

**CLASSROOM MANAGEMENT STRATEGIES EMPLOYED BY
NOVICE TEACHERS IN SECONDARY SCHOOLS IN THE
OSHANA REGION IN NAMIBIA**

**A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE**

OF

MASTER OF EDUCATION

(LEADERSHIP, MANAGEMENT & POLICY STUDIES)

OF

THE UNIVERSITY OF NAMIBIA

BY

ELINA N.N. ANGULA

200730673

SEPTEMBER 2019

MAIN SUPERVISOR: PROF. REHABEAM K. AUALA

CO - SUPERVISOR: DR. COLLIN K. TJITEMISA

APPROVAL PAGE

This research has been examined and is approved as meeting the required standards for partial fulfilment of the requirements of the degree of Master of Education.

Internal Examiner

Date

External Examiner

Date

Dean: Faculty of Education

Date

DECLARATION

I, Elina Nekefo Ngondyodhi Angula, 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.

No part of this thesis may be reproduced, stored in any retrieval system, or transmitted in any form, or by means (e.g. electronic, mechanical, photocopying, recording or otherwise) without the prior permission of the author, or the University of Namibia.

I, Elina Nekefo Ngondyodhi Angula, grant the University of Namibia the right to reproduce this thesis in whole or in part, in any manner or format, which the University of Namibia may deem fit.

Elina N. N. Angula

Date

ABSTRACT

This study sought to investigate the classroom management strategies employed by novice teachers in Oshana Educational Region to ensure classroom discipline. The study was informed by the following major questions: (a) What are the views and background knowledge of novice teachers in Oshana Educational Region with regard to classroom management strategies? (b) What challenges are faced by novice teachers in Oshana Educational Region when managing learners in their classrooms? (c) What strategies can novice teachers use to maintain good classroom behaviour? (d) How can novice teachers be supported in order to manage learners in their classrooms effectively?

To answer the main research question, a qualitative research methodology was used to gather respondents' views and perspectives. Data were collected using interview and observation schedules. Ten novice teachers were selected from five secondary schools in Oshana Educational Region to take part in the study. All respondents were interviewed and, in addition, classroom observations of three respondents were done. Content analysis was used to analyse the interviews and classroom observation notes. The study revealed that classroom management is a challenge for novice teachers especially at the early stages of their careers. Novice teachers found it difficult to manage the behaviour of learners in their classrooms. It was also found that there are several classroom management strategies but their effectiveness is not guaranteed in maintaining discipline. The study further revealed that novice teachers do not receive adequate support both from their experienced colleagues and from the Ministry of Education, Arts and Culture (MoEAC).

In light of the above, it is recommended that novice teachers should be supported by their colleagues and by the MoEAC. Furthermore, it is recommended that school policies on behaviour management of learners be formulated and implemented, and that universities should pay close attention to the area of classroom management. Another recommendation is that learners should be exposed to workshops that focus on classroom behaviour. The study also suggests further research on classroom discipline.

ACKNOWLEDGEMENTS

I would like to thank the Almighty God for giving me strength and courage to take up this journey and for having given me faith to believe that I would indeed successfully complete my project. I would like to extend my sincere gratitude to my main supervisor, Prof. Rehabeam Katengela Auala and co-supervisor, Dr. Collin Tjitemisa for their professional support. Your insightful thoughts and patience have shaped me to be where I am today.

I would like to thank the people who are dear to my heart and my support system, my siblings and close friends. You have been patient with me throughout the years of my studies and every help you have given me has definitely contributed to the completion of this study.

I would like to thank the Ministry of Education, Arts and Culture, Oshana Educational Directorate, school principals, and parents for granting me permission to conduct my study, eating into their time and invading their space and territory. Lastly, I would like to thank my research participants for having taken time to partake in this study; it would not have been possible without you.

DEDICATION

To my lovely parents, Tate Nakale and Meme Ndeapo Angula, whose wish for me was to obtain this degree. You have supported me, believed in me, and encouraged me throughout my academic journey.

To my baby boy, Bezamy Kenzo, you were merely two months old when I took up this journey. This is for you!

TABLE OF CONTENTS

APPROVAL PAGE	ii
DECLARATION	iii
ABSTRACT	iv
ACKNOWLEDGEMENTS	vi
DEDICATION	vii
LIST OF TABLES	xi
LIST OF ACRONYMS	xii
CHAPTER 1: INTRODUCTION	1
1.1 OVERVIEW	1
1.2 ORIENTATION OF THE STUDY	1
1.3 STATEMENT OF THE PROBLEM	4
1.4 RESEARCH QUESTIONS.....	6
1.5 SIGNIFICANCE OF THE STUDY.....	6
1.6 LIMITATIONS OF THE STUDY.....	7
1.7 DEFINITION OF TERMS.....	8
1.8 SUMMARY	9
CHAPTER 2: LITERATURE REVIEW	10
2.1 INTRODUCTION	10
2.2 THEORETICAL FRAMEWORK	10
2.3 THE CONCEPT OF DISCIPLINE DEFINED.....	11
2.4 THE GENESIS OF INDISCIPLINE AMONG LEARNERS IN SCHOOLS	13
2.5 CLASSROOM MANAGEMENT STRATEGIES	15
2.5.1 Parental involvement.....	15
2.5.2 Established codes and rules.....	17
2.5.3 Guidance and counselling	19
2.6 CLASSROOM MANAGEMENT STRATEGIES EMPLOYED BY NOVICE TEACHERS.....	20
2.7 SUMMARY	21
CHAPTER 3: RESEARCH METHODOLOGY	22
3.1 INTRODUCTION	22
3.2 RESEARCH DESIGN	22
3.3 POPULATION	23

3.4 SAMPLE AND SAMPLING PROCEDURES	23
3.5 RESEARCH INSTRUMENTS.....	24
3.5.1 Interview schedule	25
3.5.2 Observation schedules.....	25
3.6 PILOT STUDY	26
3.7 DATA COLLECTION PROCEDURE.....	27
3.8 DATA ANALYSIS.....	28
3.9 ETHICAL CONSIDERATIONS	28
3.10 SUMMARY.....	29
CHAPTER 4: PRESENTATION AND DISCUSSION OF RESULTS.....	30
4.1 INTRODUCTION	30
4.2 PROFILES OF THE SCHOOLS	30
4.3 BIOGRAPHICAL DATA OF RESPONDENTS.....	31
4.4 VIEWS AND BACKGROUND KNOWLEDGE OF NOVICE TEACHERS ON CLASSROOM MANAGEMENT STRATEGIES	32
4.4.1 Respondents' understanding of classroom management	32
4.4.2 The role played by classroom management during classroom instruction	33
4.4.3 Various classroom management strategies used by novice teachers	35
4.4.4 Differences between what has been learnt at university and the reality in the classroom	36
4.5 CHALLENGES FACED BY NOVICE TEACHERS IN OSHANA REGION	38
4.5.1. Concerns raised by novice teachers	38
4.5.2 Challenges faced by novice teachers on classroom discipline.....	39
4.5.3 Causes of misbehaviour	40
4.5.4 Misbehaviour among learners inside and outside the classroom	41
4.6 STRATEGIES TO MAINTAIN GOOD CLASSROOM BEHAVIOUR.....	43
4.6.1 Methods to maintain good classroom behaviour	43
4.6.2 Effective strategies for classroom management.....	44
4.6.3 Behavioural expectations from learners.....	46
4.7 INTERVENTION STRATEGIES FOR NOVICE TEACHERS.....	46
4.7.1 Orientation and induction by long-serving teachers	47
4.7.2 Support received from the Ministry of Education, Arts and Culture.....	48
4.7.3 The necessity for appropriate support	49
4.7.4 Appropriate support for novice teachers.....	50

4.8 CLASSROOM OBSERVATIONS	52
4.8.1 Classroom organisation.....	52
4.8.2 Physical environment.....	52
4.8.3 Behavioural considerations	53
4.8.4 Instructional strategies	53
4.9 DATA DISCUSSION.....	54
4.10 SUMMARY.....	56
CHAPTER 5: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS.....	58
5.1 INTRODUCTION	58
5.2 SUMMARY.....	58
5.3 CONCLUSIONS.....	60
5.4 RECOMMENDATIONS	62
5.5 FURTHER RESEARCH	63
REFERENCES.....	64
APPENDICES.....	70

LIST OF TABLES

Table 1: Biographical data of respondents.....	31
--	----

LIST OF ACRONYMS

B.Ed	Bachelor of Education Degree
LAC	Legal Assistance Centre
MEC	Ministry of Education and Culture
MoEAC	Ministry of Education, Arts and Culture
NANTU	Namibia National Teachers' Union
SWA	South West Africa
UNAM	University of Namibia

CHAPTER 1: INTRODUCTION

1.1 OVERVIEW

This chapter introduces the study on the classroom management strategies employed by novice teachers in the Oshana Educational Region of Namibia to ensure classroom discipline. The chapter describes the Namibian education system before and after independence. The chapter also outlines the statement of the problem, the research questions, the significance of the study, the limitations of the study, and the definition of terms.

1.2 ORIENTATION OF THE STUDY

A study on novice teachers in Namibia indicates that the problems they experience are similar to those experienced by novice teachers in other countries such as South Africa, the United States of America, and the United Kingdom. The study also reveals that novice teachers encounter a plethora of challenges in varying degrees ranging from language barriers, lack of classroom management skills, lack of resources, overcrowded classrooms, lack of learner motivation, absenteeism, discipline problems, to lack of support from their colleagues (Ministry of Education and Culture [MEC], 1997).

Before Namibia's independence, the South West Africa (SWA) education system propagated, entrenched, and reinforced the ideology of the apartheid system, contrary to what the human resource needed to ensure economic and social development. Needless to say, the education system was divided along ethnic and racial lines in what was

known as the Bantu Education System. There were visible gross inequalities, injustices, and imbalances in the administration, allocation of resources, and quality of education between the education meant for blacks and the education meant for whites. The detrimental effects on the quality of education in Namibia does not need to be emphasised. After independence, the Namibian government made it a priority to have an integrated education system different from the previous one, which was based on ethics. The reform included, amongst others, changing the medium of instruction in schools from Afrikaans to English and implementing a new curriculum that adopted a learner-centred approach (Katjavivi, 2016).

Similarly, prior to independence, corporal punishment was one of the methods used in schools to maintain order and discipline in the classroom, especially in classes with high numbers of learners. Teachers perceived corporal punishment as being effective in improving discipline and learning (Save the Children, 2001). However, shortly after independence, Article 8(1) of the Namibian Constitution prohibited the use of corporal punishment because it was seen as a violation of human dignity (Legal Assistance Centre [LAC], 2010). Article 56 (1) of the Education Act No. 16 of 2001 prohibited teachers from using corporal punishment on learners. Having said the above, corporal punishment was seen to be causing irreparable physical, emotional, and psychological harm to the education of learners. In light of the above developments, it became critical for the researcher to investigate the classroom management strategies employed by novice teachers in maintaining discipline, especially in the absence of corporal punishment.

Furthermore, children learn by exploring, experimenting, and questioning. They need the freedom to think for themselves, take risks, and learn. Learners cannot be successful in learning when corporal punishment is inflicted on them because they become psychologically, emotionally, and physically disoriented when discipline is maintained through fear (Save the Children, 2001). The aim of discipline is to improve learners' behaviour and not to punish them for their wrong acts, hence, the banning of corporal punishment in schools compelling teachers to other alternatives in order to control or discipline learners in schools (LAC, 2010). In light of the above, the researcher deemed it necessary to critically investigate how novice teachers in Oshana Region are ensuring discipline among learners in the classroom, considering that the dreaded form of punishment (corporal punishment) was abolished.

In equal measure, The Official Newsletter of The Namibia National Teachers' Union (NANTU) (2008) considers the issue of indiscipline among learners and insufficient support from the Ministry of Education to be the root causes of perennially poor school results. An extract from NANTU's (2008, p.3) newsletter says, 'We foresee that the most crippling problems in our schools are lack of discipline, motivation among teachers and learners, lack of commitment by some of the teachers, improper monitoring and support mechanisms and insufficient teaching material at schools'. Similarly, Mushaandja (2006, p.9) observed that 'learners' indiscipline in some Namibian secondary schools has an adverse impact on teaching and learning'. Furthermore, the Minister of Education said, '... indiscipline bordering on anarchy is slowly but surely creeping into many schools, the nation is doomed to backwardness, ignorance, economic

stagnation and misery' (Hope, 1993, p.124). The above deliberations and statements from the academic, political, educational, and social spectra prompted this study.

With respect to the mixed sentiments and feelings about the abolishment of corporal punishment, the researcher acknowledges that novice teachers are stepping into an educational terrain that has disciplinary problems. Furthermore, these disciplinary issues are of a complex nature and would not have a single remedy to them, hence the need to come up with diverse classroom management strategies to ensure learning progress. It is against this background that the researcher sought to find out, in detail, the classroom management strategies employed by Oshana Region novice teachers throughout the pedagogical process, and determine their effectiveness. The issue of classroom management strategies could be one of the explanations for the undesirable state that most schools are in now, hence this study.

1.3 STATEMENT OF THE PROBLEM

There are numerous factors that contribute to the success of a school, such as the school climate, school culture, availability of resources, leadership and administration, involvement of the community, professionalism and competence of teachers, the political landscape, policies, and learner discipline (Sergiovanni & Starrat, 1986; Musaazi, 1982; Van Deventer, 2003). Furthermore, it is imperative to note that discipline shapes the school climate and culture and in its absence, schools are rendered ineffective as they cannot accomplish the very reason, purpose, and soul of their existence. Classroom management strategies lead to a conducive environment of learning, while the lack of such strategies results in the opposite (Sergiovanni & Starrat,

1986). With respect to the above, the essence of maintaining discipline through classroom management strategies does not need to be overemphasised. However, novice teachers have indicated, among other challenges, disciplinary problems by some learners inside and outside of the school, disturbances and disruptions, booing, name-calling, and fights during lessons, in their presence. Some were even subject to scorn, mockery, and ridicule by learners over their dress code, accent, and walking style (NANTU, 2015). In light of all these challenges, certainly, the question of classroom management, the study sought to explore the various strategies devised by these novice teachers as they deliver their lessons.

In equal measure, the importance of effective classroom organisation and behaviour management is widely acknowledged by educators (Oliver & Reschly, 2007). Although classroom management is widely acknowledged, most previous studies have not focused on classroom management strategies employed by novice teachers in Namibia. Previous studies that have been undertaken in Namibia with a primary focus on novice teachers include Nantanga (2014), who looked at ‘Novice teachers’ experiences of induction in selected schools in Oshana Region, Namibia’; and Uugwanga (2010), who focused on ‘The coping mechanisms of novice teachers: A study of selected high schools in the Oshikoto Region of Namibia’. None of these studies looked at how Namibian novice teachers manage discipline in their classrooms, especially with the phasing out and criminalisation of corporal punishment. Therefore, it appears that the area was overlooked, hence the need by the researcher to conduct an in-depth investigation into what novice teachers are actually doing to ensure discipline in the schools in Oshana Region of Namibia.

1.4 RESEARCH QUESTIONS

The study addressed the following research questions:

1. What are the views and background knowledge of novice teachers in Oshana Educational Region with regard to classroom management strategies?
2. What challenges are being faced by novice teachers in Oshana Educational Region when managing learners in their classrooms?
3. What strategies can novice teachers use to maintain good classroom behaviour?
4. How can novice teachers be supported in order to manage learners in their classrooms effectively?

1.5 SIGNIFICANCE OF THE STUDY

This study will benefit most novice teachers as it will familiarise them with the potential challenges they need to proactively plan for in a classroom setting. Novice teachers tend to have difficulties in managing and controlling learners because they are new in the profession; thus, this study will provide them with a blueprint on handling disciplinary issues. The findings from this research can be inculcated into the induction program of novice teachers at both regional and national levels. Student teachers will also benefit as the findings can be incorporated into their curricula and the techniques can even be used in teaching practice. Ultimately, the learners in various schools will have a conducive studying and learning environment, thus increasing their chances of good performance emanating from the prevalence of discipline in the schools. Moreover, the study will

provide a rich and starting point for researchers who are keen on the subject of classroom management strategies.

1.6 LIMITATIONS OF THE STUDY

The distance to different schools was a hindrance to the process of the study because some of the schools in Oshana Region are distant from each other. The researcher found very limited literature related to the subject and had to resort to the Internet and online documents to get an overview and in-depth conceptualisation. Moreover, the study took a great deal of time, energy, and financial resources because it was conducted at such a time when the researcher was a full-time employee and a mother. However, the determination and zeal to successfully complete the study surpassed all the setbacks and hurdles. The researcher also encountered some teachers who were reluctant to be interviewed and observed, but through explanations on the intellectual benefits associated with the study and its impersonal nature, however, they eventually cooperated. Furthermore, the respondents' views might not reflect the truth, as some might have wanted to make an impression. During the observation of lessons, some teachers might have changed their normal way of teaching, knowing that someone was watching them. To eliminate the above shortcomings, the researcher explained the essence and purpose of the study to the participants and guaranteed them of confidentiality and anonymity, hence the need to be truthful and honest.

1.7 DEFINITION OF TERMS

Classroom Management: Evertson and Weinstein (2006, p.4) defined classroom management as ‘The actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning’. In this study, the term is used to refer to measures taken by novice teachers when establishing a classroom environment that supports both teaching and learning.

Novice Teachers: This term refers to teachers with few years of teaching experience (Gatbonton, 1999). In this study, this term is used to imply teachers with teaching experience of two years or less.

Discipline: Savage & Savage (2010, p.8) define discipline as ‘Actions that facilitate the development of self-control, responsibility, and character’. In this study, the term is used to mean the ways novice teachers maintain order, authority, and control in the classroom.

Corporal punishment: This is when a person in control causes physical pain by using physical force with a motive to bring about discipline (LAC, 2009). In this study, the term connotes a form of disciplinary action taken by teachers as a response of disciplinary action towards undesired behaviour.

1.8 SUMMARY

This chapter outlined the orientation of the study that provides the background of the problem, the statement of the problem, the research questions, the significance of the study, the limitations of the study, and the definition of terms. The next chapter provides the theoretical framework on which the study was based, a review of related literature, and probing questions that reveal a knowledge gap, thereby justifying the need for the study.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

The chapter discusses the theoretical framework that informed the study, critically analyses the literature related to the study, and presents critical questions that justify the study.

2.2 THEORETICAL FRAMEWORK

This study was informed by hermeneutics or phenomenology, a philosophical underpinning that propagates that human beings are rational beings and that meaning emerges through their interaction and from the environment. It places human beings as the source of knowledge and surroundings as paramount in knowledge formation (Ernest, 1994). Since this study was designed to find out the classroom management strategies used by novice teachers and the views derived therefrom, it gave the teachers an opportunity to make a meaningful contribution to the realisation of the study's goals.

The aspect of discipline is a social phenomenon; something that arises from social intercourse between novice teachers and learners. The pedagogical processes are dialogical and interactive processes that are characterised by discussions, pair work, debates, question and answer sessions, and lectures. On this basis, disciplinary issues such as intolerance, shouting, booing, mimicking, and clashing physically usually arise, if proper care is not taken. Thus, different interpretations can be drawn from the conduct

of learners, reasons for disciplinary problems during lessons established, and different disciplinary strategies explored.

Taking the above into consideration, phenomenology enabled the researcher to be on the ground, that is, to interact with both novice teachers and learners in a classroom situation, and to observe certain developments with respect to the study. Furthermore, the theory allowed the researcher to personally collect data through an interview and an observation schedule. The responses to the questions were of a qualitative nature (words, statements, narratives); thus, they could be presented in tables and analysed thematically, within the framework of phenomenology.

2.3 THE CONCEPT OF DISCIPLINE DEFINED

Allen (2010, p.36) posits that ‘classroom management entails behaviours that are positive as well as decisions that are made by teachers to facilitate the learning process of learners. This includes activities that would help create and maintain a learning environment that is of order’ Further, Levin and Nolan (1998, p.20) postulate that ‘discipline is a learner conduct and behaviour or classroom decorum’. Landman and Bodenstein (1994, p.361) concur that ‘discipline is a pedagogic exercise of authority which emphasises on several occasions the basic and essential means of education at home and in school.’ Similarly, Mabeba and Prinsloo (2000, p.29) state that ‘discipline by its very nature is the practice of imposing strict rules of behaviour on the people and also as an ability to work in a controlled manner’. Based on the above, discipline cannot be defined outside the confines of informing, mentoring, controlling, and channelling the behaviour, decorum, and conduct of learners toward the acceptable and expected

behaviour. This study focused on novice teachers' perceptions of discipline and how they are fostering it among the learners during the pedagogical process.

Discipline brings a wide range of benefits, such as a positive school climate, favourable school culture, high academic performance, the prevalence of order, high moral standards, respect, a higher degree of professionalism and organisational success (Haralambos & Holborn, 2006). Mwamwenda (2004, p.68) adds that,

Discipline in schools is vital because schools are social institutions which are aimed at developing responsible young learners and to run a school properly a certain degree of discipline must be applied, because poor discipline in schools results in chaos and instability.

Similarly, Porter (2000, p.10) opines that,

The school has two main goals, firstly to create an environment conducive to learning, and secondly to ensure the safety of learners and teachers. Failing to make schools safe and compatible for both teachers and learners could result in serious discipline problems.

If the above is anything to go by, the essence, purpose, and value of discipline in schools do not need to be over-emphasised for quality education to be realised; discipline is a key defining factor. In light of the above, this study sought to find out how novice teachers manage discipline as they teach their learners.

2.4 THE GENESIS OF INDISCIPLINE AMONG LEARNERS IN SCHOOLS

Previous studies conducted in academic settings noted that indiscipline by learners is occurring more often than not, in either the home or the school environment, and there are push factors behind this dilemma. To support the above claims, Chaplain (2003, p.80) alludes, ‘Factors contributing to learners’ indiscipline include the punishment system, environment, learners’ responsibilities, teacher modelling and home school relationship’. Equally, Mwamwenda (2004, p.78) points out that ‘the root causes of learners’ indiscipline in the classroom may originate from various sources such as the teachers, learners, the curriculum, the style of parenting and peer pressure, drug abuse, neglect, community and media violence’. This prompted the researcher to investigate what the novice teachers perceive to be the root causes of indiscipline and what strategies they are employing to curtail this challenge.

Similarly, Bennet (1992, p.82) posits that ‘a boring, lifeless or irrelevant lesson, the teaching methodology and the nature of the curriculum (whether challenging or easy) might cause learners to be frustrated and may lead to them acting disruptively during class out of boredom’. In agreement, a study by Charles (2001) found that learners who were expressive and socially outgoing, learners having little respect for authority, learners having little or no interest in school, and learners who were being influenced by their peers were some of the contributing factors. It therefore goes without saying that schools do not exist in isolation from their communities, hence the need for the active involvement of parents, failure of which learners can capitalise on the loopholes and misbehave because the school and the home are worlds apart. To qualify the above, Van

Wyk (2001) laments that learners' indiscipline can have its roots from a lack of teachers' guidance, peer pressure, absenteeism of teachers, reluctance by parents to be active in the affairs of the schools and a lack of counselling services in some secondary schools. Porter (2000, p.19) stresses that 'parental involvement is needed since it improves aspects of a learner's education such as daily attendance, cognitive and social skills or achievement, behaviour and attitudes, confidence and motivation'. In light of the above, it is noteworthy that a number of factors are responsible for the problems of indiscipline faced by novice teachers and even by more experienced teachers, hence the need to find out their views on what causes this predicament (Monroe & Johnson, 2014). However, the previous studies have not gone into detail to explore how novice teachers maintain discipline in their classrooms, hence the study. Furthermore, there has been no research on what novice teachers consider to be the root causes of learner indiscipline in the classroom and their perceptions on how to tackle it.

With the advent of technology and political and social developments such as democracy and liberalism, the position of the teacher has changed. The authority, image, roles, and prestige of teachers have drastically shifted much to the instability, chaos, and strife pervading the educational landscape (Furedi, 2009). The paradigm shift and the stripping of powers from the teacher through some statutes such as the Convention on the Rights of the Child, the Corporal Punishment Policy, and the Learner Pregnancy Policy have allowed the infiltration of what used to be intolerable, unacceptable, and undesirable behaviour in the past. The calls for a learner-centred (as opposed to a teacher-centred) teaching methodology, poor remuneration, and constant attacks in the media have compromised the position and authority of the teacher, paving way for indiscipline

among learners (Garagae, 2007; Ghazi, Shahzada, Tariq & Khan, 2013). The focus of this study was to investigate how novice teachers are handling the issue of discipline in the classroom.

2.5 CLASSROOM MANAGEMENT STRATEGIES

2.5.1 Parental involvement

The report by the National Centre for Education Statistics (2005) in America revealed that stronger discipline is needed at home and teachers also need to be given more rights and more powers to take decisive actions against disruptive learners so that they can teach and the majority of learners can learn. In addition, Charlton and David (1997, p.31) postulate that,

The possibility exists that parents are not well informed about the policies or are unaware of how their children behave at school. In the absence of that, this might have a negative effect on discipline of learners. As a result, parental involvement plays a pivotal role in the maintenance of discipline in schools and parents should be made more accountable for the behaviour of their children.

Giving weight to parental involvement Garagae (2007, p.7) emphasise that ‘parents must be called to make sure that children learn humanity in the home, at school, in the community hence the stamen charity begins at home’. The National Centre for Education Statistics (2005, p.4) concur that ‘parents need to realise their responsibilities towards their children, teach them desirable conduct and then schools can have

improved discipline'. The above is supported by a study by Hinds, Kishchuk, Gonsalves, and Richardson (2006, p.13),

Stakeholders felt that society and the school system do not realise the importance of early corrections, lack of religious ethics and guidance. Teenagers' parents are unable to pass on family values. If all these are considered, then indiscipline among learners will be mitigated.

Inherent in the above is the fact that both teachers and parents are authorities and, if they speak with one voice, indiscipline among learners can be mitigated. Moreover, communication between the two parties is of paramount importance because it serves as a control measure that keeps learners in check and it instils a sense of being watched in the learners. Once learners observe unity between the teachers and the parents, they will be aware that there is no hiding place and they cannot manipulate either of the two, thus, such kind of exposure is needed. In light of the above, this study sought to find out the degree to which novice teachers conceptualise parental involvement as a classroom management strategy and the extent to which they employ it (Nwankwo, Christiana, & Matthew, 2016).

It is evident from the above that a lack of consultation between schools and the community as far as learners' discipline problems are concerned provides a conducive environment for the learners to misbehave. According to Chaplain (2003, p.25),

The most effective schools are those with the best relationship with parents, good channels of communication about learners' discipline, and school policies and procedures pertaining to discipline. Evidently if teachers and

staff members communicate constantly with parents, there is less chance for learners to misbehave. Moreover, learners should be encouraged to take more responsibilities for their own behaviour and to control their peers' behaviour.

In light of the above, it becomes imperative to investigate whether novice teachers employ parental involvement as a strategy of classroom management and, if so, to what extent, and if not, why not.

2.5.2 Established codes and rules

Rules, regulations, and codes always come into effect to control, monitor, and direct human behaviour towards the accomplishment of organisational goals. Oliver and Reschly (2007, p.5) posit that,

Effective teachers are those that enforce rules and procedures throughout the year and not only at the beginning. They are mostly used on occasions when disruptions are likely to occur or when inappropriate behaviour is observed. After coming up with rules and procedures the teacher must now include them in their classroom management plan.

In an attempt to bring stability, order, discipline, and efficiency in school, numerous documents have been crafted with consultation from expert academics, parents, and politicians and particular reference should be made to them. Among them is the Code of Conduct for Namibian Schools, which was supported by the Education Act, No. 16 of 2001 and Article 8 of the Namibian Constitution, which stipulates that 'No person shall be subjected to torture or cruel, inhuman or degrading treatment or punishment'.

Furthermore, in its policy document, 'Towards Education for All', the MEC (1993, p.4) states that 'it is one of the requirements that parents, teachers, unions, school boards, and learners should be involved in maintaining a conducive learning atmosphere'. In pursuit of discipline, the Ministry of Education in 1992 drafted a document entitled 'Discipline from Within: Alternatives to Corporal Punishment (part 1 and 2)' to be used in schools as a control measure when it comes to discipline. To further justify the need for a policy, Blandford (1998, p.72) concurs that 'schools without an effective discipline policy that encompasses strategies and mechanisms that are available to all members of the school community cannot function as a centre for teaching and learning'. Equally, Shannon and McCall (2000, p.5) found that,

Apart from a school discipline policy, schools are using a Zero Tolerance Policy, where learners get different sanctions. For example, sending learners to challenging programs such as boot camp and automatic suspension in cases of serious offences are some of the sanctions that help to mitigate factors contributing to lack of discipline.

More importantly, Katzao (2002, p.17) observes that 'the maintenance of order and discipline in school should be the responsibility of all stakeholders who are determined to promote learning and achievement'. In hindsight, of keen interest to this researcher was to critically examine the inferences drawn by novice teachers on the numerous educational policies, codes, and statutes on learner discipline. In addition, the researcher sought to find out the views of the teachers with regard to the applicability of the statutes.

2.5.3 Guidance and counselling

Miller and Nash (1999, p.10) suggest that ‘counselling can be an appropriate strategy for working with difficult learners and schools are advised to have at least one member of staff with training in counselling learners to provide support in whatever way is needed’.

Ndhlovu and Phiri (2009, p.6) advise,

Guidance and counselling are some of the important tools in helping learners to develop self-discipline and they assist them in the discretion of appropriate and desirable behaviour. That is, learners should be empowered to explore ways of achieving self-actualisation, self-confidence and self-enhancement to be able to engage in independent learning.

Similarly, Musaaazi (1982, p.79) propose that,

A combination of motivating and counselling learners can be an appropriate strategy for working with difficult learners at school. This is largely so, because through these agents, learners are empowered to maintain self-discipline and enable them to choose out of their own free will to do what they think is good for them.

The above implies that learners are rational and independent beings who are responsible and capable of making their own choices as they have the capacity to know what is wrong and what is right. This is in agreement with the philosophical theory of existentialism, the psychological theory of constructivism, and the political theory of liberalism.

According to Haihambo Ya-Otto and Mushaandja (2010, p.16), ‘Through counselling, learners are encouraged to take responsibility of their own and peers’ behaviour and learn to control themselves’. This is supported by Mwamwenda (2004, p.10), who states that ‘guidance and counselling have been found to be successful in reducing disciplinary problems and inappropriate behaviour in schools’. The above can be arrived at after considering them because of their strength in preventing indiscipline and the capacity to empower learners to take responsibilities for their own actions. Of importance in this study, was finding out how useful guidance and counselling is to novice teachers as they maintain discipline in the classroom.

2.6 CLASSROOM MANAGEMENT STRATEGIES EMPLOYED BY NOVICE TEACHERS

From the studies conducted by Nwankwo et al. (2016), it was established that classroom management has indeed been and still is, a problem for teachers, both experienced and novice. It was further revealed that multiple factors can arrest this problem and help teachers manage their classrooms more effectively. They found out that novice teachers are employing tactics such as modelling ideal behaviour, reference to documented rules, avoiding punishing the whole class for acts of misdemeanour by a few learners and the use of non-verbal communication.

Furthermore, a study by Ghazi et al. (2013) revealed similar findings but went on to mention of other strategies such as holding end-of-term and end-of-year parties with learners to create a sense of family between teachers and learners and among learners themselves. Ghazi et al.’s study further established that praising good behaviour has

psychological effects on the entire class and all learners would want to behave in such a way that their conduct is rewarded. These strategies were found to be some of the ways novice teachers are managing their classrooms. However, the researcher felt that there may be more strategies being employed by novice teachers in managing classroom discipline in Oshana Region. She also felt that since these studies were conducted outside Africa, the contexts in terms of culture, policies, economy, and environment are different and this may have impacted on the findings, hence the study.

2.7 SUMMARY

This chapter discussed the theoretical framework that was used as the basis for the study, critically analysed the literature related to the study, and highlighted critical questions to justify the study. The next chapter presents the research design, methods used in gathering data, sampling techniques, data analysis plan, research ethics observed, and the justification for the preferences made.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter describes the research design, research methods used to gather data, data analysis plan, research ethics observed, and the sampling techniques used by the researcher. It also provides justification and explanations for the preferences made.

3.2 RESEARCH DESIGN

Research design refers to ‘a plan for selecting subjects, research sites and data collection procedures to answer the research questions’ (McMillan & Schumacher, 2001, p.15). Similarly, Babbie and Mouton (2001, p.89) regard a research design as ‘a plan or blueprint on how a researcher intends to conduct the research study’. In light of the above, the goal of a sound research design is to ensure that results are judged to be credible, trustworthy, and reasonable. Therefore, this researcher adopted a qualitative research design because it allowed her to employ semi-structured interviews and observations. A qualitative study primarily includes processes used to formulate theory (Leedy & Ormrod, 2010). According to Bless, Higson, and Kagee (2006, p.19), ‘A research design refers to the overall strategy that one chooses to integrate the different components of the study in a coherent and logical way, thereby, addressing the research problem’.

This study adopted a qualitative research design to study people’s experiences and their views and personal opinions through interviews and observations that were used to

gather the data. This study sought to find out the classroom management strategies employed by novice teachers, hence, a qualitative research design afforded them a suitable platform to share their perspectives, opinions, and views without restraint. In addition, this design is meant for studies where the researcher wants to hear the story behind the story, that is, the hidden feelings and truth pertaining to a phenomenon under study.

3.3 POPULATION

Gay, Mills, and Airasian (2011, p.269) define a population as ‘The general term for the larger group from which a sample is selected or the group to which the researcher would like to generalise the results of the study’. According to Chiromo (2006), the term ‘population’ refers to the individuals, units, objects, and events that will be considered in a research project. In light of the above, in order to gather relevant data for this study, the researcher considered a sample from a population of 32 novice teachers from the 16 Secondary Schools in Oshana Educational Region.

3.4 SAMPLE AND SAMPLING PROCEDURES

According to Chiromo (2006, p.13), a sample is

a smaller group or subset of the population selected from the population. The reasons why sampling is done are: it is inexpensive, accessible and usually requires less time because the researcher will not be able to study the whole population.

For this study, a stratified simple random sample of ten novice teachers was obtained to get their views on the topic under study. The selection of one participant did not influence the selection of the other, thus, the sampling was bias-free (Cresswell, 2007). Male and female novice teachers from the schools considered were paired according to sex and were asked to pick a card from a hat held above their heads. Those who picked cards written 'YES' were eligible for participation in the study, while those who picked 'NO' were excused. In this way, the selection of one did not in any way influence the selection of the others, hence, the participants had an equal and independent chance of being selected. The benefit of having two strata (five males and five females) for the study was to balance the numbers according to gender, thus ensuring that the findings were not in any way biased along gender lines (Chiromo, 2006).

3.5 RESEARCH INSTRUMENTS

According to Pierce (2009, p.14), 'Research instruments are tools designed to accrue and solicit data on a subject of interest from the participants or subjects and can be in the form of interviews, observations, and questionnaires'. Two types of research instruments were used in this study to collect data, namely, interview and observation schedules. Both these instruments allowed the researcher to interact with the participants in their natural setting, draw personal conclusions from the setting, and make informed conclusions and generalisations with regard to the phenomenon (Cresswell, 2012). Both the interview and the observation schedules afforded the researcher considerable time for reflection and meaning-making because, during the data gathering process, the researcher could jot down notes for future reference. This prevented the researcher from

making hurriedly and hastily drawn conclusions. Hence, it made the study reliable, valid and generalizable. Moreover, these instruments were appropriate for the study, as they provided the researcher with relevant, factual, and useful data for the analysis.

3.5.1 Interview schedule

An interview is a purposeful interaction in which one person obtains information from another (Lodico, Spaulding, & Voegtler, 2006). In qualitative research, face-to-face interactions are the predominant distinctive features (Glense, 1999). Creswell (2007, p.18) suggests that ‘through one-on-one interviews, the researcher asks open-ended questions so that the participants respond openly about their experiences and provide unconstrained perspectives to the researcher’. According to Chiromo (2006, p.38), ‘Interview schedules have advantages since they provide useful information and can recover comprehensive precise information from participants’. Furthermore, the researcher can validate the content given by taking note of the non-verbal cues, gestures, and body language in the process. The researcher can also exercise better control regarding the type of information supplied by eliciting more information (Cresswell, 2012).

3.5.2 Observation schedules

Human beings have a tendency to perfect their actions and behaviour once they know that they are being observed or are under a spotlight. To eliminate such biases, the researcher asked the respondents to be as natural and comfortable as possible. According to Chiromo (2006, p.38), ‘Observation borders around being in the natural environment and among real people in a natural setting where behaviour is not modified’. As a result,

this study sought to understand the strategies employed by novice teachers in the management of classrooms, thus it was beneficial to be in a classroom situation to make direct contact with the situation (novice teachers and learners in a lesson) and observe how discipline was maintained.

3.6 PILOT STUDY

Pilot study is when a study is tested on a small-scale before the full-scale study is conducted for problems that are related to the research project to be identified (Gay et al., 2011). After the instruments have been developed, the researcher needed to pilot-test the research instruments. Research instruments were pretested on people who were not active participants first. A pilot study ensures the validity of the research instruments by finding out if they are measuring what they are intended to measure. They also ensure that all respondents who make up the sample are able to understand in a way that will answer the question (Creswell, 2012).

Research instruments were piloted using five teachers from Oshana Region who were not part of the sample. This was done to ensure that the research instruments were clear and understood by the respondents. It also ensured that both the interview and the observation schedules were relevant to the research questions. The pilot study enabled the researcher to make amendments to the research instruments. For example, the pilot study revealed that the researcher needed to start the interview by asking respondents background questions about the school. Therefore, questions on the background of the schools were added to the interview schedule. This was to put the respondents at ease and make them comfortable enough to give their input freely. It was also noted that

question 3, sub-questions 3.1 and 3.4 were similar and just repeating the same sentiments, therefore, sub-question 3.4 was removed.

3.7 DATA COLLECTION PROCEDURE

The researcher sought permission from the MoEAC through the office of the Permanent Secretary and also from the Education Director of the Oshana Regional Directorate. The researcher then visited the five schools from Oshana Region to seek permission verbally from the school principals. The researcher went on to explain the nature of the study and its aims and purpose to the respondents and also explained how the interviews and observations would be conducted. The researcher scheduled the appointments with the respondents telephonically, where the date, time, and venue were agreed upon.

The interviews were conducted from 03 July to 17 July 2017, which is a period of two weeks, in different Oshana Region Secondary Schools from where the sample was derived. The researcher selected a very quiet place on the school premises (grounds) where there was privacy and calm. She then established good rapport by greeting the interviewee, explained the nature of her topic to the interviewee, and asked the interviewee to sign the consent form. Thereafter, the interview process began and the interviewees sought for clarity where they did not understand, while the researcher at times asked the interviewees to give more details where necessary. During the interview process, the researcher was noting crucial points and writing them down for future reference during data analysis. To cross-check for consistency and authenticity of the responses given, the researcher at times asked the same question in a different manner and paid close attention to the interviewee's body language, tone of voice, and gestures

(Kane & Brun, 2007). The researcher holistically observed and noted down notes from the classroom setting without interrupting or interfering in the classroom proceedings. Three participants were observed in the same week and each participant was observed once.

3.8 DATA ANALYSIS

This study was of a qualitative nature, therefore, the researcher employed an interpretivist or hermeneutics approach to decipher the meaning of the narrative data provided by the respondents. In this way, the statements and responses were condensed or sieved, coded, and categorised into themes.

3.9 ETHICAL CONSIDERATIONS

The researcher first obtained ethical clearance from the Centre of Research and Publications at the University of Namibia (UNAM). Thereafter, permission to carry out the study was obtained from the Permanent Secretary for the MoEAC, the Oshana Regional Director of Education and school principals. The topic and its intended purpose were explained to the respondents and the researcher sought for their participation and co-operation. In this way, informed consent was obtained from the parents and teachers, and informed assent, that is, permission from the responsible authorities and guardians of the learners for their children to participate in the study, was sought and granted. The consent forms also briefed them on what the study was about, how the research was to be carried out, and how the novice teachers and learners would be involved in the study.

The researcher chose a safe place for conducting interviews with the novice teachers, while observations were conducted in a safe classroom environment. Thus, the respondents were guaranteed from physical harm. Moreover, offensive questions were not asked, respondents were not coerced for answers during the interviews, and the respondents' right to self-autonomy was respected. No one was deceived or psychologically manipulated during this study. Furthermore, the researcher did not ask for anyone's name nor did she make respondents reveal their identities and in this way, the respondents were assured of their right to anonymity, privacy, and confidentiality. The researcher explained to the respondents that they reserved their right to withdraw and that participation in the research was voluntary.

The raw data will be kept by the researcher in a secure place for a period of two years, after which they will be destroyed by shredding the observation schedules and interview transcripts. Data in electronic form will be deleted permanently to ensure that no personal data will be leaked.

3.10 SUMMARY

This chapter focused on the research methods used to obtain data from the respondents. It outlined the research design, population, sample and sampling procedure, pilot study, data analysis, and ethical considerations. The next chapter presents the study findings and discussions.

CHAPTER 4: PRESENTATION AND DISCUSSION OF RESULTS

4.1 INTRODUCTION

This chapter presents the findings of the study about the classroom management strategies employed by novice teachers to ensure classroom discipline in Oshana Secondary Schools of Namibia. The findings are presented according to four main themes, namely:

- Views and background knowledge of novice teachers in Oshana Educational Region with regard to classroom management strategies;
- Challenges faced by novice teachers in Oshana Educational Region when managing learners in their classrooms;
- Strategies novice teachers can use to maintain good classroom behaviour;
- How novice teachers can be supported in order to manage learners in their classrooms effectively.

4.2 PROFILES OF THE SCHOOLS

Five schools were chosen for the study and each school was represented by two novice teachers. All the chosen schools were senior secondary schools and consisted of learners ranging from Grade 8 to Grade 12.

4.3 BIOGRAPHICAL DATA OF RESPONDENTS

The profile of respondents is presented in Table 1 below.

Table 1: Biographical data of respondents

Teacher	Age	Gender	Years of Experience	Qualification
Teacher A	23	Male	8 months	B.Ed*
Teacher B	24	Female	1 year & 8 months	B.Ed
Teacher C	23	Female	1 year & 4 months	B.Ed
Teacher D	23	Male	1 year & 8 months	B.Ed
Teacher E	24	Male	1 year & 5 months	B.Ed
Teacher F	23	Female	1 year	B.Ed
Teacher G	27	Female	1 year & 2 months	B.Ed
Teacher H	26	Male	8 months	B.Ed
Teacher I	25	Female	1 year & 8 months	B.Ed
Teacher J	23	Male	7 months	B.Ed

*B.Ed stands for Bachelor of Education Degree

As shown in the table above, five out of the ten respondents were female, while the remaining five were male, to ensure equal representation. Most of the respondents (eight) were aged between 23 and 25 years, one was 26 years old, and the oldest was 27

years old. The table also shows that all the respondents had less than two years of teaching experience. The highest number of years of teaching experience was one year and eight months and the lowest was seven months. All respondents were Bachelor of Education Degree (B.ED) holders, hence, they were all qualified teachers.

4.4 VIEWS AND BACKGROUND KNOWLEDGE OF NOVICE TEACHERS ON CLASSROOM MANAGEMENT STRATEGIES

This theme is divided into four sub-themes: an understanding of classroom management, the role played by classroom management during classroom instruction, various classroom management strategies used by novice teachers, and the differences between what has been learned at university and the reality in the classroom.

4.4.1 Respondents' understanding of classroom management

This question explored the general understanding of respondents on classroom management. In response to this question, all the respondents indicated that they knew what classroom management was and remarked that it is indeed an important aspect as it ensures that both teaching and learning takes place despite disruptive behaviours by learners.

One of the teachers remarked,

Classroom management is a way of controlling the class when delivering learning by making sure that the lesson runs smoothly. When applying classroom management, the teacher controls the disruptive behaviour of learners.

Similarly, another teacher alluded,

Classroom management has to do with managing and handling the classroom condition. It ensures that the class is neat, well arranged and that the learners are behaving accordingly.

On the same concept, one teacher said,

Classroom management refers to the skills and strategies used by teachers in order to keep learners organised, orderly, focused, attentive on task, and academically productive during the lesson.

From the above responses, it was established that novice teachers appreciate, are aware, and acknowledge the concept of classroom management fully. It was further noted that the teachers are taking strides towards its attainment in the pedagogical processes that are ensured in the classroom (Ghazi et al., 2013).

4.4.2 The role played by classroom management during classroom instruction

Respondents revealed an adequate understanding of what classroom management was and its essence in the learning and teaching environment. In the same vein, the respondents stated that classroom management plays multiple roles in the classroom, which include developing a conducive teaching and learning environment by maximising behaviours that facilitate or enhance effective learning, cutting out disruptions, and allowing participation of learners (Mwamwenda, 1995).

One teacher said,

In a classroom, you do not only find the same kind of learners but there are learners of different learning capabilities. Therefore, employing classroom management during classroom instruction allows the different types of learners to learn successfully regardless of whether they are slow or fast learners.

On the same concept, another teacher commented,

When classroom management is applied, it makes it easier for teachers to control the learners in the class and learners will easily pay attention during the lesson and be able to carry out classroom tasks without any disturbances from other learners.

In the same vein, one teacher commented,

Classroom management plays a big role in that learners listen attentively as there is no noise or any disturbances. They are well disciplined by following classroom rules as set by the teacher.

The majority of the participating novice teachers agreed that classroom management lays a strong foundation for the successful accomplishment of their lessons, hence, in its absence, the objectives are difficult, if not impossible, to achieve. They related the aspect of classroom management and discipline to performance, indicating that it is an essential component in the education process.

4.4.3 Various classroom management strategies used by novice teachers

The theme sought to find out the various techniques currently employed by novice teachers in their management of classrooms. Most respondents remarked that teaching and learning can only take place when a class is well managed and without classroom management strategies, there will be no effective teaching and learning (Mwamwenda, 1995).

For instance, one teacher remarked,

A classroom consists of different learners from all walks of life, thus, one cannot only use one approach but has to identify the suitable strategies for the different types of learners.

On the same note, another teacher opined,

It is crucial for the teacher not only to stick to one strategy when managing a classroom but to rather use multiple strategies for the teacher to know and see which strategies suit which learners and this helps to lead to better performances and good behaviours.

Yet another teacher also said,

It is good when a teacher uses various strategies because if only one strategy is used, then learners will become used to one method that you use to manage the class and as time goes, they will no longer abide by it. Different classroom management strategies take learners into the reality of being a learner, which

should be by discovering a variety of behaviours that are appropriate for the classroom.

From the data gathered, it was noted that the majority of the respondents acknowledged that no single classroom management strategy would be considered to be an all-purpose approach. Different situations require different strategies, such as counselling, ignoring the troublesome learner, quarantining, and close monitoring. There was no consensus as to which strategy would be the best, but the pattern of their responses revealed that a classroom management strategy depends on the environment and the nature of the learners.

4.4.4 Differences between what has been learnt at university and the reality in the classroom

This question required respondents to compare theory (what they learned) and practice (reality) by looking at the differences that they observed in terms of classroom management. Two respondents indicated that *'there was not much of a difference'*. However, the other respondents were of the view that there was a big difference between what students are taught at university and what they experience in the classroom.

For instance, one teacher remarked,

There is a huge difference in the sense that the behavioural problems of the learners that I learned of at university seemed to be minor but when I found myself responsible for an entire class, I realised that the behavioural problems are much worse.

Another teacher remarked,

At university, it sounded so simple and it looked easy to manage a class but in reality, it is difficult, as you have to manage about 40-45 learners at once.

One teacher said,

The theory I learnt at the university is totally different from what I am experiencing in the field. Most of the times, I have to employ various methods and some learners have behavioural problems that I have never learnt of and it somehow makes it difficult for me to handle them. Some schools are also not equipped with the necessary materials and arrangements that support effective classroom management, making it difficult for the teacher to manage a class effectively.

From the data gathered, most respondents expressed that they experienced shock at first at what they actually came across in the classrooms. Some of the theoretical concepts that they had been exposed to during their teacher training in colleges fell short in addressing the unique discipline problems that they were facing on the ground from their interaction with the learners. However, they further pointed out that they had an obligation to ensure that the classroom was well managed, otherwise no meaningful progress would be realised (Munroe & Johnson, 2014).

4.5 CHALLENGES FACED BY NOVICE TEACHERS IN OSHANA REGION

This theme considered the difficulties that are experienced by novice teachers when managing learners in classrooms. The theme is divided into four sub-themes, namely, concerns raised by novice teachers; challenges faced by novice teachers regarding classroom discipline; causes of misbehaviour; and misbehaviour among learners inside and outside the classroom.

4.5.1. Concerns raised by novice teachers

The responses from respondents indicated that the classroom is an area of concern for all of them. Upon their assumption of duty, the respondents were unsettled and timid considering the uncertain disciplinary problems to be dealt with in schools.

For instance, one teacher lamented,

Learners from different backgrounds behave differently. I was concerned about how I would manage the different behaviours of all these different learners. I wondered if I would be able to bring to order a disorganised class, prevent learners from having mini-meetings during the lesson and going out of the class without my permission.

Another teacher also remarked,

Learners tried to challenge me in many ways when I started teaching. They tested my academic level to see if I understood the subject matter and this was a concern for me. Behaviour-wise, I was concerned as to how I was going to

maintain discipline in the classroom because learners looked at me as if I was their age-mate.

One teacher said,

I thought it would be hard to implement classroom management strategies. The type of learners who were at the school were a concern because some of them were over-age and I wondered if they would adhere to my instructions.

The above shows that most novice teachers were worried, concerned, and a bit nervous regarding how they would maintain discipline in the classroom, considering their age, the age of the learners whom they would be teaching, and the environment. Some ensured discipline by exercising professional authority and knowledge of their subject content, while others merely gave clear instructions, which were carried out (Garagae, 2007; Ghazi et al., 2013).

4.5.2 Challenges faced by novice teachers on classroom discipline

Three of the respondents indicated that they '*do not experience discipline problems that often*', but the remaining seven indicated that classroom discipline was an everyday issue and that they experienced disciplinary problems on a daily basis. This always requires them to employ classroom management strategies on a daily basis; at the beginning of class and continuously throughout the lesson.

Three teachers concurred that,

Discipline problems are an everyday issue and this requires us to use various strategies to discipline learners as it is the only way to manage the classroom better.

One teacher gave a slightly different response by saying,

In my first year of teaching, it was much worse because I would experience discipline problems almost every day but now that it is my second year, it is not that much, as experience has taught me how to handle the learners.

4.5.3 Causes of misbehaviour

Respondents believed that learners misbehave, largely due to their peers. Some respondents indicated that the backgrounds of the learners are behind their acts of misdemeanour and ill-discipline. Some respondents confided that some learners simply misbehave to seek attention (Mwamwenda, 1995).

For instance, one teacher said,

Misbehaviour among learners is triggered by other learners that surround them. Learners influence one another and in most cases, they imitate each other. They misbehave just because they see a friend doing it. Peer pressure also makes learners misbehave. Learners never pressurise one another to behave in a manner that is tolerable, they always pressurise one another to behave in a manner that is not good.

Another teacher said,

One of the reasons why learners misbehave is because they are over-aged. Learners who are over-aged are mostly the ones to cause problems. Such learners are most of the time frustrated by being in classes with people who are younger than them and they do not prefer being taught by people who are especially young. Another reason for misbehaviour is simply attention-seeking. Learners misbehave on purpose to get the attention of the teacher.

One teacher commented,

Lack of discipline among learners contributes to misbehaviour. Most learners are not disciplined in their homes. Parents fail to discipline learners, which makes them behave in ways that are not appropriate. Such learners also lack respect. They do not respect their parents at home. Therefore, when they come to school, they do not respect their teachers also.

Peer pressure, lack of parental guidance and love, being over-aged, and lack of focus on academic concerns were notable from a wide range of data gathered and novice teachers become well equipped on handling their learners in the classroom, especially after identifying the root causes (Nwankwo et al., 2016).

4.5.4 Misbehaviour among learners inside and outside the classroom

All respondents indicated that misbehaviour is not only a classroom issue but it also occurs outside the classroom. Respondents said that the level of misbehaviour experienced in the classroom doubles when learners are not in class.

For instance, one teacher pointed out that,

Classroom misbehaviour is a reflection of what happens outside the classroom.

It is the same learners who misbehave in class who cause trouble in the school.

On the same note, another teacher postulated that,

Misbehaviour occurs also outside the classroom and novice teachers are not only exposed to such behaviour inside the classroom but also on the school grounds. You may find some learners shouting at teachers or calling them names. This is commonly done to novice teachers because learners know that the teacher might not know them.

Another teacher advised,

What happens in class is just the tip of an iceberg. In most cases, if a learner is a trouble maker in the classroom, such learner is always worse when you find him/her outside. Misbehaviour among learners starts outside and penetrates into the classroom. Controlling learners outside the classroom is difficult and it is much easier inside the classroom but with the right strategies.

To support the above Ghazi et al. (2013) state that as much as it is often difficult for a teacher to handle discipline in the classroom, when learners are under your control, it tends to be even more difficult to handle behaviour that occurs outside the classroom.

4.6 STRATEGIES TO MAINTAIN GOOD CLASSROOM BEHAVIOUR

This theme is about the strategies used by novice teachers to maintain good classroom behaviour. It is divided into three sub-themes, namely, methods to maintain good classroom behaviour, effective strategies for classroom management, and behavioural expectations from learners.

4.6.1 Methods to maintain good classroom behaviour

A method that most respondents had in common was having classroom rules formulated by the learners themselves so that they took ownership of the rules and would not end up feeling like rules were imposed on them. Some respondents also indicated that they constantly talked to their learners and encouraged them to exercise self-control and self-discipline. Other respondents hinted that they constantly kept an eye on the trouble makers to keep the class in order.

For instance, one teacher said,

It is important to talk to learners. There are some learners who are aware that their behaviour is not good. However, there are also learners who are not aware and talking to them about their ill-behaviour makes them realise that they are doing wrong. It is also important for a teacher to win the hearts of the learners so that they feel like they are on one side with the teacher and not against. This makes them want to try to be better behaviour-wise, since they will not want to disappoint their teacher.

Another teacher added,

When coming up with classroom rules, learners need to be involved. The rules should be constantly visible for learners to remind themselves. The teacher also needs to make sure that they stick to them for learners to get used to them. If teachers are not strict with the rules, then learners will violate them.

It was noted that most novice teachers rely on established codes, rules, regulations, and laid down principles in ensuring classroom discipline. They further stressed that learner involvement in the crafting of these rules guarantees their compliance because they are co-creators of those rules.

4.6.2 Effective strategies for classroom management

There are many ways of ensuring effective classroom management. Different methods should be used as every classroom is different (Mwamwenda, 1995; Nwankwo et al., 2016). The respondents found rules and procedures to be very effective in managing learners' behaviour.

One teacher advised,

One of the effective strategies is when you allow learners to have their freedom, but teachers must make it clear to learners that the freedom is only to enhance teaching and learning and misbehaviour is not part of it. Learners should also be made to feel important by giving them responsibilities. Such as appointing noise makers or even the ill-behaved ones to be class monitors. This makes them become responsible and change their behaviour for the better.

One teacher opined,

For a classroom to have learners who are well behaved, there needs to be something to guide them and that is to have rules and regulations. A classroom is a place of order and learners are not expected to behave in the way they please; therefore rules will guide them on the way they are supposed to behave. Another effective strategy would be classroom arrangement. The teacher must not let learners sit the way they want but the teacher needs to arrange the class including seats of learners in a way that minimises disruptions.

Another teacher's view was that,

One effective strategy is to have one-on-one talk sessions with learners who cause disruptions in the classroom. This must be done privately and not in the presence of other learners. Learners will take it more seriously when they are talked to privately instead of in the classroom when other learners are also present. Learners who behave well also need to be acknowledged so that it boosts positive behaviour in class.

From the responses given on the matter, it was noted that classroom arrangement, delegation of leadership responsibilities to naughty students, allowing a bit of freedom to the learners, counselling, role modelling, and parental involvement in the learners' affairs help novice teachers in managing their classrooms well (Nwankwo et al., 2016).

4.6.3 Behavioural expectations from learners

Incorporating good classroom behaviour in one's everyday plan helps to maintain good behaviour and not to forget (Mwamwenda, 2004). Respondents commented that wrongdoings and ill behaviour hamper the accomplishment of what the lesson is set to achieve.

One teacher stressed,

Learners must be reminded of what teachers expect from them, especially when it comes to behaviour; therefore, it should be done every day before the lesson starts. Teachers can also explain their expectations when misbehaviour arises because that way learners will know that a certain act is not good.

On the same note, another teacher noted,

Every day, before the lesson commences, the teacher needs to remind the learners on the way they are supposed to behave. When the teacher does this constantly, then learners will remember it more often. When learners are given feedback on a task, teachers can also incorporate it because behaviour also determines the way learners perform in their tasks.

4.7 INTERVENTION STRATEGIES FOR NOVICE TEACHERS

This theme considers the support needed by novice teachers to effectively manage learners in classrooms. The theme is divided into four sub-themes, namely, the orientation and induction process, the support system from the Ministry of Education,

Arts and Culture, the necessity for appropriate support, and appropriate support for novice teachers.

4.7.1 Orientation and induction by long-serving teachers

The first year of teaching may be daunting. Novice teachers start off their teaching career with the same responsibility as the more experienced teachers. Programs for novice teachers inform them about the school culture and infrastructure and teach them to be effective and productive within the school community (Nwankwo et al., 2016). Most respondents commented that they did not get any support before assumption of duty and did not come into contact with any long-serving teachers. The respondents therefore had to navigate their path alone. Two of these respondents indicated that they only received advice from long-serving teachers on how to handle various learners but they still had to manage their classes.

With regard to the above, one teacher added,

The only help received from veteran teachers was advice on how to handle specific learners who were seen as troublesome. It has been helpful because I knew what kind of approach I should use for those specific learners.

In the same vein, another teacher echoed,

Whenever I reported a case to them, they would give me directives and advice on how to handle learners and manage my class. At times, they told me to report the cases to the disciplinary committee but the committee always expects teachers to

handle their own learners unless the cases are major and cannot be solved by the individual teacher.

4.7.2 Support received from the Ministry of Education, Arts and Culture

All respondents indicated that they had not received any form of support from the Ministry. They also revealed that they needed support from their employer to empower them to curtail the challenges, especially in crucial aspects such as classroom management.

On this issue, one teacher said,

Not much is being done by the Ministry in terms of helping teachers who are new in the profession. Teachers are left to find ways for themselves to cope with an environment that is new to them. The Ministry is rather only putting their focus on learners and protecting them by making sure they are not punished by means of corporal punishment. It is failing to support teachers who have difficulties especially in dealing with adverse behaviours of learners.

Another teacher alluded,

Novice teachers find it difficult to adjust to the profession because of the lack of support. The ministry does not help new teachers and at the same time, it is failing to provide resources to schools such as adequate textbooks, which is also a contributing factor to preventing effective teaching, which leads to misbehaviour. This is because when teachers let learners share textbooks for

summaries or copy summaries from the chalkboard, it creates room for misbehaviour and disruptions in the classroom.

From the responses given to the concept above, it can be concluded that novice teachers are finding themselves in an unknown territory since no effort is made by the Ministry to acquaint these teachers with the dynamics of classroom management. This leaves them at the mercy of what they learned theoretically, what they observe in other classes, and what they think is right (Nwankwo et al., 2016).

4.7.3 The necessity for appropriate support

Respondents emphasised that support is important for novice teachers if they are to ensure a positive learning and teaching environment. Respondents also established that novice teachers are new in the profession and will therefore need guidance on what to do to handle numerous cases of a disciplinary nature.

One teacher said,

Supporting novice teachers will make it much easier to handle learners in the classroom. Going to school for the first time and just being given a syllabus and textbook to go teach is really difficult. If novice teachers can be given support based on their needs and the condition of the school, then they will only struggle at the beginning but it would not take them long to adapt to the profession.

Another teacher said,

It is important because it is their first time in the profession where they are expected to facilitate learning and at the same time make sure that it is done

through controlling learners. At this stage, novice teachers are trying to connect what they have learned at university with the reality of the classroom. If they receive no support, then they become frustrated and this will force them to leave the profession because some of the behaviours they encounter in classrooms they have never experienced before and do not know how to handle.

On the same point, one teacher pointed out,

If novice teachers do not receive the necessary support, then it is not only them who will suffer but the learners in class will also suffer as it will be hard for the novice teachers to control the class. They need to be given support so that it becomes much easier for them to learn different approaches of keeping the class in order.

The responses provided under this theme clearly indicate that novice teachers are in dire need of practical, technical, and professional support from the responsible ministry, educational administrators, and senior members of the teaching force (Monroe & Johnson, 2014).

4.7.4 Appropriate support for novice teachers

The study has revealed that workshops help teachers to learn; thus, the Ministry can devise mechanisms such as mentoring and induction programmes for novice teachers.

One teacher articulated,

Novice teachers need a special training that is solely for them or for teachers who are struggling in the aspect of classroom management. They also need to

work closely with veteran teachers since they have more experience just for guidance in the areas they are struggling in.

Furthermore, another teacher said,

There need to be induction programmes for novice teachers to ensure advanced teaching. Experienced teachers also need to mentor novice teachers to help them develop the skills they need to fulfil the needs of all learners they will meet in their class.

In agreement with the above, another teacher suggested,

Novice teachers should get support from the parents of the learners they teach in order to understand the background of the learners. If the teacher understands the communities from where different learners come, then they will be able to apply the right classroom management strategies suitable for those specific learners.

The responses above clearly show that novice teachers are calling for the provision of practical, technical, and professional support from the responsible ministry, educational administrators, and senior members of the teaching force if they are to be effective in managing their classrooms.

4.8 CLASSROOM OBSERVATIONS

Classroom observations were conducted in order to understand the environment in which the respondents worked. Three novice teachers who participated in the interviews were observed; each teacher was observed only once.

4.8.1 Classroom organisation

According to Nwankwo et al. (2016), the way a teacher arranges the classroom should create a positive atmosphere rather than a destructive one. Teachers should know how to arrange learners, as well-arranged classrooms are a crucial aspect of a conducive environment. All the observed classrooms were clean, which created a conducive environment. However, the number of learners in each classroom ranged from 39 to 44 learners. Therefore, the classrooms were overcrowded. The sitting arrangement allowed interactions between the learners and the teachers. The sitting arrangement also permitted learners to interact; therefore, during the observations, teachers were heard telling learners to '*keep quiet*' on a number of occasions. A homogeneous grouping in all the three classrooms was observed, implying that learners of the same gender preferred to sit together. Two of the observed classrooms had empty bulletin boards and there were no rules observed.

4.8.2 Physical environment

A large amount of time is spent in the classroom. With the classroom being an important place, teachers should be able to manipulate the classroom environment to create a safe and positive atmosphere that enables maximum effectiveness (Nwankwo et al., 2016). It was observed that although schools are indeed old, the overall environment is safe and

non-threatening. The lighting in all the classrooms was functioning, making the environment conducive for teaching and learning. Two of the lessons were observed in the morning before break, however one lesson was observed after break and the temperature was a bit high thus making learners anxious. One of the novice teachers was observed saying, *'It is a bit hot, let us open our windows for fresh air to circulate'*.

4.8.3 Behavioural considerations

The observed teachers attempted to monitor the behaviour of learners. However, in two classrooms, it was observed that learners would talk to each other without the teacher being aware. One of the observed teachers communicated behavioural expectations while addressing misbehaviour displayed by one learner.

According to Mwamwenda (1995), misconduct in the classroom disrupts the learning environment. It is the right of the learners to learn without any interference from other learners. Learners are to conduct themselves in a mature manner and express themselves in a way that is respectful to other individuals.

4.8.4 Instructional strategies

Effective instructional strategies improve learning by allowing learners to be independent and strategic. The pedagogical process takes place in many formats. Therefore, there is no single effective format but various methods can be adopted depending on the circumstances of the class. An effective teacher will develop instructional strategies that are based on the needs of the learners (Nwankwo et al., 2016). During the observations, no stating of learning objectives was observed in the three lessons. Two of the teachers came to the lesson with learning materials prepared;

however, one teacher did not have learning materials and left the classroom to make copies, leaving learners unattended, which caused chaos. In two lessons, it was observed that learners shared learning materials, which provided them with an opportunity to talk. Two of the teachers observed did not move around the classroom but remained only in front of the class, which allowed the learners who were seated at the back of the classroom to engage in conversations, hindering teaching and learning. In one of the observed classrooms, learners were provided with an opportunity to interact through group discussions but some learners opted to have personal discussions.

4.9 DATA DISCUSSION

The study established that novice teachers in Oshana Region have an understanding of the concept of classroom management. Through their responses, all respondents indicated that classroom management was an essential concept to ensure effective teaching and learning. From the responses, it can be inferred that when classroom management is not employed, learning and teaching will be hindered; thus, at the end of the day, the objectives that had been set would not be achieved. It can also be concluded that ensuring that classrooms are managed effectively eliminates disruptions, which are huge contributors to ineffective teaching and learning.

Furthermore, novice teachers should know different classroom strategies. Novice teachers must not only use one strategy but need to be flexible as certain strategies may not work for certain learners or will not be suitable in certain circumstances. However, when they become flexible, they will have different strategies they can choose from. Moreover, the study revealed that there is a wide gap between the theory taught in

universities and what is on the ground as far as classroom management is concerned. The study also found that novice teachers in Oshana Region begin their teaching profession with concerns about the classroom situation. Their concerns include, among others, how they are going to manage a classroom full learners and be respected by them. Although few of the respondents commented that they rarely experienced problems related to classroom discipline, it is clear from the findings that most novice teachers view classroom discipline as an everyday issue and they need to use different strategies every day to control the learners in the classroom.

In addition, the study discovered that there are many causes of misbehaviour, with the most common ones being peer pressure and attention-seeking. There are also other causes including parents failing to discipline their children at home and when they come to school, they misbehave. There are also schools that have over-aged learners and according to some respondents, this is also a contributing factor. Based on the responses, misbehaviour among learners is not only observed in classrooms but also around the school premises, and that is where misbehaviour starts. The same learners who misbehave around the school grounds or even at home are the same ones who misbehave in the classroom.

According to the respondents, novice teachers in Oshana Region should use strategies that include common ones such as formulating classroom rules, which should be accepted by learners. Learners should also be involved in formulating the rules. Learners will not learn good behaviour by themselves. Therefore, it is also important to have talk sessions with the learners who misbehave to teach them the difference between good and bad behaviour. Moreover, constantly keeping an eye on learners who misbehave is

another way of minimising disruptions because learners will know that they are being watched; novice teachers can make these learners sit in front of the classroom where they will be near the teacher.

In the same light, the findings from the classroom observations confirm that the learning environment does contribute to the misbehaviour of learners. Classrooms are overcrowded, leading to novice teachers finding it difficult to control learners. The findings also revealed that learners choose to sit where they want, and they prefer to sit next to their friends, which triggers disturbances during the lesson. It was also found that bulletin boards in classrooms are not in use. Teachers are supposed to use these for visuals that contribute to teaching and learning and also to display classroom rules for learners. Based on the observations it has been found that learners tend to be more relaxed when the temperature is favourable and this is usually during the morning sessions. But sessions that are after break leave learners feeling agitated because of the hot temperature, creating room for disturbances that lead to misbehaviour. The findings show that, at times, teachers leave the classroom to collect required teaching materials, giving learners a chance to become disruptive while the teacher is away and thus disturbing the entire lesson.

4.10 SUMMARY

In this study, the findings analysed were based on interview responses and observations made. The findings revealed that novice teachers have to deal with adverse behaviours of their learners. Novice teachers find it difficult to control the behaviour of learners in classrooms and they need the support of different stakeholders in education. The study

also revealed that novice teachers try to use different strategies to control the behaviour of learners. However, such behaviour persists because the novice teachers are also not doing enough in terms of successfully implementing certain classroom management strategies. The next chapter presents a summary of the findings, conclusions, and recommendations.

CHAPTER 5: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter reiterates the research questions that provided a framework and direction in conducting the study. It presents the summary of the study, the conclusions drawn, and recommendations put forward.

5.2 SUMMARY

The aim of the study was to determine classroom management strategies employed by novice teachers to ensure classroom discipline. The study was guided by the following research questions:

1. What are the views and background knowledge of novice teachers in Oshana Educational Region with regard to classroom management strategies?
2. What challenges are faced by novice teachers in Oshana Educational Region when managing learners in their classrooms?
3. What strategies can novice teachers use to maintain good classroom behaviour?
4. How can novice teachers be supported in order to manage learners in their classrooms effectively?

A qualitative research design was adopted to develop an understanding of novice teachers' experiences and views on classroom management strategies. A stratified random sampling procedure was used to select novice teachers who were suitable for the study. From a population of 35 novice teachers in Oshana Educational Region, a sample of ten teachers was selected to participate in in-depth interviews. Out of the ten novice teachers who participated in interviews, three were selected to be observed. Data were analysed using content analysis, whereby the responses were categorised and thematically analysed.

The study revealed that there is a wide gap between the theory taught in universities and the practical experiences on the ground as far as classroom management is concerned. The study also established that novice teachers are worried and concerned with the aspect of classroom management because they are still new in the profession; they are still young, are in a new environment, and some learners are their age-mates. However, from the data gathered, it is apparent that most novice teachers view classroom discipline as an everyday issue that needs different strategies.

From data gathered, it can also be deduced that when classroom management is not effected, learning and teaching will be affected negatively and, at the end of the day, the set objectives will not be achieved. It was also discovered that effective classroom management eliminates disruptions that inhibit teaching and learning. It was further revealed that novice teachers are aware of different classroom strategies, though in varying degrees. These are techniques such as guidance and counselling, classroom arrangement, ignoring, flexibility, close monitoring and establishing rules and regulations. Novice teachers should not only use one strategy but need to be flexible as

certain strategies may not work for certain learners or may not be suitable in certain circumstances.

The findings of the study also reveal that teachers in Oshana Region have in-depth knowledge and understanding of the concept of classroom management. Respondents acknowledged that it is a crucial concept that ensures effective teaching and learning. The challenges faced by novice teachers of Oshana Region include not knowing how to manage the behaviour of learners and not knowing which classroom management strategies are effective in managing the behaviour of learners. The study found that novice teachers employed disciplinary measures such as class rules, giving responsibilities to the culprits, sitting next to the teacher, and constantly reminding learners of the behaviours expected from them. Overall, the findings of the study revealed that not much is being done in terms of supporting novice teachers in areas of difficulties. Hence, they are in dire need of help through initiatives such as mentorship and induction programmes.

5.3 CONCLUSIONS

Based on the findings, this study concludes that classroom management is one of the difficult components encountered by novice teachers in Oshana Region secondary schools. Despite various strategies employed by novice teachers to manage the behaviour of learners, not all strategies are effective and these teachers still find themselves struggling to control their learners. The study established that novice teachers in Oshana Region have an understanding of the concept of classroom management. Through their responses, all respondents indicated that classroom

management is an essential concept to ensure effective teaching and learning. Through their responses, it can also be deduced that when classroom management is not employed, learning and teaching will be hindered. Thus at the end of the day, the objectives that had been set would not be achieved. It can also be concluded that ensuring that classrooms are managed effectively eliminates disruptions, which are huge contributors to ineffective teaching and learning. The study further discovered that there are many causes of misbehaviour; the common ones being peer pressure, lack of parental love and involvement, lack of academic focus, and attention-seeking. It was noted that learners giving problems in the classroom are the very same learners who are mischievous outside the classroom, meaning that psycho-social factors are contributory to their behaviour.

The study also infers that novice teachers should employ strategies that include common ones such as formulating classroom rules, which should be accepted by learners, guidance and counselling, role-modelling, giving clear instructions, and exercising professional authority (knowing the subject content very well). Furthermore, constantly keeping an eye on learners who misbehave is another way of minimising disruptions because learners will know that they are being watched; novice teachers can make these learners sit in the front of the classroom where they will be near the teacher.

In the same respect, the findings from the classroom observations showed that classrooms are overcrowded, and this leads to novice teachers finding it difficult to control learners. The findings also revealed that learners opt to sit next to their friends, and this triggers disturbances in the classroom. It was also found that bulletin boards in classrooms are not in use. Teachers are supposed to use these for visuals that contribute

to teaching and learning and also to display classroom rules. Based on the observations, it was found that learners tend to be more relaxed when the temperature is favourable and this is usually during the morning sessions. But sessions that are after break leave learners feeling agitated because of the hot temperature, creating room for disturbances that lead to misbehaviour. The findings show that, at times, teachers leave the classroom to collect required teaching materials, giving learners a chance to become disruptive while the teacher is away and thus disturbing the entire lesson.

Therefore the study concludes that some learners do not know the appropriate classroom behaviour, hence they misbehave in class and make it more difficult for novice teachers to control them. Furthermore, it can be concluded that novice teachers do not receive support and believe that they should be supported by their own colleagues who are long-serving teachers and also by the Ministry of Education, Arts and Culture. In other words, it is imperative to note that if novice teachers continue without receiving the necessary support, they can be hamstrung in the execution of their professional duties.

5.4 RECOMMENDATIONS

The following recommendations are made based on the findings of the study:

- Long-serving teachers need to work closely with novice teachers. Regional Directors of Education must implement mentorship programmes, where novice teachers are assigned to long-serving teachers in their respective departments for guidance.

- The Ministry of Education, Arts and Culture must reintroduce induction programmes for novice teachers to receive help in areas they experience challenges.
- Schools should come up with internal policies on behaviour management of learners.
- Universities should provide induction courses on discipline and courses on learner management to student-teachers just before they leave for teaching.
- Learners need to be exposed to workshops that focus specifically on classroom behaviour in order to apply self-discipline in the classroom.
- An investigation can be carried out on how parents discipline learners at home in preparation for classroom conduct.

5.5 FURTHER RESEARCH

- A study on the causes of misbehaviour of learners in classrooms.

REFERENCES

- Allen, K. P. (2010). Classroom management, bullying and teacher practices. *Professional Educator*, 34(1), 1-14.
- Babbie, E., & Mouton, J. (2001). *The practice of social research*. Cape Town: Oxford University Press Southern Africa.
- Bennet, N. (1992). *Managing classroom groups*. Michigan: Simon & Schuster.
- Blandford, S. (1998). *Managing discipline in schools*. London: Routledge.
- Bless, C., Higson-Smith, C., & Kagee, A. (2006). *Social research methods. A Southern African perspective* (4th ed.). Cape Town: Juta & Co. Ltd.
- Charles, C. (2001). *Essential elements of effective discipline*. Boston: Allyn and Bacon.
- Charlton, T., & David, K. (1997). *Managing misbehaviour: Strategies for effective management of behaviour in schools*. Hong Kong: MacMillan Education.
- Chaplain, R. (2003). *Teaching without disruption in the primary school: A model for managing pupil behaviour*. London: Routledge.
- Chiromo, A. S. (2006). *Applied educational statistics: A study guide to research*. Gweru: Mambo Press.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Boston: Pearson Education Inc.
- Ernest, P. (1994). *Social constructivism and the psychology of Mathematics education*. London: Palmer Press.
- Evertson, C. M., & Weinstein, C. S. (Eds). (2006). *Handbook of classroom management*. New York: Lawrence Erlbaum Associates Inc.

- Furedi, F. (2009). *Wasted: Why education is not educating*. New York: Continuum Publishing Group.
- Garagae, K. G. (2007). *The crisis of student discipline in Botswana schools: An impact of culturally conflicting disciplinary strategies*. Gaborone: University of Botswana.
- Gatbonton, E. (1999). Investigating experienced ESL teachers' pedagogical knowledge. *Modern Language Journal*, 83(1), 35-50.
- Gay, L. R., Mills, G. E., & Airasian, P. W. (2011). *Educational research: Competence for analysis and applications*. New Jersey: Pearson Education Inc.
- Glense, C. (1999). *Becoming qualitative researchers: An introduction*. London: Oxford.
- Haihambo Ya Otto, C. K., & Mushaandja, J. (2010). *Problems facing orphans in Windhoek, Namibia: Case study about migration, HIV/AIDS and food security*. Windhoek: University of Namibia.
- Haralambos, S. M., & Holborn, M. (2006). *Sociological perspectives in education*. London: MacMillan.
- Hope, S. (1993). Theory for transformative action. In K. K. Prah (Ed.), *Social science research priorities for Namibia* (pp.124-137). Eppindust: Creda Press.
- Katjavivi, P. H. (2016, May, 26). *Educational transformation in Namibia*. Forum of the Commonwealth Council on Education Speech presented at Commonwealth Parliamentary Association, Palace of Westminster, United Kingdom.
- Katzao, J. J. (2002). *A critical appraisal of post-primary education (including) technical in Namibia and its contribution to the growth of the national economy*. Windhoek: University of Namibia Press.

- Hinds, H., Kishchuk, T., Gonsalves, J., & Richardson, J. S. (2006). *Why schools? How education must change when learning and information are everywhere*. London: Oxford.
- Ghazi, S. R., Shahzada, G., Tariq, M., & Khan, A. Q. (2013). Types and causes of students' disruptive behavior in classroom at secondary level in Khyber Pakhtunkhwa, Pakistan. *American Journal of Educational Research*, 1(9), 350-354.
- Landman, W. A., & Bodenstein, A. (1994). *The role of educators in the management of school discipline in the Nkangala Region of Mpumalanga*. Pretoria: Kagiso.
- Leedy, P. D., & Ormrod, J. E. (2010). *Practical research* (12th ed.). Michigan: Pearson Education.
- Legal Assistance Centre. (2009). *Corporal punishment* [Fact Sheet]. Retrieved September 24, 2017, from <http://www.lac.org.na/projects/grap/Pdf/CCPA19-CorporalPunishment.pdf>
- Legal Assistance Centre. (2010). *Alternatives to corporal punishment*. Retrieved September 24, 2017, from <http://www.lac.org.na/projects/grap/Pdf/cpmanualadult.pdf>
- Levin, J., & Nolan, J. F. (1998). *Principles of classroom management: A professional decision making model*. Windhoek: Pearson.
- Lodico, M., Spaulding, D., & Voegtle, K. (2006). *Methods in educational research: From theory to practice*. Chicago: Jossey-Bass Publisher.
- Mabeba, M. Z., & Prinsloo, E. (2000). *Perceptions of discipline and ensuing discipline problems in secondary education*. Pretoria: Kagiso.

- McMillan, J. H., & Schumacher, S. (2001). *Research in education: A conceptual introduction*. Virginia: Longman.
- Miller, C. P., & Nash, J. (1999). *Behaviour and discipline in schools*. London: Routledge.
- Ministry of Education and Culture. (1993). *Towards Education For All: A development brief for education, culture and training*. Windhoek: Gamsberg MacMillan.
- Ministry of Education and Culture. (1997). *National evaluation of the basic education teacher diploma: Professional issues*. Okahandja: National Institution for Educational Development.
- Monroe, A. E., & Johnson, A. (2014). *Role play for classroom management: Providing a lodestar for Alternative Route Teachers*, The Educational Forum.
- Musaazi, J. S. C. (1982). *The theory and practice of educational administration*. London: MacMillan.
- Mushaandja, J. (2006). *Investigating in-service professional development of secondary school principals in Namibia*. Windhoek: University of Namibia Press.
- Mwamwenda, T. S. (2004). *Educational psychology: An African perspective*. London: Heinemann.
- Nantanga, S. (2014). *Novice teachers' experiences of induction in selected schools in Oshana Region, Namibia*. [Unpublished master's thesis]. Retrieved February 15, 2016, from <http://hdl.handle.net/10500/14200>
- NANTU. (2008). *Newsletter of the Namibian teachers' union*. Windhoek: Ministry of Education, Culture, Youth and Sport.
- National Centre for Education Statistics. (2005). *Indicators of school crime and safety*. Retrieved May 12, 2018, from <https://files.eric.ed.gov/fulltext/ED488782.pdf>

- National Centre for Education Statistics. (2005). *Violence and discipline problems in public schools in U.S.* Retrieved September 24, 2017, from <http://commongood.org/schools-reading-cgpubs-polls-3.html>
- Ndhlovu, D., & Phiri, J. K. (2009). *Vocational training and early education*. Lusaka: Mweene Press.
- Nwankwo, I. N., Christiana, A., & Matthew, O. (2016). *Learning strategies used by public and private school maths students of Nepal, Indiana*. Nepal: Nepal Press.
- Oliver, R. M., & Reschly, D. J. (2007). Effective classroom management. *Teacher Preparation and Professional Development*, 1(8), 2.
- Pierce, C. (2009). *Reinventing public education*. Chicago: Long Press.
- Porter, S. (2000). *War and education*. Chicago: Chicago University Press.
- Save the Children. (2001). *Ending corporal punishment: Making it happen*. Retrieved July 6, 2017, from <http://www.crin.org/en/docs/resources/treaties/crc.28/SC-UK-ES-S.pdf>
- Savage, T. V., & Savage, M. K. (2010). *Successful classroom management and discipline: Teaching self-control and responsibility* (3rd ed.). Los Angeles: Sage Publications.
- Sergiovanni, T. J., & Starrat, R. J. (1988). *Supervision: Human perspectives*. Ohio: McGraw-Hill.
- Shannon, J., & McCall, R. B. (2000). *Bullying, school exclusion and literacy*. Ottawa: Cengage Press.

Ugwanga, T. (2010). *An investigation of the coping mechanisms of novice teachers: A study of selected high schools in Oshikoto Region of Namibia*. Unpublished master's thesis. Retrieved February 15, 2016, from <http://etd.uwc.ac.za/xmlui/handle/11394/1824>

Van Deventer, I. (2003). *An educator's guide to educational management*. Pretoria: Kagiso.

Van Wyk, H. V. (2001). *Teacher practices to involve parents in homework in Namibian schools*. Cape Town: Van Wyk Publishers.

APPENDICES

Appendix 1: Ethical Clearance Certificate

Appendix 2: Permission request letter to the Permanent Secretary

Appendix 3: Permission letter from the Permanent Secretary

Appendix 4: Permission request letter to the Director of Education in Oshana Region

Appendix 5: Permission letter from the Director of Education in Oshana Region

Appendix 6: Teachers' letter of consent

Appendix 7: Parents' letter of consent

Appendix 8: Learners' informed assent

Appendix 9: Interview schedule for novice teachers

Appendix 10: Observation schedule

Appendix 1: Ethical Clearance Certificate



ETHICAL CLEARANCE CERTIFICATE

Ethical Clearance Reference Number: FOE/184/2017

Date: 24 April, 2017

This Ethical Clearance Certificate is issued by the University of Namibia Research Ethics Committee (UREC) in accordance with the University of Namibia's Research Ethics Policy and Guidelines. Ethical approval is given in respect of undertakings contained in the Research Project outlined below. This Certificate is issued on the recommendations of the ethical evaluation done by the Faculty/Centre/Campus Research & Publications Committee sitting with the Postgraduate Studies Committee.

Title of Project: Novice Teachers' Classroom Management Strategies: A Case On Classroom Discipline Of Selected Secondary Schools In The Oshana Region Of Namibia

Nature/Level of Project: Masters

Researcher: Elina Angula

Student Number: 200730673

Faculty: Faculty of Education

Supervisors: Prof. R. K. Auala (Main) Dr. C. K. Tjitemisa

Take note of the following:

- (a) Any significant changes in the conditions or undertakings outlined in the approved Proposal must be communicated to the UREC. An application to make amendments may be necessary.
- (b) Any breaches of ethical undertakings or practices that have an impact on ethical conduct of the research must be reported to the UREC.
- (c) The Principal Researcher must report issues of ethical compliance to the UREC (through the Chairperson of the Faculty/Centre/Campus Research & Publications Committee) at the end of the Project or as may be requested by UREC.
- (d) The UREC retains the right to:
 - (i) Withdraw or amend this Ethical Clearance if any unethical practices (as outlined in the Research Ethics Policy) have been detected or suspected,
 - (ii) Request for an ethical compliance report at any point during the course of the research.

UREC wishes you the best in your research.

Prof. P. Odonkor: UREC Chairperson

A handwritten signature in black ink, appearing to read "P. Odonkor", written over a horizontal line.

Ms. P. Claassen: UREC Secretary

A handwritten signature in black ink, appearing to read "P. Claassen", written over a horizontal line.

Appendix 2: Permission request letter to the Permanent Secretary

P O Box 299
Ondangwa
Mobile: 0812091579
Email: nekefo90@gmail.com
16 May 2017

The Permanent Secretary
Ministry of Education, Arts and Culture
Private Bag 13186
Windhoek

Dear Madam

REQUEST FOR PERMISSION TO UNDERTAKE AN EDUCATIONAL RESEARCH IN OSHANA EDUCATIONAL REGION

I am Elina Angula, a student at the University of Namibia pursuing a Masters Degree in Educational Leadership, Management and Policy Studies. I am hereby kindly seeking permission from your good office to conduct an educational reasearch at secondary schools in the Oshana Educational Region in fulfilment of my masters degree during the month of June 2017.

My research topic is: **Novice teachers' classroom management strategies: A case on classroom discipline of selected secondary schools in the Oshana Region of Namibia.** The research will be conducted by interviewing ten (10) novice teachers and from which three (3) will be selected for classroom observations. Information that will be gathered from the study will be treated with confidentiality and will be used solely for the purpose of the study. Respondents will do this on a voluntary basis and they will have the right to withdraw at any time.

I sincerely hope this study will contribute towards improving novice teachers' classroom management strategies to ensure effective teaching and learning.

I am looking forward to a positive response from your good office.

Yours faithfully

.....

Elina N Angula

Appendix 3: Permission letter from the Permanent Secretary



REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION, ARTS AND CULTURE

Tel: +264 61 -2933200
Fax: +264 61- 2933922
Enquiries: C. Muchila
Email: Cavin.Muchila@moe.gov.na

Luther Street, Govt. Office Park
Private Bag 13186
Windhoek
Namibia

File no: 11/1/1

Ms Elina N. Angula
P O Box 229
Ondangwa
Cell: +264812091579
Email: nekefo90@gmail.com

Dear Ms Angula

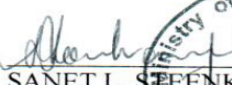
SUBJECT: PERMISSION TO CONDUCT RESEARCH IN OSHANA REGION

Kindly be informed that permission to conduct research for your Master's Degree in Oshana region is herewith granted. You are further requested to present the letter of approval to the Regional Director to ensure that research ethics are adhered to and disruption of curriculum delivery is avoided.

Furthermore, we humbly request you to share your research findings with the ministry. You may contact Mr C. Muchila at the Directorate: Programmes and Quality Assurance (PQA) for provision of summary of your research findings.

I wish you the best in conducting your research and I look forward to hearing from you soon.

Sincerely yours


SANET L. STEENKAMP
PERMANENT SECRETARY
Private Bag 13136
Windhoek, Namibia

Ministry of Education, Arts and Culture
Office of the
Permanent Secretary
2017-06-02

2/6/17
Date

All official correspondences must be addressed to the Permanent Secretary

Appendix 4: Permission request letter to the Director of Education in Oshana Region

P O Box 299
Ondangwa
Mobile: 0812091579
Email: nekefo90@gmail.com

16 May 2017

The Director of Education
Oshana Directorate of Education
Private Bag 5518
Oshakati

Dear Madam

REQUEST FOR PERMISSION TO UNDERTAKE AN EDUCATIONAL RESEARCH IN OSHANA EDUCATIONAL REGION

I am Elina Angula, a student at the University of Namibia pursuing a Masters Degree in Educational Leadership, Management and Policy Studies. I am hereby kindly seeking permission from your good office to conduct an educational reasearch at secondary schools in the Oshana Educational Region in fulfilment of my masters degree during the month of June 2017.

My research topic is: **Novice teachers' classroom management strategies: A case on classroom discipline of selected secondary schools in the Oshana Region of Namibia.** The research will be conducted by interviewing ten (10) novice teachers and from which three (3) will be selected for classroom observations. Information that will be gathered from the study will be treated with confidentiality and will be used solely for the purpose of the study. Respondents will do this on a voluntary basis and they will have the right to withdraw at any time.

I sincerely hope this study will contribute towards improving novice teachers' classroom management strategies to ensure effective teaching and learning.



I am looking forward to a positive response from your good office.

Yours faithfully

.....

Elina N Angula

Appendix 5: Permission letter from the Director of Education in Oshana Region


REPUBLIC OF NAMIBIA


OSHANA REGIONAL COUNCIL
DIRECTORATE OF EDUCATION, ARTS AND CULTURE
Aspiring to excellence in Education for All

Tel: 065 229800
Fax: 065 229833
Enquiries: Gerhard S. Ndafenongo
E-mail: ndafenongogs@gmail.com
Ref no: 11/1/1

906 Sam Nuyoma Road
Private Bag 5518
Oshakati, Namibia


ELINA N. ANGULA
P.O. BOX 299
ONDANGWA
CELL: 0812091579


Attention: Ms Angula

RE: PERMISSION TO CONDUCT RESEARCH IN SENIOR SECONDARY SCHOOLS IN OSHANA REGION

1. I acknowledge receipt of your letter 16th May 2017 and therefore it bears reference;
2. Kindly be informed that permission is hereby granted to conduct the study entitled: **Novice teachers' classroom management strategies**: A case study of classroom discipline in selected schools in Oshana Region. You are hereby requested to present this letter of approval to the principals of the selected schools to ensure that the research is authorised, authentic and procedures are adhered to.
3. This permission is subject to the following strict conditions; (i) There should be minimal or no interruption on normal teaching and learning, during a class or scheduled afternoon session, (ii) Ethical issues of confidentiality and anonymity should be respected and retained throughout this activity i.e. voluntary participation, and consent from participant, and (iii) the permission is valid for entire academic year 2017.
4. Both parties should understand that this permission could be revoked without explanation at any time.
5. Furthermore, we humbly request you to share with us your research findings with the Directorate of Education, Arts and Culture_ Oshana Region. You may contact Mr GS Ndafenongo, the Deputy Director: Programs and Quality Assurance (PQA) for the provision of summary of your research findings.
6. I wish you the best in conducting your study.

Yours Sincerely

 19/05/2017
HILENI M. AMUKANA
REGIONAL DIRECTOR



All correspondence should be addressed to the Director of Education, Arts & Culture

Appendix 6: Teachers' letter of consent

TEACHERS' CONSENT LETTER

Dear participant

You are kindly requested to take part in this research project titled "*Novice teachers' classroom management strategies: A case on classroom discipline of selected secondary schools in the Oshana Region of Namibia*". The aim of this study is to find out strategies used by novice teachers in Oshana Region to maintain discipline in classrooms that will ensure effective teaching and learning. Therefore, your contribution is crucial to the study.

Your participation in this study will entail an audio-taped interview and may also include a classroom observation. Although your participation is voluntary, confidentiality and anonymity will be guaranteed throughout the study, and you may withdraw at any time you wish not to continue. Information obtained from this study will be used merely for the purpose of this study.

Please sign this letter as a declaration of your consent that you are willing to participate in this study.

Yours sincerely

Elina N Angula

CONSENT

I _____ agree to participate in the research entitled "**Novice teachers' classroom management strategies: A case on classroom discipline of selected secondary schools in the Oshana Region of Namibia**" as outlined in the consent letter.

Signature: _____

Date: _____

Appendix 7: Parents' letter of consent

PARENTS' INFORMED CONSENT

Dear Parents

You are kindly requested to allow your child to take part in this research project titled *“Novice teachers’ classroom management strategies: A case on classroom discipline of selected secondary schools in the Oshana Region of Namibia.* The aim of this study is to find out strategies used by novice teachers in Oshana Region to maintain discipline in classrooms that will ensure effective teaching and learning. Therefore, the contribution of your child is crucial to the study.

Their participation in this study will entail a classroom observation. Although their participation is voluntary, confidentiality and anonymity will be guaranteed throughout the study, and they may withdraw at any time they wish not to continue. Information obtained from this study will be used merely for the purpose of this study.

Please sign this letter as a declaration of your consent that you are willing to let your child to participate in this study.

Yours sincerely

Elina N Angula

CONSENT

I _____ agree for my child to participate in the research entitled **“Novice teachers’ classroom management strategies: A case on classroom discipline of selected secondary schools in the Oshana Region of Namibia”** as outlined in the consent letter.

Signature: _____

Date: _____

Appendix 8: Learners' informed assent

LEARNERS' INFORMED ASSENT

Dear Participant

You are kindly requested to take part in this research project titled "*Novice teachers' classroom management strategies: A case on classroom discipline of selected secondary schools in the Oshana Region of Namibia*". The aim of this study is to find out strategies used by novice teachers in Oshana Region to maintain discipline in classrooms that will ensure effective teaching and learning. Therefore, your contribution is crucial to the study.

Your participation in this study will entail a classroom observation. Although your participation is voluntary, confidentiality and anonymity will be guaranteed throughout the study, and you may withdraw at any time you wish not to continue. Information obtained from this study will be used merely for the purpose of this study.

Please sign this letter as a declaration of your assent that you are willing to participate in this study.

Yours sincerely

Elina N Angula

ASSENT

I _____ agree to participate in the research entitled "**Novice teachers' classroom management strategies: A case on classroom discipline of selected secondary schools in the Oshana Region of Namibia**" as outlined in the assent letter.

Signature: _____

Date: _____

Appendix 9: Interview schedule for novice teachers

INTERVIEW SCHEDULE FOR NOVICE TEACHERS

INTERVIEWER: ELINA NEKEFO ANGULA

INTERVIEWEE CODE:

DATE:

TIME:

INTRODUCTION:

My name is Elina Angula, a student doing Masters in Educational Leadership, Management and Policy Studies at the University of Namibia. The purpose of this interview is to examine novice teachers' classroom management strategies on classroom discipline of selected secondary schools in the Oshana Region. Please answer the following questions as sincerely as possible.

Background information: Age, Gender, Years of teaching experience and qualification

Question 1: What are the views of novice teachers with regard to classroom management strategies?

Sub-questions

1.1 What is your understanding of classroom management?

1.2 What role does classroom management play during classroom instruction?

1.3 In your opinion, why is it important for a teacher to employ various classroom management strategies?

1.4 What differences (in terms of classroom management) would you say existed between what you learned at university and the reality of the classroom?

Question 2: Which difficulties do novice teachers experience when managing learners in their classrooms?

Sub-questions

2.1 What concerns did you have regarding classroom management when you started teaching?

2.2 How often do you experience problems related to classroom discipline?

2.3 What do you think are the reasons for misbehaviour among learners?

2.4 Do you think misbehaviour among learners only occurs inside the classroom or does it also occur outside the classroom?

Question 3: What strategies can novice teachers use to maintain good classroom behaviour?

Sub-questions

3.1 What methods do you use to maintain good classroom behaviour?

3.2 Which strategies are very effective in maintaining good classroom behaviour?

3.3 How often do you explain your expectations from learners in terms of classroom behaviour and discipline?

Question 4: How can novice teachers be supported in order to manage learners in their classrooms effectively?

Sub-questions

4.1 How did veteran teachers work with you to enable you to manage your classes effectively?

4.2 What kind of support have you received from the Ministry of Education, Arts and Culture with regard to classroom management and do they do enough in supporting novice teachers?

4.3 Why is it important for novice teachers to receive the necessary support for them to manage classes effectively?

4.4 What form of support do you think is appropriate for novice teachers to enable them to gain the necessary knowledge and skills in managing learners?

The following probes will be used to elicit greater detail on the sub-questions:

- i. Would you explain further?
- ii. Would you give me an example of what you mean?
- iii. Would you say more?
- iv. Tell me more.
- v. Is there anything else?
- vi. Please describe what you mean.
- vii. I don't understand.
- viii. Does anyone see it differently?
- ix. Has anyone had a different experience?

Closure: Thank you very much for your time. Your knowledge and insights are helpful.

Appendix 10: Observation schedule

LESSON OBSERVATION SCHEDULE

OBSERVER: ELINA ANGULA		TEACHER CODE:				
TOPIC:						
DATE:			TIME:			
CLASS SIZE:						
CLASSROOM MANAGEMENT AND DISCIPLINE	EVALUATION					
	Exceeds Expecta tions	Meets Expectations	Needs Improvement	Unacceptable	Not observed	Comment
CLASSROOM ORGANISATION -Classroom is organised, neat, and uncluttered -Classroom is arranged to allow varied interactions between learners and teacher -Classroom is arranged to allow varied interactions among learners -Teacher makes decision about learner seating (including hetero- and homogeneous grouping) -Evidence of classroom planning -Visuals to support learning are displayed -There is a plan in place for interruptions and unexpected events -Time is used efficiently and effectively, leaving						

little time to disruptions						
PHYSICAL ENVIRONMENT -Temperature is bearable -Lighting is conducive -Students are physically comfortable -Classroom is attractive to students -Maximum use of bulletin board and wall space -All students can see presentation of instruction -Desks and chairs are arranged to maximise space -Frequently used materials are easily accessible -Students know where materials/books belong -Overall safe, non-threatening environment is provided						
BEHAVIOURAL CONSIDERATIONS -Clear expectations are communicated regarding acceptable behaviour -Expectations regarding behaviour are posted clearly -Rules are realistic and reasonably attainable -Rules are aligned with school's behavioural expectations						

<p>-Teacher uses a variety of strategies to manage learner behaviour</p> <p>-Teacher uses positive reinforcement</p> <p>-Teacher addresses negative behaviour through re-directing</p> <p>-Teacher uses a variety of reinforcers</p> <p>-Teacher monitors learners' behaviour and attends to all areas of the classroom in order to prevent misbehaviour</p> <p>-Teacher uses a firm tone to clearly communicate behavioural expectations of learners</p> <p>-Teacher handles misbehaviour quickly</p> <p>-Teacher handles learners' misbehaviour in a respectful and appropriate way</p> <p>-Misbehaving students respond quickly and appropriately</p> <p>-Evidence that learners understand behavioural expectations</p> <p>-Learners take responsibility for their behaviour and display appropriate behaviour most of the time</p>						
---	--	--	--	--	--	--