reading materials, audio and visual equipment and material that supplement the textbooks. Learning materials, on the other hand, are the aids used by the learners to help them learn, like textbooks, exercise books, calculators, and the like. Furthermore, to ensure quality of education it is essential for quality materials to be made available in adequate quantities to support the teaching and learning processes.

In terms of teachers' management of teaching and learning resources, Table 4.5 below shows the resources available at the three schools, the quantity where applicable and participating teachers' actions or classroom incidents linked to the management of these resources during the research period.

Table 4.5: Management of teaching and learning resources

Actions/incidents linked to resources management	Relevant direct verbal responses
<p><i>Resource: White/Chalkboard.</i> <i>All participating classrooms had a white/chalkboard</i></p> <p>Teachers used different colour chalk on the board to focus attention on the key words (which they alternatively underlined) or to distinguish different points, and thus created clarity (All at School C, B3).</p> <p>Learners were called to do answers on the board, mostly from homework or classwork, and were corrected, where necessary, by their fellow classmates followed by confirmation from their teacher (at all three schools).</p> <p>Teachers made use of the board most of the time when explaining parts of a lesson. Also, homework answers were written on the board and this process absorbed much of the lesson time (particularly School B and C teachers who used this method regularly). Also, learners often had to copy board notes in all the observed classes, but more often in the class of B3, B4, C3 and C4.</p> <p>Teacher B1 sometimes wrote in a faint and small handwriting, almost illegible. This frustrated learners. Likewise, during one lesson, C4 utilised most of the board space to write down notes which he left on the board for all classes to copy. The lesson of the day was then explained in a small remaining space, in a congested and small handwriting. Otherwise, most of the participating teachers who used the board wrote in a neat and clear manner.</p> <p>In the classrooms of B3 and B4 that were shared with floating teachers or management members, board notes that were supposed to be copied by each class the teacher taught were sometimes erased by the floating teacher who used the class next. As a result, lesson time was consumed when the same information had to be rewritten when these teachers returned for their classes.</p>	<p>“Be creative with the chalkboard: Using a different colour chalk (for key words) focuses the attention on that word; by memorising that word they will be able to provide full sentences and score marks; sometimes I underline the key words. The chalkboard can be very dull and the different colours brighten up the board” (C1).</p> <p>“I use the LCD projector, but it is not very interactive. But if I write on the board, we can interact better - I can call them to the board to work out problems” (A2).</p> <p>“Though the picture is in the book, our teacher draws it on the board and point to the areas she is talking about. In this way it’s easier to follow because we sometimes might miss the place in the book. By drawing out of her head we can see she knows her subject” (ALF1).</p> <p>“I involve all of them; I would ask them to come to the board to explain a (biological) process. This helps to reduce classroom disruption to some extent” (A1).</p> <p>“I told my colleague which half of the board to use, but the person always ignores me, while other teachers respect my request” (B4).</p>

Actions/incidents linked to resources management	Relevant direct verbal responses
<p>Resource: All participating classrooms at School A had a mounted LCD Projector. School B had none, while School C had 1.</p> <p>Though all classes at School A had mounted LCD projectors, teachers A1, A2 and A4 have not used it during the entire research period. On the other hand, the LCD projector came to Teacher A3's rescue on a day when the copier was out of order and he could continue with the lesson using the PowerPoint backup he had ready. The aforementioned teacher made good use of the LCD projector for the period his classes were observed.</p> <p>At School C the only LCD projector was made available on a first come first serve basis provided that it was not needed by the Management at the time of the booking. None of the teachers at the school used it during the research period.</p>	<p>Regarding his PowerPoint lessons, A3 said: "I show the face of a person who was behind an action, idea regarding the topic that I teach. When they see that picture in the examination, it might help to recall the facts linked to that person".</p> <p>"I do use PowerPoint because this generation is very technology inclined (A4)".</p> <p>"...the teacher needs to teach/give a lesson and is still the primary source/main medium. The other aids are just regarded as extras (A1)."</p>
<p>Resource: OHP. Data on OHPs for School A are missing but all classes had LCD projectors as stated above. At School B ten OHPs were available for all classes, while at School C only 2 OHPs were available.</p> <p>None of the participating teachers at School B used an OHP during the research period. Only Teacher C1 made good use of the OHP during the research period for Biology lesson notes and drawings/pictures.</p>	
<p>Resource: Maps (for History teachers). A3 had two maps, B3 had one and C3 had none.</p> <p>Political maps were used effectively by A3 and B3 during their History lessons, to shed light on facts and to make the lesson interesting and alive.</p>	
<p>Resource: Textbooks and stationery. All learners at School A, and majority of learners at School</p>	

Actions/incidents linked to resources management	Relevant direct verbal responses
<p><i>B and C had textbooks, but some shortages existed there.</i></p> <p>School A provided all learners with the needed textbooks and stationery when the school year started, since the costs for them were included in learners' school fees.</p> <p>Though textbooks were distributed for free at School B and School C there were not enough for all learners at the time of the research. Learners were responsible for their own stationery.</p>	<p>“Textbook shortage hampers progress of the lesson. Learners are not always willing to share and others feel it is unfair that they are without textbooks (B3)”</p> <p>C3: “Not all learners have textbooks. This is a problem when I give homework and they use it as an excuse ... for not having done their homework. However, I also write notes and summaries on the work for them to copy from the board if I cannot make copies. We are expecting new books still in this year”.</p> <p>“Learners don't take good care of their textbooks; new ones are severely damaged in one year; not all is guilty but the culprits dominate (CTF)”.</p> <p>“I will give them pens if they don't have; I give them exercise books because some can't even afford all the stationery and books they need (C1)”.</p>
<p>Resource: <i>Exercise/note books. All learners</i></p> <p>Apart from utilising their exercise books to copy board notes and for exercises, learners used their exercise books to paste in hand-outs/worksheets that were from sources other than the textbook (all schools).</p> <p>Teacher A2 noticed that a learner forgot her exercise book at home and wrote on a loose sheet with the intention to copy the work in her exercise book after school. He asked her whether her notes were up to date and demanded that she brought her book the next time. In another class (A3) learners were punished who did not bring their worksheets that were needed for the</p>	

Actions/incidents linked to resources management	Relevant direct verbal responses
<p>continuation of the lesson topic of the previous day (they had to repeat, half a page, the reasons for leaving their worksheet at home). Once, in Teacher B3's class, some learners had left their exercise books with hand-outs at home and the researcher noticed that those learners were not able to follow the lesson well, since the teacher frequently referred to the hand-out notes during his lesson.</p> <p>A separate exercise book was used for tests purposes for each subject (School B and C).</p>	
<p>Resource: Other resources</p> <p>Many of the observed teachers used previous, local, examination papers, material of Namibia College of Open Learning (NamCol) (School C) for lessons and review purposes. Teacher A2 not only handed out examination-type questions with answers to learners, but also gave the internet address where they could find worksheets.</p> <p>However, learners only received the subject textbooks and had to acquire additional material for study purposes elsewhere with their own money, but many of them (especially at School B and C) might not be able to afford it.</p>	<p>“I wish we were given more materials to understand and study Mathematics. The textbook does not have enough examples (CLF1)”.</p>

The findings regarding the management of teaching and learning resources presented in Table 4.5 above revealed that the lack of resources, such as textbooks, OHPs and LCDs, particularly at School B and School C, hindered the progress of class activities. However, in the circumstances, teachers hardly ever applied other alternatives than the chalkboard to provide homework answers or to write subject notes for learners to copy into their exercise books or to vary presentation methods, even at School A (except for A4) where all classrooms were equipped with LCDs. School A teachers were of the opinion that the chalkboard allowed for better instructional interaction with learners. On the other hand, the illegible handwriting/board notes of some teachers frustrated learners (B1, C4).

4.2.3 Classroom interaction management

Classroom interactions, derived from the research data, include instructional interaction and behaviour management.

4.2.3.1 Instructional interactions

An instructional interaction (that may include multiple teacher behaviours that occur concurrently) is an event that takes place between a learner and the learning environment. Its purpose is to respond to the learner in a way intended to change his or her behaviour towards an educational goal (Wagner, 1994). Instructional interaction in this thesis is limited to the following sub-themes that emanated from the collected data: (a) organisation and presentation of lesson (b) linking information (c) learner engagement (d) questioning and feedback (e) instructions to tasks and (f) speed (in which work is covered). The subthemes reflect similar aspects as the classroom organisation and the instructional support domains of the Classroom Assessment Scoring System – Secondary (CLASS-S) tool that measures productivity, instructional

learning formats, content understanding, analysis and inquiry, quality of feedback and instructional dialogue (Hafen, Hamre, Allen, Bell, Gitomer, & Pianta, 2014).

Organisation and presentation of lesson

Teachers applied a limited range of teaching methods during the observation period and these included the use of the following: PowerPoint (A4); OHP (C1); lecture style and teacher-centred method (dominant method used by A3, B3, C1 and C2); a reasonable combination of teacher-centred and learner-centred methods; group work before or after the lesson, though seldom (B3, B4); learners sometimes presented their group assignments with comments from the teacher and fellow learners (B4); pair work where two learners assisted each other or stronger learners sat with weaker ones, particularly in Mathematics (A2, C2) and learners took turns to read from an old (late 1950's) but renowned novel by a Nobel Prize-winning author in the class of A4 (this occurred during most of her observed lessons). Learners also took turns to read from the textbook for large parts of the lesson in the class of Teacher C3. In the middle of the reading he would ask another learner to explain what had been read (C3).

Furthermore, a variety of aids were sometimes utilised in one lesson, for example, the chalkboard, handouts, textbook and a map. During presentations, teachers generally exhibited good verbal qualities – they spoke with a clear and varied tone of voice. Their speech was accompanied by appropriate gestures, while they made good eye contact to maintain learners' focus. Some teachers (particularly English mother tongue speakers) used a wide range of vocabulary. Furthermore, teachers would provide the meaning of words considered uncommon or sometimes asked learners for the meaning, as well as to give scenarios to illustrate the meaning. Learners were also told to note down uncommon words in their vocabulary books and to write down the meanings after school, using a dictionary (Teacher A4).

Not all of the methods that teachers claimed to use (as the ones that follow) were applied during the observed lessons: laboratory practical lessons (A1, B2); Teacher A4 said that she made use of group work, PowerPoint and play music at times. She remarked, "I do use PowerPoint because this generation is very technology inclined". Teacher A1 also indicated that she liked to make use of group work with her Grade 11 classes, if the topic was suitable for this method. In addition, "Learners would present their projects/models" according to C3. Likewise Teacher C2 said, "I sometimes use a learner-centred method where I divide the class in groups to solve a problem. The groups are then given opportunity to give feedback which I write on the chalkboard".

Moreover, Teacher A2 believed that a teacher should adapt his/her lesson if the situation required it. He said,

I need to make sure that the learners and I are 'together'. When you go to class with the lesson that you have prepared, you should not always follow it rigidly. The way you have planned to teach might not be suitable for the situation that would occur in class at that stage. You will change if the situation requires it. The method I use also depends on the topic.

Group work, on the other hand, was avoided by some teachers because it resulted in unsatisfactory results. For example, Teacher A3 said, "I don't use group work with Grade 9s because it becomes more disruptive than anything else", while Teacher C1 remarked, "Group work seldom works; it is a waste of time. Lecture style works better in high school and you get satisfactory results; group work results in chaos". Moreover, in some cases where group work was used, it did not always work effectively. An example was in the class of Teacher B4 when most of the groups failed

to engage all group members in the task. Rather, discussions were dominated by one or two learners in the group. Discussions in the groups were also going on for long while little or no writing was observed. The teacher briefly moved among groups to offer guidance. However, groups still went off the topic, made jokes and laughed without putting down their ideas, and by the time the bell went, groups had not made much progress. Choice of method was also influenced by time, according to Teacher C1, as cited earlier, and echoed by Teacher A2 who said, “When you are under pressure to complete the syllabus, it works better to use the old lecture style where you use the lesson time to convey the necessary content in order not to lag behind”.

Another quality that emanated during lesson presentation was humour, especially during the lessons of Teachers A3, C1 and C3. Teacher A3 said, “Keep them interested in the subject. I should be able to sense when I have lost their attention and invent some change, for example, bring in some humour to awake their interest and attention again and then take them back to the lesson topic”.

Lastly, teachers often told learners to highlight important facts as they delivered their lessons. Also, Teacher B3 showed learners how to use mnemonics to remember large paragraphs/content.

Linking information

Very often, at the start of the lesson, learners’ prior knowledge on the topic was tested to establish a connection with the day’s lesson. When it seemed that learners lacked prior knowledge, the teacher would start with some background information before commencing with his/her lesson. Another way of introducing a new topic, according to Teacher B3, was to let learners do an assignment in the group (to establish how they

understood the topic). The next day groups would give feedback before he started with the lesson. Furthermore, teachers made content relevant through the use of familiar illustrations (used Namibian Breweries factory operations to explain 'rate of flow' in Mathematics (A2), or by referring to learners' immediate environment, such as resources in the classroom, including the teacher, when teaching about 'tax' (B2).

Learner engagement

The following learner-engagement strategies were either observed or shared by teachers during interviews:

Peer teaching: Teacher A1 sometimes concluded a topic by giving learners the opportunity to teach it, for example, explaining a (biological) process on the board and allowing questions from their peers. Her colleague, A2 said, "I sometimes ask learners to do the sums on the board and explain it to the class. I would also allow explanation in the mother tongue".

Peer tutoring: Teachers used cooperative learning where learners of mixed ability were paired to assist each other (A2, C2). Furthermore, when a learner responded that he/she did not know the answer to a question or gave a wrong answer, another learner was asked to help out (most participating teachers).

Whole-class discussion: Sometimes lesson topics were concluded with a whole-class discussion or competition. During such a lesson in the class of A1 the researcher observed a high level of enthusiasm, competition, learner participation and that the class atmosphere was full of energy but not out of control. One of her learners went to Google on a topic that was discussed in class and shared what she had found. Teacher A1 said, with delight, that this revealed to her the interest learners had in her subject.

Voluntary participation: Learners were invited to do homework or classwork answers on the board, with input from fellow classmates and the teacher (most teachers). Sometimes learners were asked to give their own examples to illustrate/explain a concept (most teachers). Spontaneous participation often came from the same group, while others waited to be asked (but not forced) by the teacher (all classes). In this regard, Teacher A4 said, “I try to involve all learners; pull them out little by little especially the quiet ones, but I will not force them. I especially make eye contact with the quiet learners who hardly participate, so that they feel I am aware of their presence”. Similarly, Teacher B1 said, “I try to involve as many learners as possible in order to ensure their participation and to avoid disruption.”

On the contrary, low participation was observed in some classes and Teacher B3 ascribed it to the following, “It seems they are afraid of what their classmates will say; to be mocked. They are not always strong enough to handle negative comments. If I point to a learner to give me an answer and it is wrong, I will bend it in a way that it does not sound too wrong to the others, but the learner will get the message that the answer is not correct”. However, on a few occasions the researcher observed how lack of learner engagement resulted in loss of attention and sleepiness (A3, B3).

Questioning and feedback

Data revealed that questioning learners mainly aimed at determining their understanding/lack of understanding of the work, progress with mastering of the work, and whether they reviewed after school what had been taught in class. On the other hand, after identifying learners’ strengths and weaknesses in the work, as well as observing specific issues in the work of learners that required attention or recognition, teachers responded with appropriate feedback and action, including remedial actions.

Ineffective feedback strategies were also observed in some cases when the teacher brought up irrelevant and redundant information as he provided answers to homework.

Questioning

Questioning was conducted in different forms (including homework and some class activities) as the following observation data and interview responses show. Among other outcomes, it stimulated learners' interest and participation, increased information comprehension and retention, and revealed the extent to which instructional objectives had been achieved.

Learners were called by name to answer questions. Teacher A1 said, "I pose questions to them a lot by calling out a name most of the time rather than waiting for them to raise their hands".

Learners did quizzes and spot tests (most teachers) and competition between groups (e.g. boys and girls) on the content (A1, B1). "I give a quiz or spot test, often without prior notice to point out to them that they have to revise/study on a daily basis" (B1). "I do revision in a playful way shortly before they write a test. It helps me to see whether they have started preparation or not. Because they enjoyed the way the revision was done they develop enthusiasm to prepare for the test. As a new teacher, I try to find ways for them to enjoy the class but also to remember the work at the same time" (B1).

When Teacher A2 worked out sums on the board after introducing and explaining a new concept, he would pause to check for learners' understanding (e.g. by requesting them halfway through the solution to provide the next steps leading to the final answer

or to explain the rationale behind the different steps). When learners responded a bit hesitantly he would take it as a sign that the work was not yet clear enough and would then re-explain the process. While his counterpart, Teacher B2 followed a similar testing technique, the latter's explaining was limited to examples in the textbook. Teacher C2, however, drew examples from other sources in addition to the textbook, though she was not as rigorous in her questioning as her counterpart, A2. During another lesson of Teacher A2, two seatmates became stuck while working out a sum and then asked him to re-explain. Instead he first responded with reasoning and probing questions that required deeper thinking to see if they could arrive at the answer before he provided help. Another form of questioning was when learners were asked to note down answers to questions that were read to them, and called for good listening skills (A4, B1).

Feedback

Based on what teachers had established after assessing learners, they would follow up with the appropriate feedback, such as corrective and improvement-oriented feedback. Examples of these are the following: Learners were cautioned to pay attention to correct spelling, grammar, context on which questions were based, and to show required the mathematic symbols (e.g. measurements like mm, cm³ and decimal points, among others, which they sometimes omitted) when doing tests. Furthermore, they were advised how to improve their scores. In one instance, after handing back learners' essays, Teacher A1 told them that if they included a diagram/drawing, it would have improved the quality and consequently the marks of their essays. Furthermore, while learners were doing a quiz for Teacher A2, he moved among the desks; he must have picked up that they misunderstood question 3. He then clarified the question.

Teachers' feedback was also in the form of affirmation signs, such as nodding the head, 'mmm' and 'ye' sounds, praise remarks (e.g. excellent, well done, good answer), or repeating a learner's correct answer to the class.

On the contrary, the following feedback strategy was considered ineffective: Teacher A3 provided answers to homework verbally but not in a systematically clear way, since he, interjected with irrelevant, redundant information. He also did not alert learners to the information that was irrelevant to the answer. The researcher noted how some learners rushed to note down everything the teacher said as if it might not have occurred to them that part of what the teacher said did not belong to the answer. This was especially likely since it was a new grade level that learners had just started.

Instructions to tasks

Apart from endeavouring to deliver the lesson in a clear way, the tasks related to the lessons should likewise be clearly explained in order for learners to interpret and approach the task correctly, while increasing their chances of good scores, on the one hand, and avoiding learner misbehaviour on the other. Teachers' individual, interview responses showed that instructions were conveyed in the following, different ways:

Instructions were given verbally when the tasks were from the textbook, and included providing the page and activity number, the submission date (most teachers), as well as repeating the instructions to learners to ensure they had not missed anything. For example, Teacher C1 said, "I make sure all of them have textbooks and I demand that they always bring it to class. When I give instructions verbally I make sure they are at the right page, and follow as I go at a pace they are able to follow". Teacher A4 would

also ask her Grade 9 learners to repeat the instruction to her to make sure that they had followed. She added, “Sometimes they nod, just that you find out later that they did not get it”. However, some teachers said that they avoided giving the instruction verbally (A1, C1) if it contained too much information (C1).

Instructions were also written on the board, especially at School B and School C which cited a lack of textbooks as a reason. Teacher B3 said, “The latter (lack of textbooks) is the reason why I have to write so much on the board, but I also explain what I have written”.

Additionally, learners received worksheets or printed hand-outs that contained instructions to tasks/questions. For projects, a hand-out was given with the instructions and a clear outline, while the marks for each section were indicated (C3). Whichever way instructions were given (verbally or in writing), teachers said they would always go through them with learners and make sure they understood what to do.

Speed

One of the factors/scales with which Moos and Trickett (1974 as cited in Fraser, 2012) measure the learning environment is the speed at which class work is covered. Many things may eat into class time, such as dealing with misbehaviour and unexpected interruptions. However, time spent on activities should be adequate to ensure learners’ chances for success in the subject.

Teacher B4 gave a lesson on how to write a report. She ended the day’s lesson by squeezing in a group exercise but found it hard to keep learners on-task. The period ended with some groups having failed to start with the task. Moreover, the groups did

not receive adequate assistance while they attempted the assignment although each of them had an example of the report (handout) which the teacher used when she conveyed the lesson. She expected of them to hand in their group assignment by the end of the school day. When she handed back the marked reports she noted that most of the groups did not perform satisfactorily. Unfortunately, she used these scores towards their CAS marks, even though the 'test' followed after only one lesson. In the following lesson she asked the groups to read their marked reports to the class, and pointed out the errors and weaknesses after each presentation. She gave them a second printed example of a report for reference when they revised on their own.

Some circumstances that affected the speed in which work was completed were beyond the teacher's control. For example, high learner absenteeism made it almost impossible for the teacher to present the lesson he/she had prepared for the day, as was the case at School C where nine learners from one class were absent on the same day due to heavy rains, and some arrived soaking wet. Many learners from the school were from impoverished backgrounds and walked long distances to school since they could not always afford public transport. That day Teacher C1 handed out a previous test, discussed the answers, as well as explained how examination papers should be tackled.

Likewise, teachers exhibited assertive behaviour by ensuring that learners did the task they were given, moved among their desks to monitor their progress and dealt with problems of delay in this way (though A1, A3, B1, B2, C3 and C4 did this less often). Furthermore, when learners were given a topic to discuss or attempt with their seatmate prior to or in the middle of the lesson in the class of Teacher A2, they were given a time limit, with additional time allocated when he saw it was necessary. He did not allow learners to exceed additional time to ensure there remained adequate time for

the remaining lesson activities. Learners generally responded promptly to his instructions.

During focus group discussions, a number of teachers stated that misbehaviour delayed the progress of lessons. This phenomenon seemed to have particular relevance to the immaturity of the group at School A and School C, as Teacher A4 pointed out, “Class size and maturity can pose a challenge. Immature learners sometimes tend to disrupt class”. On the contrary, teachers at School A and School C generally considered their Grade 11 learners as cooperative. Teacher C2 remarked, “The Grade 11 learners are more mature; they will immediately start the work that you give them”. However, a different sentiment was expressed at School B where the Grade 11 learners were mostly cited in relation to misbehaviour in both teacher and learner interviews. Teacher B2 said, “Misbehaviour makes you stop your lesson. It slows down progress of the work and you might not finish what you set out to do for that lesson. It disrupts the learning of kids who are serious about class, and these kids sometimes get irritated and fed up”.

4.2.3.2 Behaviour management strategies

Behaviour management in this thesis is defined by teachers’ ability to reduce classroom disruptions and misbehaviour, praise and reward, teacher control and teacher-learner relations. Figure 4.4 below shows teacher actions that define behaviour management.

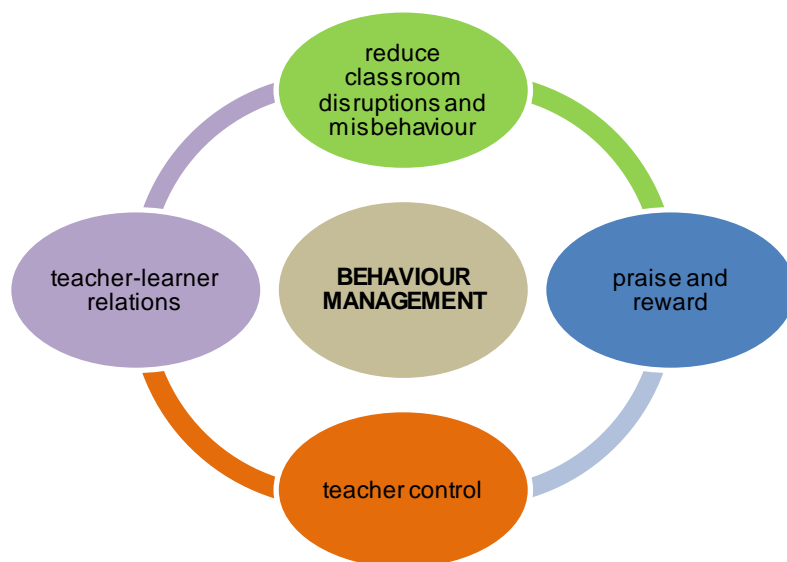


Figure 4.4: Defining behaviour management

Reducing disruptions and misbehaviour

Individual interview responses of teachers, as well as observations regarding efforts they employed to reduce classroom disruptions, showed that assertive behaviour, disciplinary measures, conversing, enforcing rules, use of humour and engaging learners were some of the common strategies. However, teachers also confessed to, and were observed, applying strategies that were generally deemed counter-productive, such as humiliation, sarcasm, ignoring bad behaviour and threatening learners.

Assertiveness was demonstrated when interruptions from outside, as well as in class, were limited by C1 (a management member) who said,

I will tell teachers during our meetings not to come to me during my lessons, but only during my off periods - they try to respect this. Learners also know that while I am busy with the lesson, they should not talk (I firmly demand this, but they have freedom when I don't talk; I just ensure that the noise level stays down).

Furthermore, Teachers A3 and B3 said that they separated learners from their support base/buddies or those who argued and fought. Teacher A3 also said, “Stamp out undesired behaviour very quickly – don’t let them built up steam”.

Interview responses also revealed that, while some teachers like A1 experienced that misbehaviour could be reduced by engaging learners, B1 and C2 shared a different viewpoint. Teacher B1 said, “To avoid noise, I would rather teach most of the time although it is not what I prefer”, while Teacher C2 said, “Make them work from beginning to end. Once they have nothing to do they will start to make noise”.

Moreover, disciplinary measures included sending a disruptive learner outside (A1, A4), giving detention after school on a Friday (A2) and involving the school management and parents when misbehaviour was considered serious (A3, B2, C2, C3).

Additionally, teachers said that they reminded learners of, and enforced, class rules and the code of conduct when necessary (A3, B1, B2, C2). Another effort cited by teachers to address misbehaviour was to converse with misbehaving learners, individually or with the whole class. Teacher A1 said, “I will take a disruptive learner outside and tell him/her not to come back but to see me break time. I am firm with them, but do not push them away” (A1). “You have to pull out the difficult learners from the class and speak to them” (A4). Teachers C2 and C3 also cited that they conversed individually with disruptive learners. Additionally, humour was not only an attempt to elicit interest in the lesson, but also to influence behaviour positively (A3, A4, B2, B3, and C1). Even Teacher B2 who often had an uphill struggle with discipline managed to secure the compliance of his unruly Grade 11 learners during one lesson when he told them, “You behave like chickens”, much to their amusement. Teacher A4 also said, “This

morning when they started to get unruly, I tried to make a joke. However, it does not always work with every class”.

Strategies to address misbehaviour that were of a more counter-productive nature included sarcasm, humiliation, ignoring bad behaviour and threatening learners. For example, Teacher A3 conceded, “I would say, sarcastically, ‘Sorry, I did not mean to talk while you are talking. Would you like to continue your conversation?’ Learners will then stop and pay attention.” Furthermore, Teacher B1 suggested, “Belittle them in such a way that they stop immediately, but do not withhold positive feedback and encouragement.” Furthermore, it was observed in the class of Teacher B2 how one male learner used swear words to the annoyance of others, but the teacher did not respond to it. However, perhaps less negatively, was when Teacher B3 sometimes ignored learners’ conversations to allow them ‘breathing space’. He said, “Sometimes I am lenient and briefly allow them some talking time provided that it is not disturbing. I know they are often scolded in other classes, so I give them a bit of grace”. On the other hand, Teacher C3 unloaded in saying, “I do something not permitted. I threaten to beat learners - the type of learners doesn’t give you much of a choice - lesson time is often a battle - begging learners all the time”.

Praise and reward

Participating teachers were observed using various forms of praise, such as acknowledging good performance and improvement and encouraging average and low performers to try harder next time. However, teachers also pointed out to learners some possible reasons why they did not achieve satisfactory results. Some general praise remarks included “Well done!” stated verbally and/or written on learners’ sheets (all participating teachers); Smiley and praise stickers (A3 said, “Even senior learners get

excited over stickers); “(Very) good!” (all teachers); “Your ideas are good” (A4); “You always work so well” (C1); “Neat work” (C1); and “My big boys” (C1 to senior learners). Teacher B3 noted that his persistent positive remarks changed the attitude of the learners to the subject favourably. Furthermore, during some of his observed lessons, Teacher B2 offered a small amount of money should learners get sums right with their first attempt after he had introduced a new concept, while Teacher B3 and C2 said that they gave sweets for correct answers. Additionally, Teacher A2 said that he acknowledged learners’ success by giving them more challenging tasks to stimulate them further. He also invited strong learners to participate in the Mathematics Olympiad where they would be challenged by questions beyond the scope of the syllabus.

The following observed incident in the class of Teacher A1 may also be demonstrative of the effect of praise on behaviour. Two females, learner P and learner Q started to talk from the moment they entered the class. When learner P received her test back, the teacher announced that she had done very well. Her seatmate continued to talk, even though the teacher started with the lesson. Learner P took part in the conversation with learner Q for a while, perhaps out of friendship, but later decisively turned herself to the teacher and responded to questions. Her seatmate later did the same and the talking stopped till the period was over. The fact that the teacher praised learner P might have instilled in her a desire to cooperate with the teacher rather than condone the behaviour of her seatmate by talking the whole time.

Teacher control

Data related to teacher control revealed that teachers used both verbal and non-verbal techniques to address particular learner behaviours. Among these were the following:

Teachers sometimes threatened disruptive and uncooperative learners to elicit a desired behaviour. For example, when the Grade 9 class of Teacher A3 took too long, for his liking, he responded with firmness, “Are you going to pass on the name list or sit a year for detention!” Likewise, a stern look and tone of voice were often, though not always, enough to secure learners’ cooperation. A Grade 11 learner’s cell phone rang while Teacher B2 was attending to another learner. He ordered the culprit to hand over the phone and the latter obeyed immediately. Teacher C1 said, “My facial expression and voice can be very intimidating, therefore, they are careful”. Additionally, Teacher C2’s zero tolerance for learners’ chatter seemed to result in their compliance. Even if the noise level was low, she would remind learners that she did not want any talking. Furthermore, while some teachers believed that confidence and control should not be exhibited in a way that made the learner the object of humiliation and bullying, some teachers conceded that they sometimes resorted to techniques of such nature. Teacher C1 said, “If the Grade 10s that I teach want to get out of hand, I belittle them in such a way so that they stop”. The researcher noticed how his (C1) Grade 11 learners continued to work in silence even when he left the class for a while to attend to management issues. Nevertheless, it is not assumed that his belittling technique with his Grade 10s is in any way associated with the latter.

However, sometimes teacher control was seemingly undermined in situations such as the following: Teacher B1 expressed concern that the small age gap between her and her learners could attribute to their adverse behaviour. She said, “The fact that I am not much older than my learners could be a reason why they sometimes want to take over the class and act disrespectful towards me”. Likewise, in cases where a teacher was frequently replaced (as in the case of A4 [third teacher for trimester] and B2 [second

teacher for trimester]), it appeared that learners had difficulty ‘settling down’ and consequently teacher control was more of a challenge. Another challenge was when learners showed resistance to teachers’ authority. For example, Teacher B2 noted, “It is a challenge if one’s positive remarks and efforts do not change the performance and behaviour of the learners. You reach wits’ end and don't know how to handle it anymore. You are not on top of discipline all the time”. Furthermore, teachers are expected to contain their anger and frustration when dealing with misbehaving learners. However, there were times when the pressure became too much for some. Teacher C1 shared the following incident:

Once, a senior girl was very arrogant. She was reading a newspaper when I started my lesson. She would continue to page it. When I reprimanded her she just put it next to her books and she would 'puff/sigh'. She would do this during more than one period. I, at some stage, got very angry and lost my temper and did something that landed me in a state of severe stress. Unfortunately, I had a lot of pressure on me that day, as we were short of management staff and I was also acting principal at that time. I was booked off for stress after that incident for almost the whole term. I, however, found a strategy to be calmer after that. I found new perspective and changed my style in some way. It was the one and only time that it happened; she just did it the wrong day. But it will never go that far again (C1).

Teacher-learner relationship

The data show that the teacher-learner relationship was classified by teacher behaviour, such as verbal statements/reactions, attitudes, expectations and other verbal and non-verbal actions, and the influence of these on learners’ perceptions of their teachers (Objective 2 will elaborate more on the latter). Learners’ perceptions of

teachers, then again, influenced their behaviour towards the teacher, the subject, their achievement, classmates and the school/schooling either positively or negatively. Rogers (2011) also notes that the teacher's behaviour and the learner's behaviour have a reciprocal effect on each other. Interview and observation data show that teachers' behaviours, as described below, illustrated diverse relationship traits.

Showing interest, care, support, and warmth. Among the teachers' actions that reflected the aforementioned traits were the following: Teacher A4 noticed a new face in class, asked his name and warmly welcomed him. Soon after the welcome, the learner already showed freedom and belongingness by participating in the lesson. Teachers (A2, A3, B1, B2, B3, C1, and C2) also indicated that one of the ways in which they showed care was to offer extra lessons beyond the normal schedule to help raise learners' levels of success. For example, Teacher A2 said, "I give extra classes on Mondays and Wednesdays for an hour. As pressure mounts, we may increase the time. I also invite them to see me second break if they need help". Likewise Teacher A3 said, "I sometimes use break times to sit with them. After spending much time with one learner, she moved from 30% to 70% in my subject. Sometimes it helps just to sit down and let them talk about their problems and you only listen instead of pretending to know all the answers." He shared how showing interest in his learners and their situations often turned things around for the better. He noted, "Things like these make your job worthwhile" (A3). Furthermore, Teacher C2 said, "Sometimes I will joke and laugh with them to draw them closer to me", while her colleague, Teacher C1 noted, "I know that some of them are from abusive homes, impoverished homes, suffer hunger sometimes. I use Christianity and Godly teaching to lift them up, give them food for thought and provide some life skills".

Showing understanding and willingness to listen to learners' reasons, sometimes amidst the uncooperativeness of some learners. For example, the moment learners arrived for their Mathematics class (A2), they started to present excuses why they could not write the test that day. They said that it was the second last period of the day (a double Mathematics class) and their minds were tired. Some said they felt sick or gave other excuses. Teacher A2 responded that he would speak to those responsible for setting the timetable to move the Mathematics slot to the earlier periods in the morning. After showing understanding for his learners' complaints, the class proceeded with the test interruption-free.

Showing respect while creating an atmosphere in which teacher and learner communicated freely: Teacher A4 said, "I generally try to appeal to their sense of respect towards their classmates and me. I try not to belittle them in front of their classmates, for example, by singling them out. To do this will just make them angry and react more". Furthermore, the teacher would sometimes step away from an academic topic and interact on social issues. For example, Teacher B2 said, "I would sometimes start a general talk on what to do in certain situations they may find themselves in, or on relationships. I allow kids to share their problems. If appropriate, I provide advice to the class as a whole in case there might be others who go through similar circumstances". Additionally, learners sometimes acted in a casual way to their teachers. For example, Teacher B2 wrote exercises on the board for learners to work out. One learner later responded, "We're done, Sir". At that moment the teacher was busy writing additional information on the board and he replied, "I'll be with you now". The learner then responded, "Take your time, Sir". Similarly, after Teacher A2 had drawn a picture on the board, his learners clapped and said, "It is better than

yesterday's", and he smiled. The aforesaid teacher also said, "I think I am likeable to learners; I give them freedom to express themselves – there is no barrier."

The aforesaid data reveal that positive teacher behaviour targeted learners' affective, social, as well as their academic, needs. However, negative teacher behaviour and attitudes, as mentioned below, also surfaced and produced harmful effects.

Hostile attitude: Data for this research concur with the view of Evertson and Neal (2006) that the habit to scream and show anger and aggression can hurt the teacher-learner relationship that is crucial for subject motivation and enthusiasm. Teacher B1 who just started her teaching career did not accept pleasantly the criticism of her senior learners about the way she taught. She reacted on her emotions and afterwards regretted that it created a tense atmosphere with her learners. She narrated,

I had an incident recently where a boy accused me of not doing my job the way I should. I felt very offended and aggravated as a new teacher and dealt with the situation wrongly. I shouted at him. But afterwards he came to me and apologized. I apologized as well and told him that he must feel free to come and talk to me about problems relating to the work/subject or personal problems. My reaction did not only affect me, but the class atmosphere became somewhat tense. I am afraid that ill criticism of one learner can influence the thinking of other learners towards me in the same way. I also fear that they would not respect me because I am not much older than them. Fortunately, the issue was resolved and learners and I are now at ease with each other.

Sometimes teachers also appeared impatient towards learners. For example, Teacher A2 gave the number of the exercise for learners to do but did not indicate the page

number in the textbook. When learners asked the page number he responded that they should know. That day there was very low learner participation in the lesson. Furthermore, Teacher C3 showed feelings of disempowerment because of the prohibition of corporal punishment by Government since 2001 and the subsequent challenges with the management of learner behaviour. He said,

I don't agree that corporal punishment should have been completely abolished. A minimum number of hidings should have been stipulated. I know some have abused it, but if it is used in a coordinated way, I don't see a problem with it. Perhaps the principal can be the only person to administer corporal punishment - teachers can send the kids to him. As learner in my time I received hidings in school, but here I am sitting as a teacher - it did not harm me. For how long must I beg from beginning to end for learners to work? For how long must I run after disruptive kids who are depriving other learners who want to work? Corporal punishment should be reintroduced with restrictions. They know you can't do anything if they have not done their work.

The above section presented the results obtained from observations and teacher interviews related to the first objective of the research, namely, to determine the type of class management strategies that secondary school teachers employed. These results were organised according to the following main categories that emerged, namely the management of physical resources, teaching and learning resources, as well as classroom interactions. In the next section, results to answer the second objective of this research, namely, to determine how teachers' class management strategies influenced the teaching and learning environment are presented.

4.3 The influence of teachers' strategies on the teaching and learning environment

This objective sought to establish how teachers' strategies enabled or hindered an environment conducive to teaching and learning. It draws mainly, though not only, on data from learner focus group interviews and observations, where relevant, and was also, to some extent, addressed in the previous section.

4.3.1 Influence of physical resources management

Interview responses from learner focus group interviews indicated that learners developed a sense of ownership and pride when they shared the responsibility to maintain neatness in the classroom. For example, the Grade 9 learners (CLF2) said, "Teacher C4 gives us turns to clean the class. He will let us stand and clap hands for the group who did the cleaning. The class is always neat and seating arrangement is changed from time to time". Furthermore, it was sometimes necessary for the teacher to ensure learners did their part as the following response shows: "Teacher B3's class is always neat. He reminds us to put desks and chairs in order" (BLF2). This response concurs with observation data, namely, that Teacher B3 applied an end-of-class routine where he reminded learners to throw rubbish into the bin on their way out.

Practises of vandalism by learners, such as damaging teachers' posters, despite the code of conduct and teachers themselves addressing this issue, were a blow to the morale of teachers who decorated their classrooms to make it learning-friendly.

Additionally, learners pointed out that the physical environment might affect their health and, therefore, their learning (due to absenteeism from class and an absent mind when learners were distracted) as the following responses show: "If the class is too

dusty it can make you sick and you might have to stay at home and miss out on classes' (BLF2). "Sometimes the words engraved on the desks can distract you; your concentration is cut off" (CLF1).

However, to some extent, other stronger factors overshadowed the effect of the physical condition on motivation and learning according to the following responses: "I try to focus on my goals and not so much on the surrounding circumstances. My father is on my case when it comes to school" (CLF1). "I am not affected by the neatness, etc. because the teacher matters most to me. But I also don't like a class that is messed up that makes it difficult to work" (CLF1).

With regards to seating patterns, teachers (A2 and C2), who taught Mathematics, reported that it benefitted struggling learners when they were paired with stronger ones. "I have noticed that when concepts are explained by a peer they may understand it better, especially when it is explained in Afrikaans or a mother tongue (A2)". However, the U-type of seating arrangement posed difficulty of movement and created opportunities for misbehaviour, since learners could only access or exit their desks by walking around others' desks, especially learners who were seated more in the middle and at the back (see Figure 4.3).

4.3.2 Influence of teaching and learning resources management

Learners' responses showed that when teachers' conveyance of lessons was accompanied with demonstrations and explanations on the chalkboard; it contributed to the clarity of the lesson and positive learners' perception of the teacher's competence: "Though the picture is in the book, our teacher draws it on the board and point to the areas she is talking about. In this way it's easier to follow because we

sometimes might miss the place in the book. By drawing out of her head we can see she knows her subject” (ALF1).

Learners also relied on teachers to provide them with a foundation for success in their subjects. The Grade 11s at School A said, “As learner you rely on the teacher to explain the work. Only if you find it hard to understand you might Google the topic”. Likewise learners expected that instructional material like textbooks should aid comprehension of the work, but some learners complained that the textbooks, especially for Mathematics with which many learners struggled, had very few examples. One learner said, “I wish we were given more materials to understand and study Mathematics. The textbook has not enough examples” (CLF1).

4.3.3 Influence of the management of classroom interaction

Teachers’ classroom interaction management strategies reported below had an influence on learners’ level of motivation, their interest in and comprehension of the lesson/subject topic, the nature of the teacher-learner relationship, and the morale of the classroom members, among other factors.

4.3.3.1 Instructional interaction

Organisation and presentation of lessons

Learners’ responses indicated that they found lessons/school monotonous when there was not much variation in teaching patterns/delivery modes, for example, (a) when lessons comprised reading from a novel in the English class over an extended period. The Grade 9 learners responded, “Find a way to make it fun. Too much reading gets boring and you fall asleep” (ALF2); (b) when learners experience a lack of enjoyment: “Bring more entertainment to school!” (ALF1 & ALF2). “Have more outings and fieldtrips” (ALF2). “I wish school was more fun; it can be depressing to have one class

after the other, go home, do homework, sleep and so it goes” (ALF1). Learners also said that they did not like the class to be serious and block-shaped all the time, but that the teacher should be flexible now and then (ALF1). Furthermore, learners lost interest when the teacher did not use his/her voice well (ALF2).

On the other hand, learners attached teachers’ humour (that was a strong characteristic of A3, C1 and C3) with outcomes such as *retaining of knowledge and interest* (“Teacher C1 makes jokes about a lesson topic and you remember the facts in this way” [CLF1]); “Teacher C3 explains clearly and makes us laugh because of the funny way he conveys the lesson. He teaches in a way that we enjoy” (CLF2). Likewise, learners (ALF2, BLF2 and CLF1) indicated that teachers *maintained their attention* when they were funny, brought in humour, a joke or teased learners.

Additionally, teacher enthusiasm as a feature of instruction consequently fostered interest and motivation in learners for the lesson, as the following responses reveal: “If you see that the teacher enjoys teaching, you will also enjoy the subject. We can pick up when they enjoy and love their work” (ALF2); “Teacher C1 is energetic. He interacts a lot with us” (CLF1). Likewise, the opinion of Grade 11s at School B reveals that learners would appreciate a teacher’s energetic spirit: “I would like our teacher (B2) to be more energetic, he sometimes speaks slowly and looks as if he has a sad day. Often you get bored and lose concentration in his class” (BLF1).

When teachers illustrated facts with examples, it enhanced learners understanding and comprehension. The following responses support this: “Teacher B4 uses examples that help you understand the work” (BLF2); “Teacher A2 gives examples and makes it simple” (ALF1); Teacher B3 would use learners to do a demonstration to show what

he is talking about” (BLF2). Furthermore, when teachers gave the impression that they knew their subject well and were not bound to the textbook and notes while teaching, it earned them high regards with their learners (ALF1). On the contrary, poor explanations might make it harder for learners to comprehend the work as can be deduced from the following responses: “I get the impression that my teacher (B2) does not know his subject well, the way he teaches us, he just do the examples in the textbook but not with a lot of explanation” (BLF1); “Teachers should explain a topic in depth, not just scratch the surface. They should explain why it is like this and not like that to help us understand” (ALF1).

Linking information

When the teacher used vivid descriptions and linked unknown content to what learners were already familiar with, it helped learners to make meaning, and strengthened retention of the content, as can be inferred from the following responses. “If the teacher throws in a story about the point he states and gives you background, it helps to remember the work” (ALF2). “Teacher C1 teaches in such a way that it is easy to understand the work. He uses examples of things in our daily lives to help us understand” (CLF1). Likewise, after one of his illustrations, the class of Teacher A2 responded with “oh” as a sign of their comprehension. A subject or some parts of it, like Mathematics, can be very complicated. Teacher A2 was very innovative and used scenarios with which his senior learners were familiar to make a concept clear. Similarly, Teacher B2 explained on the topic of ‘Tax’ that tax monies were, for example, used to ensure that all learners had textbooks, classrooms, furniture and teachers, and by referring to the learners’ immediate environment, he helped them to see the rationale behind tax. Furthermore, learning outcomes were promoted when learners could relate the relevance of content to their daily lives and its benefits

(usefulness in life), according to the aforesaid responses and others, such as “Teachers should explain more than is necessary so that we can understand, for example, how is what we are learning used in life?” (AFL1); “Teacher A3 relates to the learners and teaches in a style that is easy to understand” (ALF2).

Learner engagement

When teachers valued learners’ contributions by providing opportunities for participation, it was met with positive affection that made learning pleasant, while it increased the motivation level of both learners and teachers. For example, it was noticed that Teacher A4 became more energised compared to her earlier class when the current class acted more lively and enthusiastically than the previous class at the same grade level. At one point she had to halt learners’ contributions to a question in order to continue the lesson. Involvement of learners took various forms such as: (a) sharing their experience in relation to a lesson topic (“I like it when Teacher B4 gives us an opportunity to share our experiences” [BLF2]); (b) interacting with their teacher (“Teacher B1 takes our opinions to mind. She likes to interact with the learners”; I would like Teacher B2 to interact more with us” [BLF1]); (c) doing a demonstration (“Teacher B3 would use learners to do a demonstration to show what he is talking about” [BLF2]); and (d) utilising learners to support each other in learning (“Teacher C2 will allow a fellow learner to explain to you in Afrikaans or in your mother tongue if you did not understand her” [CLF1]). However when the learner was reduced to a passive information recipient, it proved counterproductive (“The time we want to sleep is when Teacher B3 talks alone all the time, for the entire period” [BLF2]).

On the other hand, the issue of mocking alluded to by Teacher B3 was confirmed during interviews with learners who said, “Some learners will not participate because

others might mock them”. Grade 11 learners said, “There are those who make fun of others; when someone answers a question you will hear funny noises/mocking” (BLF1). Such occurrences points to a need for teachers to ensure that learners value one another’s contribution.

Questioning and feedback

When one looks at the following responses of learners, it can be inferred that questioning served the purpose of assessing learners’ understanding or improvement in understanding subject content within a specific period and pace generally determined by the teacher (“If you have difficulty to understand the work in Mathematics Teacher C2 will give you extra questions to work out at home. When you come back with your answers, she works them through with you. She really has time for you” [CLF1]); “Teacher C4 checks the exercise we completed to see if we have understood him” [CLF2]). Checking whether learners grasped what they had been taught was a time demanding but necessary task, but was not always done in good time, as Grade 9 learners indicated. They communicated that they would prefer to receive feedback sooner than Teacher C3 sometimes provided it. “He takes three days before he checks our homework” (CLF2). However, clarity was enhanced when learners were given prompt feedback on homework, tests, and the like, while the work was still fresh in their minds (most teachers, though C3 and C4 fell short in this regard according to learners’ interview responses mentioned earlier). On the other hand, supposedly struggling learners did not always take advantage of opportunities to ask questions: “When we are given opportunity for questions, learners who complain (about the way the teacher teaches) do not ask questions” (BLF1).

Furthermore, negative teacher feedback, according to Grade 11 learners, affected their motivation (ALF1). Additionally, the negative perception of a teacher's ability to respond satisfactorily to clarity-seeking questions resulted in low confidence or expectation to receive 'help' from such a teacher: "Some teachers don't know how to explain it well, and then you just say 'okay' and leave it there" (ALF2).

Instructions to tasks

Teachers verified whether learners followed as they gave the instruction verbally while ensuring that the speed of their speech allowed learners to absorb all the required information. However, some teachers said that they avoided giving the instruction verbally (A1, C1) if it contained too much information (C1).

When learners did not follow the instruction, it undermined their chances to execute the given assignment successfully, or they might not attempt it at all and this, in turn, affected teaching and learning time. This was especially likely when the instruction was given during a hustle and bustle moment, for example, when learners were about to leave for their next class and, therefore, hardly paid any attention. It also did not leave the teacher with enough time to make sure that the learners had understood what they had to do. "Sometimes the teacher gives homework as learners rush out for the next class, and then we don't always follow" (BLF2). "When it is not clear to us what to do, we get stuck and don't finish" (BLF2). Furthermore, when teachers did not monitor learners and move among them as they worked on a task, they might not be aware of any misunderstandings or misinterpretations of instructions on the part of a learner. On the contrary, while learners were doing a quiz for Teacher A2, he moved among their desks and must have picked up that they misunderstood question 3. He then clarified it. The latter was also not limited to textbook explanations, which might

not always use a context familiar to learners. He said, “I explain concepts using my own illustrations”. Proximity seemed to become an opportunity for learners to receive feedback or clarity on the work. “Teacher C4 checks the exercise we completed to see if we have understood him” (CLF2).

Speed

Grade 11 learners indicated during focus group interviews that, at times, teachers rushed through the work though they still needed a better understanding of the topic. “Sometimes they don't have the necessary patience because they have to rush to cover a certain amount of work in a certain time” (ALF1). Also, learners indicated that the speed at which they grasped the work might cause them to fall behind. “Biology you can review still, but Mathematics you need to understand the concepts as you go on in order not to fall behind” (ALF1). Similarly, Grade 9 learners indicated that the teacher’s pace in which he/she went through a topic was sometimes faster than the pace in which they were able to understand. “We do not understand when the teacher tries to rush things, speed up the lesson and do not go through the steps again at the end of the lesson” (ALF2).

4.3.3.2 Behaviour management

Capturing and maintaining attention

It is clear from learners’ responses that a stimulating teaching and learning environment generated their interest in the subject. These included bringing positive energy to class that was transmitted in the way the teacher conveyed his/her lesson, but within certain limits, according to the following responses: “Teacher B3 talks clear and lively and he would interest you but he goes on for the entire period” (BLF2); “The voice of the teacher can make you interested or lose interest” (ALF2). Likewise, as

stated earlier, the use of humour, as well as showing interest and interacting with learners, resulted in the retention of interest, as can be inferred from the following responses: “Teacher A3 brings in a lot of humour. He is very interesting” (ALF2). “Teacher B1 likes to interact with the learners; we always look forward to her class” (BLF1).

Praise and reward

The incident in the class of Teacher A1, referred to earlier (objective 1) that concerned learner P and learner Q demonstrated that praise can deter unwanted behaviour. Learners’ responses also showed that praise increased motivation to strive for/uphold success, but if only talented learners’ work was recognised, it made less talented but hardworking learners feel left out. “When I do well the teachers would give me a lot of praise and then I always want to do well” (BLF2); “The percentage required to get a diploma is too high. They should come down from 80 percent to 70 percent – we feel left out – You might get 79% and don’t get a diploma and you feel bad” (CLF1).

Teacher control

Learners’ value a teacher’s ability to ensure productiveness by being prepared for the lesson, as the demotivation in their responses showed when this was not the case: “Once learners have nothing to do in class it can turn into chaos” (BLF2); “Sometimes you are not given work’, but you are not allowed to do homework for another subject during that lesson. For me it is time wasting and boring” (CLF2). Likewise, they looked to the teacher to establish a conducive atmosphere in which teaching and learning could thrive:

I would like Teacher B2 to call the class to order before teaching, but sometimes he just ignore the talking and noise and proceed with the work. I noticed that

many learners have their own conversations while he is teaching - Learners at the back will be on their phones, listen to music. When he asks them a question and they don't know the answer, he gets angry (BLF1).

However, the use of non-verbal strategies, like body language, sometimes helped in addressing misbehaviour. For example, Teacher A3 said, "I will look over the whole class, clap hands and then look culprits straight in the eyes. I use intimidating facial expression and voice when they misbehave". "When learners behave disruptively, I will pause my teaching and stare seriously at them. They will then stop" (B2).

Furthermore, some teachers moved learners who showed lack of interest and cooperation more to the front with the hope that it would change their behaviour. However, this strategy did not necessarily result in the desired change as in the class of Teacher B1. She had moved a Grade 11 learner more to the front to ensure that he worked, but noticed that he had moved to the back again. When asked on one occasion about his homework, he responded that he did not do the work because he had not been in class. The teacher asked him why he did not ask a classmate about homework, and added, "Don't you care?" He responded in a hostile manner, "I don't care".

On the other hand, too much homework caused learners to have negative feelings of confinement. "Sometimes teachers give homework all the time as if you have nothing else that you must do after school. It can be hard to cope with all the homework" (ALF1). Furthermore, overly strictness seemed to make the classroom experience less pleasant.

In her (C2) class, we are expected to be quiet, you can't even ask your friend to explain; she doesn't tolerate talking at all. She needs to allow a bit of socialising,

talking on other topics that might not necessarily relate to the subject. There's no free communication with the teacher. This does not necessarily have a negative effect towards the subject, but you do not look forward to the class because of this (CLF1).

Additionally, teacher behaviour related to stress to the extent where it became hard to exercise control (such as the incident that involved Teacher C1 and a female learner cited under 'teacher control' in the preceding section (objective 1) which can place both teacher and learners in a less fortunate position). During the aforesaid incident the teacher became very angry, lost his temper and did something that resulted in him being put on sick leave due to stress for almost the whole term. Teaching and learning were interrupted until such time that a temporarily replacement was made while it left the affected teacher (and most likely the learners) with an unpleasant memory.

Teacher-learner relationship

When one considers the time that learners spent at school, it is inevitable that not only the learner-learner relationship will impact greatly on learning, but equally so will the teacher-learner relationship have an influence on learners' academic appetite/motivation. The nature of responses in many sections of this thesis supports the constructivist view that learning is a social enterprise. Some learners, for example, said, "The classroom should be a place where you are happy since it's a place you relate to a lot and where you spend much of your time" (ALF2). The responses of learners presented below describe the various teacher traits experienced by learners and how these influenced their perceptions and experiences of the teaching and learning environment.

Warmth, respect, freedom: Teacher A1, whose class was characterised by a high level of learner participation and enthusiasm (as described under ‘whole class discussion’), was referred to by her learners as ‘motherly’ and ‘playful’. The latter was also cited as a trait of Teacher A2, Teacher B1 and Teacher C1. These characteristics and many others, such as being loving, helpful, fair and treating learners equally (cited by both Grade 9 and Grade 11 learners at all three schools concerning individual teachers), made teachers likable and gave learners a sense of belonging and freedom to ask questions, while it made the class relaxed and enjoyable in the presence of mutual respect. Responses in this regard included: “There is mutual respect and a relaxed atmosphere in the class of A2. He is serious but nice and funny. Both A2 and A1 allow us to be playful with them and we feel free to ask questions” (ALF1). “With Teacher B1 we have a friendship-like relationship. This makes us feel free and enjoy her class. She takes time to know each one of us. We always look forward to this class” (BLF1). “We are very open with Teacher C1; He is very funny” (CLF1). “I like Teacher B4 a lot. She's loving, helpful funny and just very likeable” (BLF2). “Teacher C2 treats us equal” (CLF1). Likewise, some efforts to create a good atmosphere included playing music (Teacher A4 and Teacher C4). “Sometimes Teacher C4 plays music so that we can enjoy class. It creates a good atmosphere while we work” (CLF2).

On the contrary, when teachers exhibited prejudice and a hostile attitude, learners became withdrawn in class, demotivated and less interested in their schoolwork.

With some teachers you do not ask for clarity if you did not follow well for fear that you will be accused that you did not listen or one or other comment that you don't like. When the relationship is bad you might not always concentrate. Some teachers cut you off when you don't have the same standards as them and can

become prejudiced if you do not fit into their mould. This can affect your learning because you think the teacher doesn't like you (ALF1).

Similarly, Grade 9 learners revealed that they felt belittled when a teacher (C3) compared them with other schools or ethnic groups in a derogative way and they tended to withdraw their class participation after such utterances. The teacher would, for example, say that they (the teachers) did what teachers at good performing schools do, but the problem was with what learners did, their level of discipline, their approach to their school work, their lack of respect for school property, the fact that they did not know when to play and when to study, and the like. Some Grade 9 learners said:

Sometimes the teacher insults us and says bad things about us. Our teacher would say we (referring to their skin colour or ethnicity) are like this or that while the kids (of another skin colour or ethnicity) are different/better. It makes us feel bad. It makes us feel we are not equal or better than them. If learners are not strong enough or believe not enough in themselves, their self-esteem might be hurt by this. He (C3) is (also) quick to beat you (CLF2).

Support: Though learner responses showed a reasonable degree of satisfaction with the support teachers gave when they struggled with sections of the subject, learners nevertheless indicated a need for more patience and personal assistance towards improving their performance, especially in a subject like Mathematics.

The teacher should understand that not everyone has an instinct ability for the subject. They should tailor it according to the individual's need. Sometimes they don't have the necessary patience because they have to rush to cover a certain amount of work in a certain time. There is a need to work more personally with learners (ALF1).

Interviews with teachers at the three schools, however, gave a different impression. According to teachers, they went the extra mile to assist struggling learners, by using break times, staying after school and even sacrificing time during holidays to offer extra lessons. The fact that the research was conducted early in the school year could be among the explanations for the contradictory responses of learners and teachers.

Favouritism: Affective aspects in teacher behaviour, such as showing/lacking care and interest created a perception with learners that could affect their enthusiasm, as can be inferred from responses such as the following:

Sometimes you feel you don't exist in the Math class. You get the impression that he (B2) gives more attention to a certain section of the class. He spent more time explaining to them, but when we (at the back) call for explanation, he is very abrupt (BLF1).

4.4 Other factors that played a role in class management strategies that teachers used

The factors that contributed to teachers' management styles are categorised under three main factors, namely, personal factors, training factors and school factors. They are summarised in Table 4.6 below.

Table 4.6: Factors influencing teachers' class management styles

Factors	RESPONDENTS		
	School A	School B	School C
<i>Personal factors:</i>			
• Personality	A1, A4	B1	C1
• Family background	A1, A3	B1	
• Past experiences with teachers as a learner	A3	B1	

Factors	RESPONDENTS		
	School A	School B	School C
<i>School factors:</i>			
<ul style="list-style-type: none"> Dealing with different learners 	A1	B2, B3	C1, C3
<ul style="list-style-type: none"> Knowing learners background 		B3	
<ul style="list-style-type: none"> Learn from colleagues/mentors 	A3		C1
<ul style="list-style-type: none"> School platforms/supporting groups (e.g. staff meetings, cluster grouping, support from heads of departments or subject heads, etc.) 	ATF		C2, CTF
<ul style="list-style-type: none"> School Code of Conduct 	All	All	All
<i>Training/professional experience factors</i>			
<ul style="list-style-type: none"> Tertiary training 	A2, A4	B1	C2
<ul style="list-style-type: none"> Period/experience in teaching profession/teaching the subject at various levels 	A1, A2, A3	B3	C1
<ul style="list-style-type: none"> Regional Office (professional development training, e.g. marking criteria workshops) 			C3

Teacher responses regarding factors that influenced their class management styles/strategies according to the three categories mentioned above are presented below:

Personal factors

Personality: Teachers' personalities influenced their style (A1), how they did things (A4) and how they dealt with learners (B1). Teacher C1 said, "I am a perfectionist by nature; my facial expression is strict and is sometimes to my advantage".

Family background: "The way I was raised influences my style" (A3); "I am from a strict home" (C1); "Most family members are teachers" (A1, B1); "My father was a principal for many years" (A1); "My mother gives me pointers. We share a lot of our daily experiences and she would give me advice how to deal with class situations" (B1).

Past experiences with the teacher as a learner: “I deliberately avoid examples of styles used by my teachers when I was a learner that are destructive and humiliating. I try to be the opposite of that” (A3). “One of my teachers in high school was always so composed and I always said I want to be a teacher like her. She had a way of disciplining the learners without being disrespectful” (B1).

School factors

Dealing with different learners: Teacher A1 said that the fact that she always dealt with different learners kept her passionate for her job after more than two decades in teaching. “You find your own way of dealing with misbehaviour” (B2, C1); “You can't apply the same method with all your learners because they are different. It does not help to be harsh, instead, win their trust” (B3). “Experience with different kind of learners influences your management style” (C3, C1).

Knowing learners' backgrounds: “It helps when you know the learner's background to know how to deal with them” (B3).

Learn from colleagues/mentors: “Learning from teachers who enjoy a lot of respect influence my style” (A3). “I ask from teachers what help when they deal with difficult learners and then try it” (B3). “I had colleagues at a previous school who I regard as mentors - good and strong teachers who influenced the way I do things” (C1); “I also speak with colleagues whom I meet at the marking centre from other schools about the methods that they use. I have regular contact with one of them and we exchange ideas and question papers” (C2).

School platforms/supporting groups, such as staff meetings, cluster grouping, support from heads of departments or subject heads, among others: “Subject classes for different grades are next to each other so that teachers can consult with each other and exchange ideas. Teachers share experiences and advice in the staff room, during staff meetings, subject staff meetings and head of Grades meetings” (ATF). “We discuss with each other not at a formal platform, but it might come up during informal conversations in a group. Or, I discuss with my Head of Department and he will give me advice” (C3). According to participants at School B, no platform was given to share ideas and they expressed a desire for such platforms for the sake of continuous growth and development (BTF).

School Code of Conduct: Teachers at all three schools said they received the Code of Conduct that guided their behaviour. Furthermore, schools had disciplinary procedures in place and the management encouraged teachers to follow these (BTF, CTF).

Training/professional experience factors

Tertiary training: “My training was very intense and practice sessions were thoroughly evaluated” (A2). “I was taught in my training how to handle different classroom situations” (A4). “My training covered a comprehensive module on class management and control, and I see its relevance now that I am in the situation. I try to use the guidelines we were given. The teaching practice was also helpful” (B1). However, a number of teachers indicated that their training was not the major source that prepared them for class management in terms of dealing with misbehaviour, though it prepared them well to teach the subject (B2, B3, C1, and C2). For example, Teacher B3 said,

“There were no specific units on class management, but teaching methodology - not so much how to deal with misbehaviour - this is taught by experience”.

Period/experience in teaching profession/teaching the subject at various levels: “With time you develop your own management style and you discover what works for you. You adapt to circumstances” (A1). “I teach Mathematics and Science now for a long time, so it has become part of me. I taught at various levels, i.e. ordinary, advance or A-level, university level and in both rural and urban areas” (A2). Experience influences style” (A3).

Regional Office (professional development training, such as marking criteria workshops): “I attended a marking criteria workshop for Grade 10. It gave me a clear idea on how to teach; what type of questions to ask and how it should be answered” (C3).

4.5 Summary of Chapter 4

Chapter 4 presented the findings obtained from data collected during class observations and interviews with teachers and learners respectively at the three schools. The findings were presented according to the main themes that emerged, focusing on issues around class management strategies related to teachers’ management and use of resources, as well as strategies related to classroom interactions (objective 1) and how these influenced the teaching and learning environment (objective 2). Furthermore, other themes focused on factors that influenced teachers’ class management style.

The next chapter discusses these themes more fully in order to reflect how the objectives of the research as stated in Chapter 1 were met.

CHAPTER 5

DISCUSSION

This chapter discusses the key findings, showing how the aims of the research had been achieved, and it brings the findings into context with current literature on class management.

The discussion is ordered as follows: Teachers' perceptions of class management, strategies related to teachers' management and use of resources, strategies that facilitated/hindered a positive teaching and environment, factors that played a role in class management strategies that teachers used and how these contribute to our knowledge of effective teaching and learning. The research objectives are simultaneously addressed in the discussion.

5.1 Teachers' perceptions of class management

The researcher considered it necessary to establish teachers' perception of class management, since it influences their behaviour in the classroom (Choy & Cheah, 2009). The key concepts that emerged from the teachers' perceptions of the subject are control (School A and School C) and management (School B); however, teachers used the terms in relation to similar actions, such as control/manage the learners, the lesson (before and during delivery thereof) and the class situation. Various other perceptions of class management included control of oneself (School A), managing time (School B), creating the class atmosphere (School B) and class setup (School B and School C), as well as control/manage everything that happens from the moment that learners arrive for class till they leave. Hence it appears that participants did not really differentiate between control and management. Participants' perceptions partly matched the definition of scholars, namely, that class management has to do with the

teacher's deliberate move to control the behaviour of the learners (Chipeta, 2000), and that classroom management skills are essential to each of the decisions teachers make as they plan, organise and deliver their lessons (Parsons et al., 2001; Dix, 2009). Chipeta (2000) adds that the aforementioned teacher actions should occur without disturbing learners' creativity or individuality, something that was missing from participants' responses. Nonetheless, where teachers stated that class management included how teachers controlled themselves (School A) and the atmosphere that the teacher created (School B), it is possible that these actions imply taking learners' individuality into consideration, judging from segments of the research results reported under classroom interaction management (for example, learner engagement and teacher-learner relationships). There, however, appears to be a need among teachers for a deeper understanding of this approach to reap its benefits. In this regard, Parsons et al. (2001, p. 357) argue that "teachers who see classroom management as a process of establishing and maintaining effective learning environments tend to be more successful than teachers who place most emphasis on their roles as authority figures or disciplinarians"; this view is supported by Evertson and Neal (2006).

5.2 Strategies related to teachers' management and use of resources to enhance a positive teaching and learning environment

5.2.1 Physical resources and environment

The research findings demonstrate that the physical environment influenced the class atmosphere, behaviour and learning, similar to the findings of Woolfolk (2014) and Simonsen et al. (2008 as cited in Clare 2013, p. 3). In terms of the arrangement of desks, teachers sometimes had learners sit in pairs to support one another. Teachers A2 and C2, who both taught Mathematics to learners of diverse language backgrounds,

paired learners who had difficulty understanding the work with ones who mastered the work more easily. They reported that explanation by a fellow learner in the mother tongue or lingua franca (Afrikaans) often facilitated better understanding of the work. Support for this strategy can be found in various empirical studies (Md-Ali, Mohd-Yusof, & Veloo, 2014; Woolfolk, 2014). Woolfolk (2014) states that

Teachers can't be expected to master every heritage language spoken by all of their learners every year. In these classrooms, cooperative groups can help as learners work together on academic tasks. Learners who speak two languages can help translate and explain lessons to others in the group" (p. 409).

Woolfolk, however, cautions that "cooperative learning is only as good as its design and implementation" (2014, p. 410).

In addition, group seating, sitting in pairs, as well as the U-type of seating arrangement (the latter was only used by Grade 9 teachers), were used by teachers at all three schools to allow for cooperative learning - "two peers work together to solve a common problem and, in arriving jointly at a solution, they co-construct knowledge" (Tomasello, Kruger, & Ratner, 1993, p. 501). Woolfolk (2014, p. 75) also claims that "the best teacher sometimes is another learner who has just figured out how to solve the problem". Having learners sit in pairs or groups, assist in facilitating a 'socio-moral atmosphere' that constructivists refer to as "the entire network of interpersonal relations that make up the child's experience in school and that is seen as a necessary context for promoting all aspects of children's development and learning" (Fosnot, 1996, p. 103). However, this research revealed that with the U-type of seating arrangement, learners could only exit their desks by walking around others' desks, especially learners that were seated more in the middle and at the back, and this difficulty of movement often created opportunities for them to cause distraction.

However, the grade level (Grade 9), where this type of desk arrangement was observed could also have played a role regarding such behaviour, because of the general tendency of this age group to exhibit disruptive behaviour and immaturity. Single seating was used at School B (B1, B2 and B3) when learners wrote a test, while A2 at School A had learners remain in pairs when they took a test. Single seating forced learners to produce their own answers to tests and the teacher could, therefore, more reliably determine the performance level of the learner and what intervention, if any, was needed.

On the other hand, adverse conditions at School B and School C, such as damaged/broken desks and chairs here and there, might have caused inconvenience to learners and could have hindered their attention and work speed, and thus led to misbehaviour. This, in turn, could have resulted in frustration for the teacher. Furthermore, learners reported that the graffiti on some desks distracted them from the lesson (CLF1). Nevertheless, though classrooms at School C were in dire need of renovation, classrooms were kept neat in that no littering except outside on one of the stairways was seen during the research period. Generally, the aforementioned school was physically in a run-down state, and posed a health and accident risk to the school community. As far as neatness was concerned, learners (BLF2) reported that, “If the class is too dusty it can make them sick and they might, as a result stay home and miss out on classes.” However, where a teacher was mindful of the state of neatness of his/her class, it was appreciated by learners. For example, Teacher B3 applied an end-of-class routine where he reminded learners to throw rubbish into the bin on their way out, and his learners described his class as ‘always neat’ (BLF2). Suleman and Hussain (2014) found that the degree of comfort could impact learners’ academic performance. They concluded that “If the learners feel comfortable within the classroom, then they

will have much concentration on the lesson, get more information from the teachers and thus they will obtain high scores” (p. 10).

The research findings show that the private school, School A, enjoyed a more favourable physical environment compared to its state counterparts, School B and School C, since the school enjoyed regular and timely maintenance where and when needed. Furthermore, all observed classes at School A had an installed LCD projector, as well as a fan. Despite this, only one teacher of the four used the LCD projector. Even though teacher A1 rightly considered the teacher as the main source of teaching, the LCD projector could be a helpful tool to bring out the resourcefulness of the teacher. As a visual tool, it could help to stimulate learners to have a greater interest in the lesson. On the other hand, it could be considered wasteful spending by the school management if teachers show no interest in using the equipment (such as LCDs) in ways that take advantage of their particular potential to support learning.

Comparison across schools shows no significant differences in the type of resource management strategies teachers used to create an environment conducive to learning. The availability and maintenance of physical resources were more of a catalyst in creating such an environment. However, it appeared that, for some learners (CLF1), indirect factors, such as pressure from parents and how learners perceived a teacher, greatly influenced their learning, despite the physical condition of the classroom. For example, one male learner said, “I am not affected by the neatness, because the teacher matters most to me” (CLF1). Another said, “When the relationship is bad, you might not always concentrate” (ALF2). “Some teachers cut you off when you don’t have the same standards as them and can become prejudice if you are different in some ways

and do not fit into their mould. This can affect your learning because you think the teacher doesn't like you" (ALF1).

5.2.2 Teaching and learning resources

Studies in South Africa show that the availability or scarcity of key resources in schools impacts educational outcomes, with higher levels of resources being linked to better educational outcomes (Visser, Juan & Feza, 2015). This is echoed by Lee and Zuze (2011) who found that learners in schools with more material resources achieved at higher levels. Likewise, the findings revealed that a lack of resources, such as textbooks, OHPs and LCDs, particularly at School B and School C, hindered the progress of class activities. Learners at School B and School C, for example, used the shortage of textbooks as an excuse for not having done their homework (B3, C3). However, in the circumstances teachers hardly applied alternatives to the chalkboard for homework answers or notes that learners copied. This took much of the lesson time and might affect the speed in which work was covered, and unless extra classes after school or during holidays were fitted in, it might also affect the learners' performance in the end-of-year exam. On the other hand, a backlog might also influence learners' ability to catch up with the work in the following grade.

The chalkboard was the dominant teaching medium used during lessons at all three schools. Research on the impact of various lecture delivery method (Vikas, Prerna, Mushtaq, & Virendra, 2010) found that learners preferred PowerPoint (PPT) teaching above chalkboard or OHP teaching. Despite this finding, the same research revealed a different picture with regards to learners' performance in a test. Learners taught by chalkboard obtained the highest scores, followed by those taught by PPT, and those taught by OHP scored the lowest. Vikas, et al. (2010) suggest that although PPT has

some positive effects; however, it reduces the interactive discussion between teacher and learners. The latter was also echoed by Teacher A2 who said, “I use the projector, but it is not very interactive. But if I write on the board, we can interact better - I can call learners to the board to work out problems”. Several learners in the research by Vikas, et al. (2010) commented that the effectiveness of the lecture depended on the teacher, regardless of the method of delivery. Likewise, the Biology Teacher (A1), during this research, remarked that the LCD was just considered an extra, but the teacher remained the primary source/main medium who needed to teach the lesson. Nevertheless, the research by Nnadi and Blessing (2014) indicates clearly that the effective application of e-learning to the teaching and learning of Biology could not only bring about positive change in the classroom but could greatly enhance learning and improve learners’ academic performance. However, in the absence of modern technology in most of Namibia’s classrooms, the chalkboard remains a helpful tool for teaching and learning, while one of its advantages is that it does not require electricity. It has also been one of the media through which many great scholars received their education. Therefore, the way it is used should not be underestimated, for example, the work spirit of learners can decline when they have to struggle to read from the board because of illegible handwriting (classes of B1 and C4).

5.3 Strategies/factors that may have supported/facilitated a conducive teaching and learning environment

5.3.1 Strategies related to classroom interactions

Classroom interactions, derived from the research data, include instructional interaction, an event that takes place between a learner and the learning environment (Wagner, 1994) and behaviour management (for example, the teachers’ ability to

capture and maintain learners' attention, reducing classroom disruptions and misbehaviour, praise and reward, teacher control, and teacher-learner relations).

5.3.1.1 Instructional interaction

The research findings show that teachers applied multiple strategies that could have enhanced learning, on the one hand, and contributed to positive learner behaviour and class climate, on the other, as discussed below.

When teachers involved learners by using them for peer teaching, inviting contributions to the lesson, interacting with learners, and the like, it might have increased learners' comprehension. Teachers could detect learners' understanding/lack thereof in their verbal responses, and followed up with immediate clarification or scaffolding. Additionally, teachers' involvement strategies included the testing of learners' prior knowledge of a topic and linking it to the lesson. Research on direct and indirect effects of reader's prior knowledge of a topic has shown that it has a direct effect on comprehension (Tarchi, 2010; Ozuru, Dempsey, & McNamara, 2009). Woolfolk (2014) also supports this observation. In addition, Marzano (2009) considers it effective teaching when teachers engage learners in activities that require them to move physically, like doing a demonstration/physical re-enactment of lesson content, and allowing them to relate content to their personal lives and interests, among other strategies that participating teachers in this research also utilised. Woolfolk (2014) also asserts that the aforesaid strategies enhance the meaning and retention of lesson content, as well as intrinsic motivation. Dixie (2007, p. 76) is also of the opinion that, through participation, "learners gain ownership of the material covered within a lesson, while it decreases indiscipline."

Other strategies that might have contributed to instructional clarity included teachers' verbal and presentation qualities, such as a clear voice, coupled with the ability to convey the lesson in such a way that it formed pictures in learners' minds. This strategy was appreciated by both junior and senior learners as responses, such as the following, show: "If the teacher throws in a story about the point he states and gives you background, it helps to remember the work" (ALF2). During a lesson of A2, he explained a concept by giving a verbal illustration, alongside a drawing on the board, and learners responded with an 'oh' as a sign of their comprehension. Likewise, during an observed lesson, Teacher B2 made use of familiarity by connecting the lesson to learners' immediate surroundings when he explained that tax monies were used to ensure that all learners had textbooks, classrooms and furniture and teachers, to help them see the rationale behind tax. The use of strategies such as the aforementioned made lessons clear, enjoyable and interesting to learners, and enhanced their learning.

Strategies such as performance feedback to learners, pre-corrections, and other feedback practices by teachers contributed to clarity and enhanced comprehension of the work that was important for improved academic performance. For example, teachers drew learners' attention to simple mistakes that let them forfeit marks, such as misspelled words, illegible handwriting and the omission of required symbols in sums, as well as more serious ones like misinterpreting instructions/questions. Likewise, Teacher A1 told learners that if they had included a diagram or drawing, it would have improved the quality and consequently the marks of their essays. In addition, when teachers gave prompt feedback on homework, classwork and tests while the work was still fresh in learners' minds, rather than giving it days later, it did not only provide a logical order in which activities occurred, but gave closure to one section and clear transition to the next.

When activities occur in a chaotic order it may reduce learner motivation (for example, learners complained that C3 and C4 sometimes provided feedback to homework long after the activity was completed). Hattie (2011) posits that feedback is one of the most powerful influences on learning. According to him, learners welcome feedback that is just in time, applicable to them where they are in their learning process, and useful in taking them forward (p. 38). What is more, through effective feedback, learners can distinguish between relevant and irrelevant information related to a topic. On the other hand, data linked to feedback reveal that teachers across all three schools mostly provided correct answers or re-taught/explained the concept rather than addressed specific processes or the conceptual errors of learners, with the exception of Teacher A2. When learners asked for explanation, he sometimes posed reasoning and evaluative questions to them first, perhaps to activate their minds and see if they could arrive at the answer before he provided it. Additionally, he pointed out in what way learners misunderstood a question. Sadler (2010) argues that effective feedback should enable the learners to bridge the gap between where they are and where they desire to be.

5.3.1.2 Behaviour management

Scholars, cited in this thesis, pointed out various implications related to class management, particularly with regards to discipline, namely, that (a) teachers' effectiveness is largely linked to their ability to prevent and manage disciplinary problems; (b) behaviour management strategies have a strong influence on the teacher-learner relationship and learner motivation and enthusiasm; (c) the lack of learner discipline is a significant reason why teachers leave the profession (Chipeta, 2000; Evertson & Neal, 2006; Pedota, 2007; Zuckerman, 2007). Rogers (2011) notes that the

teacher and the learner's behaviour have a reciprocal effect on each other. The following behaviour management related strategies by participating teachers support these statements.

Teachers retained learners' attention when their lessons related to learners' interest and daily lives, they interacted with learners as they moved among desks, learners participated in the lesson, and teachers exhibited competence, as well as enthusiasm and enjoyment, in their work (ALF1, ALF2, CLF1, BLF2 & CLF2). Learners, for example, noted, "If you see that the teacher enjoys teaching, you will also enjoy the subject. We can pick up when they enjoy and love their work" (ALF2). "Teacher C3 relates to the learner and teaches in a style that is easy to understand" (CLF2). "Though the picture is in the book, our teacher draws it on the board and point to the areas she is talking about. In this way it's easier to follow because we sometimes might miss the place in the textbook. By drawing out of her head we can see she knows her subject" (ALF1). The latter response shows how learners valued teachers' competence, while it influenced their attitude towards the subject positively. One learner, for example, went to Google on a topic that was discussed in class, and this sign of enthusiasm brought much delight to her teacher (A1). Alongside the ability to sustain learners' attention and motivation, Roger (2011, p. 122) considers visible enthusiasm for one's subject or lesson an important factor in effective teaching and arousing the interest of learners to involve themselves in meaningful learning and behaviour that considers classmates and the teacher.

Furthermore, the use of humour (used by a number of teachers, especially A3, C1 and C3) also proved to be an effective tool to retain/regain attention, create a relaxed atmosphere and close the relationship gap between teachers and learners. In addition,

one of humour's ripple effects was that learners remembered subject facts better when it was attached to a joke, according to some learners. "He (C1) makes jokes about a lesson topic and you remember the facts in this way" (CLF1). This finding is supported by Garner (2006 cited in Strong, 2011), who claims that humour can increase retention and understanding of course materials. Even Teacher B2, who often experienced an uphill struggle with discipline with a class he took over from another teacher in the middle of the trimester, succeeded to establish a relaxed, cooperative atmosphere after his learners burst out laughing when he told them that they behaved like chickens. Humour can defuse and reframe tension and lift the spirits of the teacher and learners alike (Rogers, 2011). However, a combination of strategies, rather than a single strategy, is needed for class management to work on a steadier basis.

The study also confirmed the positive influence of praise on learner behaviour when it deterred unwanted behaviour in the incident concerning learner P and learner Q in the class of Teacher A1. Confirming the power of praise, learners also said that when the teacher praised them for good work, they always wanted to do well (BLF2) – as the saying goes: "success (acknowledgment of success in this case) breeds success". Praise that is non-verbal like thumbs up, a nod of the head and the like, coupled with eye contact is just as effective and appreciated by the receiver (Dix, 2009). The aforementioned author also says that learners should know that your praise is sincere. Furthermore, praise should not be withheld from a learner who did one thing wrong, such as having left a textbook at home, but did something else well, such as when it was time to do the work to sit with another learner with a textbook and got on with the work quietly.

Moreover, teachers exhibited control in various ways to elicit learners' cooperation. In some classes, the control of the teacher did not only have effect or lasted while the teacher was in the class, but also in his/her absence. For example, teacher C1 had to leave the class to attend to management issues while his Grade 11 learners were busy copying notes from the board. For the duration he was away learners continued to copy the notes in silence. However, with the junior learners the opposite was observed – they saw it as an opportunity to divert from 'the expected class behaviour' when the teacher (in whose class they normally behaved) went out. Rogers (2011) states that 'relational/moral power is 'earned' through our leadership and our ability to engage workable and positive relationships with our learners. 'Relational power' rather than the utilisation of 'controlling power', is a crucial factor when establishing and maintaining one's moral authority over learners. Relational power is developed and sustained through the demonstration of mutual respect and regard. Roger (2011) also states that 'a teacher's authority needs to be based in effective teaching rather than a status position based on coercion or displays of authoritarian management (which ultimately fail in the longer term)' (p. 121).

The research findings also show that good teaching and the demonstration of expertise in the subject taught produced much respect for the teacher (as data for A1, ALF1, A2, A3, ALF2, C1, C2, CLF1, B3 showed). However, teachers were often challenged by trying circumstances that made it hard to contain themselves, while it landed some in a state of severe stress. Chang (2009) notes that negative teacher judgments about learner behaviour and other teaching tasks may contribute to teachers' repeated experiences of unpleasant emotions, eventually leading to burnout. This is supported by Ozdemir (2007) who posits that classroom management efficacy, marital status and experience can be considered as significant predictors of the exhausting emotional

dimension of burnout. For example, Teacher C1 shared a previous experience where he became angry, lost his temper and did something that landed him in a state of severe stress to the extent that he was put on sick leave for almost the whole term. This experience, however, caused him to find a strategy to address behaviour in a calm way. He said, "I found new perspective and changed my style". Additionally, Teacher B3 noted,

It is a challenge if one's positive remarks and efforts do not change the performance and behaviour of the learners. You reach wits' end and don't know how to handle it anymore. You are not on top of discipline all the time.

Moreover, the behaviour of both teachers and learners strongly influenced their relationship and the class atmosphere. Scholars cited in this thesis point out that the teacher-learner relationship is crucial for subject motivation and enthusiasm, learner achievement and the school/classroom morale (Brophy & Good, 2008; Evertson & Neal, 2006; Rogers, 2008). Interview data revealed that learners perceived their relationship with their teachers (A1, A2, A3, A4, B1, C1) as very good, close (attached), caring (motherly) and free, particularly when they experienced teacher characteristics, such as 1) teaching for understanding, (2) relating to learners, (3) humour and the ability to interest learners, (4) listening to learners and interacting with them, (5) exhibiting energy and enthusiasm when teaching, (6) treating learners equally and (7) showing care for, and interest in, learners. Learners, who spend significant time with teachers in school, have expectations that the school should be more than just a place where they experience academic interaction. They have needs in other domains, such as the affective domain, as well, as can be seen in the following expressions. "The classroom should be a place where you are happy since it's a place

you relate to a lot and where you spend much of your time” (ALF2). “The school should be a fun and interesting place, where you interact, where you learn morals” (CLF1). Interestingly, it was noted that senior learners sometimes behaved casually towards the teacher. For example, while Teacher B2 wrote exercises on the board for learners to work out in their exercise books, one learner remarked, “We’re done, Sir”. At that moment the teacher was busy writing additional information on the board and he replied, “I’ll be with you now”. The learner then responded, “Take your time, Sir”. Additionally, when Teacher A2 was drawing something on the board, his senior learners clapped and said, “It is better than yesterday’s”, and their teacher responded with a smile.

Furthermore, learners valued mutual respect (between teacher and learners, and learners among each other). Participating teachers also demonstrated cognizance of learners’ need for warmth, care, acceptance, fun, motivation and other emotional needs as their responses indicated:

Before the lesson I would sometimes start a general talk on what to do in certain situations learners may find themselves in, or contemporary issues like passion killing, and relationships. I allow kids to share their problems. If appropriate, I provide advice related to their problems to the class as a whole in case there might be others who go through similar circumstances (B2).

By nature I am a motherly type of person. I show interest in them. Learners responded in a school questionnaire that they like my class because I am fair - treat all equal (A1).

Teacher A3 shared that by showing interest in his learners and their situations often turned things around for the better. He noted, “Things like these make your job worthwhile”. Among ‘high-yield’ strategies (Marzano, 2003, p. 33) are “maintaining effective relationships with learners”. These include, among others, “understanding learners' interests and backgrounds (e.g., the teacher seeks out knowledge about learners and uses that knowledge to engage in informal, friendly discussions with learners); and using behaviours that indicate affection for learners (e.g., the teacher uses humour and friendly banter appropriately with learners)”.

5.4 Strategies/factors that may have hindered the achievement of a classroom environment conducive to teaching and learning

5.4.1 Strategies related to classroom interactions

Classroom interactions, derived from the research data, include instructional interaction and behaviour management.

5.4.1.1 Instructional interaction

The research results show that learning was hindered when instructions to tasks were vague and when teachers' hostile attitudes made learners hesitant to ask for clarity. Hostile attitudes also resulted in low learner participation and motivation. The researcher, for example, observed the following: Teacher A2 gave the number of the exercise for learners to do but did not indicate the page number in the textbook. When learners asked the page number, he responded that they should know. That day learners hardly participated in the lesson. Learners also said, “With some teachers you do not ask for clarity if you did not follow well for fear that you will be accused that you did not listen, or one or other comment that you don't like” (ALF1). “When it is not clear

to us what to do, we get stuck and don't finish" (BLF2). "A teacher's negative feedback affects the learner's motivation" (ALF1).

Learners also expressed a need for teachers to relate subject content to real life examples. "Some teachers don't know how to explain it well, and then you just say 'okay' and leave it there" (ALF2). "Teachers should explain more than is necessary so that we can understand, for example, how is what we are learning used in life?" (ALF1). Woolfolk (2014) suggests that teachers should connect abstract and unfamiliar content with something that learners know and understand for them to see the value of learning.

The speed/pace in which work was covered was also associated with instructional clarity. Learners indicated that the teacher's pace in which he/she went through a topic was sometimes faster than the pace in which they were able to understand the work. "We do not understand when the teacher tries to rush things, speed up the lesson and do not go through the steps again at the end of the lesson" (ALF2). "Sometimes they don't have the necessary patience because they have to rush to cover a certain amount of work in a certain time. There is a need to work more personally with learners" (ALF1). According to the learners, the speed in which they grasped the work could cause them to fall behind. They said, "Biology you can review still, but Mathematics you need to understand the concepts as you go on in order not to fall behind". However, some teachers indicated that, when they were pressed for time, they resorted to a teacher-centred method that would allow faster covering of all the topics prescribed in the syllabus. "When you are under pressure to complete the syllabus, it works better to use the old lecture style where you use the lesson time to convey the necessary content in order not to lag behind" (A2). The main subject in question is

Mathematics and was alluded to as challenging by learners at all three schools. Teacher C2 said that it sometimes discouraged her when the Mathematics examination results were always lower than the other subjects and when the majority of learners performed poorly, despite all the effort she had put into teaching. Her impression was that learners were afraid of the subject. Nevertheless, perceptions of Mathematics as a difficult subject are common worldwide, and much research has been undertaken to provide solutions for teaching and learning in this area. Gresalfi and Lester (2009, as cited in Tobias & Duffy, 2009) in their chapter on ‘What’s Worth Knowing in Mathematics?’ suggest that teachers should be given support that will enable them to use a range of strategies with their learners in order to support their understanding. The national Mathematics Advisory Panel (Gersten, Beckmann, Clarke, Foegen, Marsh, Star, & Witzel, 2009, p. 21) defines explicit instruction as follows:

- Teachers provide clear models for solving a problem type using an array of examples.
- Learners receive extensive practice in use of newly learned strategies and skills.
- Learners are provided with opportunities to think aloud (i.e., talk through the decisions they make and the steps they take).
- Learners are provided with extensive feedback.

They conclude that the focus on covering fewer topics in more depth, and with coherence, that is advocated for general education learners, is as important, and probably more important, for learners who struggle with Mathematics.

Furthermore, ineffective feedback that included redundant information could have hindered clarity. For example, A3 provided answers to homework questions verbally but not in a systematically clear way, since he diverted to subject information that was

not part of the answers. When one considers that it was a new grade level and that the subject content was new, if not corrected, the possibility existed that learners might include information that was not part of the answer when tested. They also might not finish the test in the prescribed time, and hence obtain lower scores. Either the teacher could have announced that he was off-topic, or he could have reserved the talk till after providing homework answers. In their rush to write down answers and because of the pace in which activities happened in class, learners neither interrupted the teacher to ask for clarity. “Confusion creates anxiety and unnecessary stress which is motivationally distracting” (Bartelmes, 2011, p. 1).

Insofar speed is concerned, as has been reported earlier, the speed in which teachers covered the work did not always equal the speed in which learners were able to gain complete comprehension of the work. Teacher B4, for example, showed that she needed to manage and allocate time better when she engaged learners in group work. She only started the group work near the end of the lesson, while she struggled with keeping learners on-task. As a result, the period ended while some groups had hardly started with the task. She demanded of learners to hand in their group assignment before the end of the school day for marking. Learners received their marked assignments the next day and most of the groups scored unsatisfactorily and, unfortunately, the assignment marks contributed to their CAS mark. It would have been fair if another assignment for CAS purposes was given instead of using learners’ marks for their first report, since these marks affected them. Moreover, she only taught the topic once. For this subject (language), a high number of assessments were required for the learners’ final CAS mark, which could be the reason why the teacher rushed matters to ensure she had covered what was expected of her by the end of the year. Marking was also cumbersome for this subject because it involved essays and

shorter writing pieces, while the teacher learner ratio at this school was of the highest in the country, resulting in greater pressure on the teacher. Good and Brophy (2008) note that professional practice requires that teachers make good decisions about classroom assessment, both because testing requires much time and because its effects on learners are important.

Also, low or no learner participation occurred when the teacher-centred/traditional method of instruction was employed. Though teacher presentation and explanation are important, especially when the material to be learned is quite unfamiliar or complex, when it is too extended, the younger learners who have trouble listening for a long period of time would simply switch off. Perry and Van Zandt (2006, p. 14) confirm this when they say, “If lectures are too long and fail to involve the participation of the learners, the teaching opportunity may be lost to the restlessness of the recipients”. Woolfolk (2014, p. 557) notes that “teacher presentation can put the learners in a passive position by doing much of the cognitive work for them; this may prevent learners from asking or even thinking of questions”. This state of affairs was noted during observations at the three schools – after a long presentation, learners in some classes seemed too tired to respond to the teacher’s question. At a few occasions the researcher observed how lack of learner engagement resulted in loss of attention and sleepiness (A3, B3). The traditional teaching style may not stimulate and motivate learners to engage in the content as much as when they are part of class interactions in an atmosphere characterised by vigour. Meaningful interaction and stimulation in class could raise learners’ level of interest to engage more fully with the topic on their own, as could be seen in the case of Teacher A1, where a learner went to Google the topic discussed in class.

However, it was not only a teacher-centred approach that resulted in limited learner engagement, but also teasing and mocking by fellow classmates. For example, Teacher B3 said, “The level of participation is a bit low. It seems learners are afraid of what their classmates will say; to be mocked. They are not always strong enough to handle negative comments”. Learners’ interview responses also confirmed the issue of mocking as a hindrance to participation. “Some learners will not participate because others might mock them. There are those who make fun of others; when someone answers a question you will hear funny noises (mocking)” (BLF1). However, some teachers also limited learner participation to avoid noise.

Moreover, teachers applied a limited range of teaching methods during the research period. Boadu (2015) argues that the utilisation of multiple instructional strategies in teaching subject content is effective in meeting learners’ individual needs and caters for diversity. Results of this research concur with Cangelosi (2008, p. 252) who suggests that “an optimum mix of different types of sessions guards against the monotony that leads to learner boredom”. For example, learners said that “too much reading (during English lessons) gets boring and you fall asleep” (ALF2). Furthermore, Teacher A3 chose to avoid group work in the junior grades because of fear of disruption. Likewise, C1 said, “Group work seldom works; it is a waste of time. Lecture style works better in high school and you get satisfactory results; group work results in chaos”. Such responses may indicate a need for when and how to execute group work in a way that both the teacher and learners will appreciate its advantages, namely, that it may enhance learners’ achievement and social relations if planned and implemented effectively (Good & Brophy, 2008).

Additionally, too much homework caused learners to experience negative feelings of confinement and being overloaded. Senior learners at School A said during focus group interviews, “Sometimes teachers give homework all the time as if you have nothing else that you must do after school. It can be hard to cope with all the homework” (ALF1). The consideration of the quantity and difficulty of homework by teachers has been alluded to by various scholars. Regarding research on homework and its effects, Cooper, Robinson, and Patall (2006, p. 48) found that “the relationship between the amount of homework learners do and their achievement outcomes was found to be positive and statistically significant, with only rare exceptions”. Cooper concluded that “doing homework causes improved academic achievement” (p. 48). The same study, nevertheless, revealed that, “too much homework may diminish its effectiveness or even become counterproductive, even for senior learners” (p. 53).

5.4.1.2 Behaviour management

Much of the data related to behaviour management gave the impression that teachers resorted to hostile behaviour management strategies, not always because they really preferred to be unkind to learners. Rather, they wanted learners to comply to give the impression that they were in control of their classes, since noisy classes are usually blamed on poor management, a view that is not supported by social constructivists. Observation results revealed the use of some behaviour management strategies that could hinder learner participation and also affect the class atmosphere and the teacher-learner relationship negatively. Nevertheless, the aforementioned status quo (of gaining learner compliance often in an unkind manner) seemed to be maintained in many of our schools.

Data for this research revealed that teachers' hurried responses to reprimand uncooperative learners publically in a tone that could cause feelings of embarrassment, humiliation and of disfavour often led to responses of resistance, withdrawal (of class participation), antagonism and a negative class atmosphere. Such strategies were observed of teachers at all the three schools (A3, B1, C1, and C3). Though some teachers seemingly succeed to restore the class atmosphere and mood after such incidences, the extent of harm caused by unkind words and attitudes might not always be known to the inflictor. Research also confirmed the harmful impact of hostile responses. For example, Lewis, Romi, Katz and Qui (2008) have shown that learners with a negative perception of their teacher's actions in class lack motivation and have a negative attitude towards the subject being taught. Postholm (2013) reviewed 20 research articles on classroom management research, dated between 2008 and 2012. He found that all articles show that teachers' good self-understanding and social and emotional competence are key to good classroom management.

Whereas the Namibia Code of Conduct for Teaching Service (Government Gazette of the Republic of Namibia, 2004, p.4) prescribes that teachers:“(h) may not, in any form, humiliate or abuse a learner (i.e. physically, emotionally or psychologically); (i) may not administer corporal or any other degrading punishment upon a learner”, some teachers, nevertheless inflicted such forms of discipline on their learners. Grade 9 learners (CLF2) revealed that they felt belittled when a teacher (C3) compared them to other schools or ethnic groups in a derogative way, and they tended to withdraw their class participation after such utterances. Teacher C3 also admitted that he used corporal punishment. His extended response on the subject (under the section ‘Reducing disruptions and misbehaviour’) showed feelings of disempowerment because of the prohibition of corporal punishment. Woolfolk (2014, p.284) emphasises

that punishment in and of itself does not lead to any positive behaviour. Harsh punishment communicates to learners that “might makes right”, and may encourage retaliation. Though it is important to provide and enforce clear procedures and sound rules, it should be done in a way that does not demoralise the classroom climate (Van Tartwijk, Den Brok, Veldman, & Wubbels, 2009).

Other behaviour management strategies in the study that might be of a counterproductive nature in certain circumstances are the following:

Some teachers at School B and School C said that they made learners work from beginning to end to avoid misbehaviour (B1, B3, C2, and C3). If this is done often, and only with the aim to avoid misbehaviour rather than to reinforce learning, it could be related to what Brophy (2008) refers to as just ‘busywork’ that is not likely to achieve any objectives attached to it.

In terms of teacher-learner relationships, the constructivist perspective emphasizes that learning is aided by social interaction with peers and teachers and via real world experiences (Parsons et al., 2001). This implies that the child’s learning is seen as social. Key in constructivist education is a socio-moral atmosphere (Fosnot, 1996) in which mutual respect is continually practiced. The Namibia Education Act 2001 also underscores respect of the dignity, person and property of both teachers and learners. Lack of respect is likely to compromise the conduciveness and morale of the teaching and learning environment, as the following incident demonstrates. Teacher B1 expressed concern that learners, particularly the boys, did not show her respect. However, her inability at times to remain calm when behaviour she perceived as disrespectful occurred did not reinforce a positive relationship. Among Marzano’s high-yield strategies for class management (Marzano, 2009) is the ability of a teacher

to display objectivity and control, for example, the teacher behaves in ways that indicate he or she does not take infractions personally.

Furthermore, the Grade 11 focus group at School B complained that Teacher B2 did not give equal attention to all learners. “Sometimes you get the impression that Teacher B2 gives more attention to a certain section of the class. He spent more time explaining to them, but when we (at the back) call him to explain the work, he is somewhat abrupt” (BLF1). It should be noted that disruptive behaviour often revolved around learners seated in the back rows and this could bring them in disfavour with the teacher. The response of the Grade 11 learners at School C also gave the impression that they would like to be closer to Teacher C2. They said,

She needs to allow a bit of socialising, talking on other topics that might not necessarily relate to the subject. There’s no free communication with the teacher.

This does not necessarily have a negative effect towards the subject, but you do not look forward to the class because of this (CLF1).

Where Lewis, Romi, Katz and Qui (2008) have shown that learners with a negative perception of their teacher’s actions in class lack motivation and who have a negative attitude towards the subject being taught, the aforementioned response of CLF1, however, implied that learners did not necessarily develop a negative attitude towards the subject because of their teacher’s strictness when it came to conversations on non-subject matters or learner chatting. This could be because of learners’ interest in the subject (intrinsic motivation) and/or the teacher’s general conduct with learners (the researcher never observed the teacher using any unkind remarks that had tones of sarcasm and criticism, or showed any hostile attitude. Even though she did not tolerate chatting, she remained respectful towards the learners and treated all equally). Thus, it confirms that

continued mutual respect is key (constructivist view) in the classroom, even when the teacher acts with firmness.

5.5 Factors that play a role in class management strategies that teachers used

According to the research findings, factors that influenced teachers' class management styles included *personal factors* (e.g. personality, family background, past experiences with teachers as a learner); *school factors* (e.g. dealing with different learners, knowing learners backgrounds, learning from colleagues/mentors, school platforms/supporting groups such as staff meetings, cluster grouping, support from heads of departments or subject heads and the school's code of conduct); *training factors* (tertiary training, experience in teaching profession/teaching the subject at various levels, professional development training and marking-criteria workshops). Furthermore, none of the teachers made reference to their gender as a factor that influenced their management style. The majority of the teachers also indicated that their training was not the major source that prepared them for class management, or did not prepare them at all, though it prepared them well to teach the subject. Nevertheless, half the battle is won when a teacher goes to class with a well-prepared lesson. Chesley and Jordan (2012) and Freeman, Simonsen, Briere and MacSuga-Gage (2014) show similar findings, namely that many teachers do not receive adequate pre-service training in classroom management and, therefore, they feel unprepared for the demands of managing learner behaviour.

Moreover, research shows that beliefs about self-efficacy are strong predictors of teachers' level of efficaciousness in class management (Anthony & Kritsonis, 2007). Likewise does mentorship, especially for novice teachers (Goodwin, Roegman, & Reagan, 2015). The school climate and support from school management also play an

important role in teachers' sense of self-efficacy. Teachers' sense of efficacy is higher in schools where the teachers receive help in solving instructional and management problems from their principals (Çapa, 2005). Underscoring the importance of a support system, UNICEF (2007, p. 72) likewise points out that improved management, higher remuneration, effective appraisal systems, forums through which teachers can influence policy, acknowledgement of their concerns and opportunities for them to identify their training and other needs would all contribute to improving morale and motivation and, in consequence, raise teaching standards.

5.6 Contribution to research knowledge

The research results and cited literature affirm the social aspect of learning and the value of a constructivist approach to class management to the school/classroom climate. Overall, the study provides some insight for teachers, school personnel and administrators who want to foster a school environment conducive to teaching and learning. Additionally, the study offers a point of departure for future research. Continued investigation in this area can help to strengthen and support the performance of teachers, learners and schools, in general.

There is a need for research on class management strategies and their influence in the setting (Namibia) where this research was conducted in order to highlight what is needed to improve school standards and performance, since the said subject remains poorly researched in Namibia. Most of the elements pertaining to classroom management that emerged from this research were not covered in previous studies carried out in the country since those studies did not have a focus on classroom management strategies though they investigated learner behaviour/discipline.

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

6.1 Conclusions

This study looked at class management strategies used by secondary school teachers (teaching Grade 9's and 11's respectively) at two state schools and one private school in Windhoek in the Khomas Education Region and the influences of these strategies on the teaching and learning environment. Factors that influenced teachers' use of particular strategies were also explored.

The research results confirmed that class management has an important role to play to ensure an environment and atmosphere in which teaching and learning thrive. The study, furthermore, underlined the need to cover thoroughly in teacher training programmes those aspects of class management that can provide teachers with alternatives to weak/harmful strategies and enable them to achieve a conducive teaching and learning environment. The findings suggest that when teachers are more focused to improve teaching time and the presentation of content to enhance learners' enthusiasm towards, as well as understanding and mastering of the subject, it will aid significantly to eliminate learners' behavioural problems. In addition, some teachers need to allow more learner involvement to increase learners' motivation and interest, though involvement should also be carefully planned and controlled.

Furthermore, the teacher-learner relationship greatly influences the class atmosphere and when this is characterised by positive conduct, it can contribute to energising both teachers and learners. However, when negative attitudes and emotions dominate, it can lead to exhaustion and burn-out for teachers and lack of motivation and interest in learners which may eventually affect their academic performance. Therefore, in order

to create a teaching and learning environment that promotes the academic and social development of learners, teachers would ideally include a combination of effective strategies in their classrooms, while they enjoy collegial, management and administrative support. Finally, learners in classrooms where teachers apply a number of these strategies simultaneously would be expected to have higher levels of academic achievement and lower levels of disruptive behaviour in the classroom.

6.2 Recommendations

Based on this research and related literature, the following recommendations could be considered by various stakeholders in education to improve class management and the teaching and learning environments at schools:

Teachers

- The findings reveal that teachers' class management practices are mainly influenced by how they perceive the topic, their experiences of the management styles of others (those who taught them when they were schooling, colleagues and family members in the profession), while their personalities and characters also play a role. However, these not only offer limited options, but are often incompatible with the diverse and modern generation that they teach. It is, therefore, recommended that teachers update or refresh their knowledge constantly through studying various pedagogical theories in the area of class and behaviour management. More so since knowledge/lack of knowledge has an influence on behaviour. This may assist them in finding a more contextual, integrated and conducive approach to class management, even if it means changing the status quo.

Principals

- Schools should create platforms where teachers can share strategies that work/do not work, as well as create an environment where teachers feel safe and free to ask questions, offer suggestions and express concerns. Furthermore, Rogers (2008) suggests that a whole-school approach strategy to behaviour management will produce significant, successful results (including a positive morale).

Ministry of Education

- Teachers in this research study and many others very often complain about a hefty syllabus, and have to rush to cover all the topics, resulting in resorting to teacher-centred methods with no or limited learner involvement; in the process they compromise teaching and learning. To be realistic in terms of the time teachers have for teaching and revision, the syllabus should focus on covering fewer topics in more depth, as suggested by Gersten, et al. (2009). This will allow ample and in-depth teaching time and assistance to learners with these topics, while teachers may have more room to be innovative.

Teacher training institutions

- Class management and various theories related to the subject should be adequately covered during teacher training. It is, therefore, recommended that class management be offered as a full module rather than only a topic within a module, considering its importance for the profession, teaching and learning outcomes, as well as its influence on teacher burnout and attrition rates.

Further research

Further studies that are recommended are:

- The managerial styles of the school management at secondary schools and their (i) influence on class management and (ii) bearing on academic results.
- This research could be replicated and expanded to a larger sample, but looking at fewer components of classroom management in more depth.

I am a teacher! What I do and say are being absorbed by young minds who will echo these images across the ages. My lessons will be immortal, affecting people yet unborn, people I will never see or know. The future of the world is in my classroom today, a future with the potential for good or bad. The pliable minds of tomorrow's leaders will be moulded either artistically or grotesquely by what I do.

What Teacher Education Programs forget to tell their candidates: In recalling their school years, students mostly remember their teachers, and not the courses they took (Kizlik, 2016).

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APPENDIX 1: Research Permission letter from University of Namibia

UNIVERSITY OF NAMIBIA

Private Bag 13301, 340 Mandume Ndemufayo Avenue, Pionerspark, Windhoek, Namibia



The School of Postgraduate
Studies
P.Bag13301
Windhoek, Namibia
Tel: 2063523

E-mail: cshaimemanya@unam.na

Date: 23-09-2013

TO WHOM IT MAY CONCERN

RE: RESEARCH PERMISSION LETTER

1. This letter serves to inform that student: A.S. Pick (Student number: 9995862) is a registered student in the Department of Curriculum, Instruction & Assessment at the University of Namibia. His/her research proposal was reviewed and successfully met the University of Namibia requirements.
2. The purpose of this letter is to kindly notify you that the student has been granted permission to carry out postgraduate studies research. The School of Post Graduate Studies has approved the research to be carried out by the student for purposes of fulfilling the requirements of the degree being pursued.
3. The proposal adheres to ethical principles.

Thank you so much in advance and many regards.

Yours truly,

Name of Main Supervisor: C.B. Villet

Signed: [Signature]

Dr. C. N.S. Shaimemanya

Signed: [Signature]

Director: School of Postgraduate Studies

APPENDIX 2: Researcher's request to the Ministry of Education for permission to conduct research

PO Box 70177
Komasdal
Cel. (264) 081 311 0647
Work tel. (264 61) 206 3051/2

23 September 2013

Mr A Ilukena
Permanent Secretary
Ministry of Education
WINDHOEK

Dear Mr Ilukena

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN SCHOOLS

My name is Anneline Pick, and I am a Master of Education student at the University of Namibia (UNAM). The research I wish to conduct for my Master's thesis involves "Class management strategies that secondary teachers use and its influence on the classroom environment". The research will be conducted under the supervision of Dr Charmaine Villet, Dean of the Faculty of Education at UNAM and Ms Alet Scott as co-supervisor.

I am hereby seeking your consent to approach schools in Windhoek, Khomas Education region, to provide participants for this study.

I have included a copy of my thesis proposal summary which state the methodology (p.2-3, para.2&3) to be used in the research process (namely, class observations and interviews with teachers and learners), ethical considerations by which I will abide (p.3), etc. Included, also find a copy of the approval letter which I received from the University of Namibia.

Upon completion of the study, I undertake to provide the Ministry of Education with a copy of the full research report. If you require any further information, please do not hesitate to contact me on cel: 081 311 0647, fax 061-2063050/3684 and email address: apick@unam.na. Thank you for your time and consideration in this matter.

Yours sincerely,



Anneline Pick
University of Namibia
Student nr. 9995862

APPENDIX 3: Reply from Directorate of Education to conduct research



**KHOMAS REGIONAL COUNCIL
DIRECTORATE OF EDUCATION**

Tel: (0926461)293 4410
Fax: (09 264 61) 231367
Enquiries: **A. Murere**
File No.: 12/2/6/1

Private Bag 13236
Windhoek

18 October 2013

Ms. A. Pick
P. O. Box 70177
Khomasdal
Windhoek

Dear Ms. A. Pick

SEEKING PERMISSION TO CARRY OUT RESEARCH WITH REGARD TO CLASS MANAGEMENT STRATEGIES THAT SECONDARY SCHOOLS TEACHER'S USE AND ITS INFLUENCE ON THE CLASSROOM ENVIRONMENT IN THE KHOMAS REGION

Your letter dated 08 October 2013 is hereby acknowledged.

Your request to conduct a research at H [redacted] High School with regard to "Class management strategies that secondary school teacher's use and its influence on the classroom environment" is approved with the following conditions:

- ❖ The Principal of the schools to be visited must be contacted before the visit and agreement should be reached between you and the principal.
- ❖ The school programme should not be interrupted.
- ❖ Teachers who will take part in this exercise will do so voluntarily.
- ❖ Khomas Education Directorate should be provided with a copy of your findings.

Wish you all the best.

Yours sincerely
[Signature]
MS. A. STEENKAMP
DEPUTY DIRECTOR OF EDUCATION
DEPUTY DIRECTOR
KHOMAS REGION

APPENDIX 4: Reply/permission from private school

Pick, Anneline

From: [redacted] <[redacted]@[redacted].org>
Sent: Monday, November 11, 2013 7:23 AM
To: Pick, Anneline
Cc: [redacted]
Subject: Research at [redacted]

11 November 2013

Ms Anneline Pick
University of Namibia
Windhoek

Dear Anneline

I refer to your request dated 25 October. Thank you for your interest in this school. Generally we do not encourage research projects at the [redacted]; however, the title of your project suggests practical use and information, which could be valuable to the [redacted].

I am pleased to inform you that the Management of the [redacted] supports your research at the times as you suggested, but under the following conditions:

- Observation is permitted in two Grades 9 and 11 classes. We do not wish any disruption to Grade 12 classes.
- Subject teachers will be allocated to you nearer to the time.
- We trust that your findings will be shared with the [redacted] written form but possibly also in person, which might allow for questions.

I look forward to meeting you.

With kind regards and best wishes for your project

Principal

cc. [redacted] (School)
[redacted] (Grade 11)

Tel: [redacted]
Fax: [redacted]

APPENDIX 5: Letter to state school to obtain consent

PO Box 70177
Khomasdal
Cel. (264) 081 311 0647
Work tel. (264 61) 206 3051/2
apick@unam.na

13 November 2013

The Principal
High School
Khomasdal

Dear Sir

INVITATION TO PARTICIPATE IN A RESEARCH STUDY

I am kindly inviting your school to participate in a research that I wish to conduct as part of a Master's in Education degree I am pursuing at the University of Namibia.

The research I wish to conduct for my Master's thesis involves "Class management strategies that secondary school teachers use and its influence on the classroom environment". Two grade nine and two grade eleven classes will be engaged in the research, as well as two subject teachers who teach the selected classes (i.e. two teachers and two classes in each grade, meaning a total of 4 teachers and 4 classes). I intend to observe the classes as a non-participant observer for the period indicated below. Furthermore, I wish to conduct semi-structured interviews with the selected subject teachers regarding the factors that influence their use of particular class management strategies. Focus group interviews with learners (a percentage from each class) will aim at gathering information on, and understanding of how teachers' class management strategies influence their learning. The data collection exercise at your school is planned for the first trimester of 2014 as follows: 3 - 6 February; 3-14 March.

The findings of the research might, among others, advise the government's Education and Training Sector Improvement Programme (ETSIP) particularly with regard to teacher

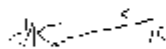
development during pre- and in-service training, to ensure enhancement of the relevance and responsiveness of such training to the needs and situations of schools. Furthermore, it might help school personnel, education administrators and policy makers to introduce interventions, using the perceptions of teachers and learners as a knowledge base, to make behaviour management at our schools work more effectively.

I have included a copy of my thesis proposal summary which state the methodology (p.2-3, para.2&3) to be used in the research process (namely, class observations and interviews with teachers and learners), ethical considerations by which I will abide (p.3, para.3), etc. Please be assured that your participation in this research is confidential and at no time will the name of your school or the name of a teacher and learner be identified in the thesis. Included, also find a copy of the respective approval letters which I received from the University of Namibia, the Permanent Secretary and the Director of Education: Khomas region.

Upon completion of the study, I am willing to share the findings of the research with the school. If you require any further information, please do not hesitate to contact me at the above contact numbers or email. Thank you for your time and consideration in this matter.

Thank you in anticipation.

Yours sincerely,



Anneline Pick
University of Namibia
Student nr. 9995862

APPENDIX 6: Interview guide – learners’ focus-group interview

QUESTIONS
1. What does your teacher do in class to help you understand the subject well and make learning easy for you?
2. Do you enjoy your classes?
3. A) If yes, why? (B) If no, why not?
4. Of the two classes, which one is your favourite class? Why?
5. What is it about the other class that you don't like and why?
6. What is a good teacher to you?
7. What adjectives would you use to describe your teachers?
8. How would your teacher/s describe you?
9. What are the body languages and voice tone of your teachers and what effect does it have on you?
10. How often do you participate in lessons?
11. How would you describe the relationship among learners in your class?
12. How would you describe learners' relationship with the teachers?
13. Does the teacher give clear instruction for a task?
14. If you should list four characteristics about a teacher's behaviour in class that you regard as very important for your learning, what would that be?
15. How neat is your classroom and do you like the way it is organized (seating, etc.)? How does it affect you and your work? (your motivation, behaviour and learning)
16. How organized is your teacher? How does it affect you and your work?
17. What attention do you give your subjects after school (only do homework; do you read through your work; do you do research about topics for better understanding, etc.?)
18. Which subject do you give most attention and why?
19. Which subject do you give least attention / neglect and why?
20. How motivated are you to do well in this subject?
21. How are your parents / guardians involved in your school work?
22. Additional input from learners

APPENDIX 7: Interview guide – teachers’ focus-group interview

QUESTIONS	
1.	How would you define class management?
2.	What class management strategies should be encouraged/avoided and why?
3.	What do you do to keep learners focused on their work and to cooperate with you?
4.	Does learner behaviour impact grades?
5.	What, do you think, could be the reasons why some learners perform well and some not in their assessment/tests?
6.	Do all learners have their own textbook?
7.	Do you report broken desks, chairs, etc. and how long does it take to get it fixed or replaced?
8.	In which ways do the principal and management show support to teachers in dealing with disciplinary problems?
9.	What do they do to improve discipline at the school?
10.	Do you arrange you desks/seating certain ways for specific reasons and what are the reasons?
11.	At what platform(s) do teachers share class management strategies with each other?
12.	Does the school have a specific framework/whole school approach to deal with behaviour of learners?
13.	What is the general morale/atmosphere at your school?
14.	Do you teach according to your subject curriculum?
15.	Do you manage to cover the entire curriculum?
16.	How do you encourage quiet and introvert learners to participate?
17.	How do you handle dominant learners?
18.	What support would you like to come from the regional office/Board to improve your situation in class?
19.	What support would you like to come from the school management / parents to improve your class situation?
20.	Additional information by teachers

APPENDIX 8: Interview guide – individual teachers

QUESTIONS
1. Discuss some class management strategies that work very well for you.
2. What do you do to decrease classroom disruptions?
3. What actions do you take to deal with difficult learners and disciplinary problems?
4. When learners talk/have conversations with each other, how do you deal with it?
5. How well did your training prepare you for class management?
6. How do you show care and support to learners?
7. How do you communicate (body language, voice tone, etc.) to learners?
8. How do you give instructions for a task (verbally, Ls copy from board, hand out)?
9. When a learner misbehaves, what is the effect (i) on you (ii) on the class/lesson?
10. What are the things that contribute to your management style? (Was it part of your training, was it how you experienced your teacher when you were in school; did you learn it from another teacher (senior? Or junior?), your personality and personal background, etc.?)
11. How do you deal with learners who perform poorly / WELL in your subject?
12. What challenges do you experience regarding class discipline?
13. Do you apply rules and routines in your class? What are they? Do you reinforce them throughout the year? What effect do they have on the teaching and learning environment?
14. How do you vary your lessons/periods – i.e. teaching methods?
15. Do you reward good behaviour, participation and performance? How?
16. What is the level of verbal participation of learners in lessons?
17. Additional information by teachers

APPENDIX 9: Outputs (excerpts) of coded data in Atlas TI

Codes-quotations list

Code-Filter: Current quotations

HU: teachers 1
File: [F:\class management\documents\teachers 1.hpr7]
Edited by:Super
Date/Time: 2014-09-19 22:42:41

Code: create positive atmosphere {1-0}

P 1: MEd individual TEACHERS 1.docx - 1:4 [I do revision in a playful way..] (11:11) (Super)

Codes: [create positive atmosphere][instructional strategy]
No memos

Code: facilitate learning {1-0}

P 1: MEd individual TEACHERS 1.docx - 1:7 [Because they enjoyed the way t..] (11:11) (Super)

Codes: [facilitate learning][instill positive attitude towards subject]
No memos

Because they enjoyed the way the revision was done they develop enthusiasm to prepare for the test.

Code: instill positive attitude towards subject {1-0}

P 1: MEd individual TEACHERS 1.docx - 1:7 [Because they enjoyed the way t..] (11:11) (Super)

Codes: [facilitate learning][instill positive attitude towards subject]
No memos

Because they enjoyed the way the revision was done they develop enthusiasm to prepare for the test.

Code: instructional strategy {3-0}

P 1: MEd individual TEACHERS 1.docx - 1:3 [I also give the learners a lot..] (11:11) (Super)

Codes: [instructional strategy][prevention strategy]
No memos

I also give the learners a lot of work. Sometimes they have to copy notes from the board in order to keep them busy.

P 1: MEd individual TEACHERS 1.docx - 1:4 [I do revision in a playful way..] (11:11) (Super)

Codes: [create positive atmosphere][instructional strategy]
No memos

I do revision in a playful way that learners enjoy shortly before they write test.

Primary Doc Family: focus group learners

HU: T1~2 - OT1~2 - FT - FL1 (14 Oct C)

File: [E:\class management\documents\T1~2 - OT1~2 - FT - FL1 (14 Oct C).hpr7]

Edited by: Super

Date/Time: 2014-11-06 11:12:11

Created: 2014-10-29 17:06:49 (Super)

Primary Documents (6): [P16: ALF1.docx] [P17: BLF1.docx] [P18: CLF 1.docx] [P23: ALF2.docx] [P24: BLF2.docx] [P25: CLF2.docx]

Codes [35]: [class atmosphere] [cohesiveness] [communicating clear expectations and consequences of behavior] [competitiveness] [difficulty] [Exhibiting assertive behavior] [facilitate learning] [factors that influence learners' academic performance] [friction] [Ignore behaviour] [innovation] [instill positive attitude towards subject] [instructional challenges] [instructional strategy] [keep students attentive] [learner motivation] [make content relevant] [monitoring students' activities] [negative punishment] [order and organization in class] [physical environment] [Positive reinforcement and feedback] [prevention strategy] [psychological safety of class] [reinforce work covered] [satiation] [satisfaction] [show care] [speed] [student engagement] [task orientation] [teacher control] [Teacher learner relationship] [varying teaching methods] [verbal and physical reaction]

Quotation(s): 146

P16: ALF1.docx - 16:1 [B is motherly] (26:26) (Super)

Codes: [Teacher learner relationship - Family: instructional strategy]

No memos

B is motherly

P16: ALF1.docx - 16:2 [(M)Good, honest, serious but n..] (26:26) (Super)

Codes: [class atmosphere - Family: instructional strategy] [Teacher learner relationship - Family: instructional strategy]

No memos

(M)Good, honest, serious but nice and funny. He like us to work.

P16: ALF1.docx - 16:3 [Bio have clicks] (46:46) (Super)

Codes: [cohesiveness - Family: instructional strategy]

No memos

Bio have clicks

P16: ALF1.docx - 16:4 [in math we are together.] (46:46) (Super)

Codes: [cohesiveness - Family: instructional strategy]

No memos

in math we are together.

P16: ALF1.docx - 16:5 [(new)There's a bond among lear..] (46:46) (Super)

Codes: [cohesiveness - Family: instructional strategy]

No memos

(new)There's a bond among learners who were from the same class as previous year

P16: ALF1.docx - 16:6 [(new) There are clicks, but we..] (46:46) (Super)

Codes: [cohesiveness - Family: instructional strategy]

No memos

(new) There are clicks, but we get along with each other even if someone is not your best friend. We talk outside class even though we are not in the same click.

P16: ALF1.docx - 16:7 [Mutual respect (t vs L) in mat..] (50:50) (Super)

Codes: [class atmosphere - Family: instructional strategy] [Teacher learner relationship - Family: instructional strategy]

No memos

Mutual respect (t vs L) in math class Respect with relaxed atmosphere (math)

P16: ALF1.docx - 16:8 [Both M and B allow us to be pl..] (50:50) (Super)

Codes: [Teacher learner relationship - Family: instructional strategy]

No memos

Both M and B allow us to be playful with them and we feel free to ask them questions.

P16: ALF1.docx - 16:9 [(En) Some teachers just have i..] (50:50) (Super)

Codes: [Teacher learner relationship - Family: instructional strategy]

No memos

(En) Some teachers just have issues with students and vice versa. There seem to be personality clashes between students and teachers. Students are generally quite respectful. Teachers encourage us to ask questions, have open discussions and debate. Generally the teacher and learner relationship is good.

P16: ALF1.docx - 16:10 [We ask teachers if we need cla..] (54:54) (Super)

No codes

No memos

We ask teachers if we need clarity on work and they will explain.

P16: ALF1.docx - 16:11 [instruction for a task? We ask..] (53:54) (Super)

Codes: [facilitate learning - Families (2): instructional strategy, teaching and learning resources]

No memos

13. Does the teacher give clear instruction for a task?

P16: ALF1.docx - 16:12 [I wish school was more fun; it..] (58:58) (Super)

Codes: [class atmosphere - Family: instructional strategy] [learner motivation - Family: instructional strategy]

No memos

I wish school was more fun; it can be depressing to have one class after the other, go home do homework, sleep and so it goes. Perhaps we can have more fun during lesson time, not to be so serious all the time. To be less block shape. A overseas exchange student described it as boring and not enjoyable. I am excited to see my friend but not for my class. Some teachers would not even allow you to talk to your neighbour while you work, but class becomes better if you can talk to someone instead of just sitting quiet and do your work;

P16: ALF1.docx - 16:13 [Some teachers would not even a..] (58:58) (Super)

Codes: [Teacher learner relationship - Family: instructional strategy]

No memos

Some teachers would not even allow you to talk to your neighbour while you work, but class becomes better if you can talk to someone instead of just sitting quiet and do your work; but with Bio we may.

> Classwork (to see LS progress & where & who still struggle)
> LS write on board (give them confidence; other LS ask questions about answer on board & interaction takes place)

P 5: AOT2.pdf - 5:2 [] (@609-@464) (Super)

Codes: [facilitate learning - Families (2): instructional strategy, teaching and learning resources] [monitoring progress - Family: instructional strategy] [show care - Families (3): class climate, instructional strategy, relationship dimensions] [verbal and physical reaction - Families (3): class climate, instructional strategy, relationship dimensions]
No memos

⁴¹ Q5. Strict faint expression, raise voice a bit.
Q7 Identify weak LS, move to their desk to assist & allow them to ask questions one on one - ~~give~~ ^{give} individual attention - extra teaching during 2nd break & Mon & Wed after school.

P 5: AOT2.pdf - 5:3 [] (@709-@604) (Super)

Codes: [facilitate learning - Families (2): instructional strategy, teaching and learning resources] [physical environment - Families (2): Physical environment, teaching and learning resources]
No memos

Seating: LS x 3 & 2 (pairs)
Decor. LCD, wall clock, relevant posters

P 5: AOT2.pdf - 5:4 [] (@603-@162) (Super)

Codes: [facilitate learning - Families (2): instructional strategy, teaching and learning resources] [instructional strategy - Families (2): class climate, instructional strategy] [monitoring progress - Family: instructional strategy] [monitoring students' activities - Family: instructional strategy] [task orientation - Family: instructional strategy] [teacher control - Families (3): class climate, instructional strategy, relationship dimensions]
No memos

3. T ask for homework
 - T ask Ls to give method of calc.
 - T use ~~the~~ whiteboard as calculations are done
 - T repeat answer of L for clarity
 - T write task on board during lesson time - board has limited space. ^{part of} Previous calculations were erased
 - T allows learners to discuss (in their seats with partner) the task on the board, ^{How much time gives} before he start his explanation. T Ask if Ls are done - they reply NO. He gave extra time i.e. 2min
 - All Ls have textbook, calculators & necessary stationery.
 - T moves around desks to see how Ls progress & gives clarity where needed
 - T. stick to 2 min - additional time
 - Do together on Board (no questions/clarity asked by T+Ls)

P 5: AOT2.pdf - 5:5 [] (@160-@1) (Super)

Codes: [class atmosphere - Families (3): class climate, instructional strategy, relationship dimensions] [Exhibiting assertive behavior - Families (3): class climate, instructional strategy, relationship dimensions] [monitoring students' activities - Family: instructional strategy] [student engagement - Families (2): class climate, instructional strategy] [verbal and physical reaction - Families (3): class climate, instructional strategy, relationship dimensions]
No memos

- T give class exercise from textbook.
- (L asks page no. Teacher respond L should know)
- Low participation level - small fraction ☹️
- T move among desk as Ls do exercise.
- Some (few Ls) do not have proper writing book (use notepad instead. T ^{tell} ~~ask~~ them to get the right exercise book (hard cover) ASAP.

APPENDIX 10: Letter of Editor (of my thesis)

Word Trust

Prof. T. C. Smit
P. O. Box 90548
Windhoek
Namibia

email: tcsmit2@gmail.com
Cell: +264 81 129 6339

25 July 2017

To whom it may concern

I, the undersigned, hereby acknowledge that I edited and proof read the following MEd thesis for language and typographical correctness:

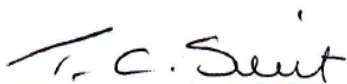
CLASS MANAGEMENT STRATEGIES THAT WINDHOEK SECONDARY SCHOOL TEACHERS USE
AND THEIR INFLUENCE ON THE CLASSROOM ENVIRONMENT

by A. Pick

I have indicated the areas in the thesis to which attention should be paid. All textual changes made to this thesis after the date above are not covered by the editing and proof reading.

I trust that my advice was accepted and that these corrections and changes were executed as suggested.

Sincerely



Prof. T. C. Smit

PhD (Cognitive Linguistics); MA (TESOL); BA Hons. (TESOL); BA Hons. (English Literature); Post-Graduate Diploma in Special Education (Remedial Teaching); Post-Graduate Diploma (Secondary Teaching); BA (Languages)