

**Management strategies for establishing discipline in primary classrooms in a
KwaZulu-Natal District**

by

Sagree Padayachie

submitted in accordance with the requirements for
the degree of

Master of Education

in the subject

Education Management

at the

University of South Africa

Supervisor: Professor HM Van Der Merwe

December 2013

DECLARATION

I declare that **Management strategies for establishing discipline in primary classrooms in a KwaZulu-Natal District** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

22 November 2013

SIGNATURE

DATE

ACKNOWLEDGEMENTS

I would like to express my sincere appreciation and gratitude to:

- Almighty God for giving me the inner strength and wisdom to complete this study.
- My supervisor, Professor HM van der Merwe for her invaluable guidance, support and encouragement. Thank you for believing in me.
- My husband Alvin and my daughters, Washnee and Sashleen for their constant support, love and inspiration.
- Family and friends for your kind words of encouragement and being there for me spiritually and emotionally throughout my studies.
- The Department of Education in the KwaZulu-Natal region, for granting me permission to conduct research in the Empangeni region.
- The Principal and Teachers of the research site for your co-operation and invaluable contributions to this study.
- Mrs Indira Naidoo for assisting with the acquiring of research material for the dissertation.
- Dr Jean Mitchell for the highly professional editing of my dissertation.
- Mrs Magda Botha for the technical assistance rendered for the completion of the dissertation.

DEDICATION

I would like to dedicate this study to my late dad Mr Rajgopaul Reddy and my mum Mrs Lilly Reddy for their unconditional love and for having inspired me to pursue my goals and dreams in life through education.

ABSTRACT

The aim of this study was to investigate the management strategies conducive to establishing constructive discipline for optimal learning. The study represented a case study conducted in a primary school in the Empangeni district of KwaZulu-Natal. An in-depth literature study was followed by an empirical investigation based on a qualitative research design employing focus group and individual interviews. The research findings revealed that optimal learning is achieved through effective classroom management practices promoting constructive discipline. A classroom environment in which constructive discipline prevails includes the organisation of the physical environment in a functional way, the consideration of instructional strategies such as teachers being well-prepared for the lesson, as well as class routines and procedures being well communicated. Based on the findings of the empirical investigation, and concurring with the findings from literature, recommendations were made regarding classroom management strategies for constructive discipline in order to arrange for optimal learning.

KEY TERMS

constructive discipline; classroom management strategies; order in the classroom; optimal learning; learner motivation; mutual cooperation; functional physical environment; misbehaviour; limits to settings;

TABLE OF CONTENTS

CHAPTER ONE ORIENTATION TO STUDY

1.1	INTRODUCTION.....	1
1.2	BACKGROUND TO THE STUDY.....	1
1.2.1	Factors influencing learning behaviour in the classroom	1
1.2.2	Strategies for effective classroom management	2
1.3	MOTIVATION FOR THE STUDY	5
1.4	PROBLEM STATEMENT	6
1.5	AIMS WITH THE STUDY	7
1.6	RESEARCH METHODOLOGY AND RESEARCH DESIGN	8
1.6.1	Literature review.....	8
1.6.2	The empirical investigation	9
1.6.2.1	Selection of participants	10
1.6.2.2	Data collection.	12
1.6.2.3	Data analysis	14
1.6.2.4	Trustworthiness and transferability.....	15
1.6.2.5	Ethical considerations	16
1.7	CLARIFICATION OF CONCEPTS	16
1.7.1	Management	16
1.7.2	Classroom Management	17
1.7.3	Constructive discipline	18
1.7.4	Order	18
1.7.5	Optimal learning	19
1.8	PROGRAMME OF STUDY	19
1.9	CONCLUSION.....	20

CHAPTER TWO CLASSROOM MANAGEMENT STRATEGIES

2.1	INTRODUCTION.....	22
2.2	ANALYSIS OF THE CONCEPT CLASSROOM MANAGEMENT	23
2.3	INTEGRATED MODEL OF CLASSROOM MANAGEMENT: A THEORETICAL FRAMEWORK	27

2.4	CREATING A CONSTRUCTIVE SOCIO-EMOTIONAL ENVIRONMENT	38
2.4.1	The classroom as a learning community	38
2.4.2	Classroom climate	39
2.4.3	Establishing a positive teacher-learner relationship.....	40
2.5	BUILD RELATIONSHIPS FOR TRUST	41
2.5.1	Classroom meetings	41
2.5.2	Teacher proximity	42
2.5.3	Non-contingent reinforcement	43
2.6	CONSIDER PREREQUISITES FOR SUCCESS.....	44
2.6.1	Feedback	44
2.6.2	Motivation.....	45
2.6.3	Cooperative learning.....	46
2.6.4	Delivering instruction	47
2.6.5	Productive use of time.....	50
2.6.6	Limit setting.....	52
2.7	ADVANCE ORGANISATION OF THE PHYSICAL ENVIRONMENT	52
2.7.1	Room design.....	53
2.7.2	Facilitative seating arrangements.....	55
2.8	Determine the parameters for cooperation	57
2.8.1	Scheduling.....	57
2.8.2	Transition activities.....	58
2.8.3	Specific instructional procedures	59
2.8.4	Monitoring	65
2.8.5	Class agreements	65
2.9	CONCLUSION.....	66

CHAPTER 3
DISCIPLINE AND ORDER FOR EFFECTIVE TEACHING AND OPTIMAL
LEARNING

3.1	INTRODUCTION.....	67
3.2	CLARIFICATION OF THE CONCEPT ORDER.....	68
3.3	CLARIFICATION OF THE CONCEPT DISCIPLINE	68
3.4	CHARACTERISTICS OF DISCIPLINE.....	69
3.5	FUNCTION OF CLASSROOM DISCIPLINE AND ORDER.....	70

3.6	TEACHER CONTRIBUTION TOWARDS ACHIEVING DISCIPLINE AND ORDER	71
3.7	FACTORS THAT CONTRIBUTE TO A DISCIPLINE PROBLEM	72
3.8	DISCIPLINE MODELS	73
3.8.1	The democratic discipline model	73
3.8.2	The model of choice theory, reality therapy and lead management	75
3.8.3	The model of teacher effectiveness training	78
3.9	MAINTAINING DISCIPLINE AND ORDER IN THE CLASSROOM.....	80
3.9.1	Develop a positive classroom discipline policy	80
3.9.2	The antecedent-based approach	82
3.9.3	Applying the consequence approach to promote effective classroom discipline	84
3.9.4	Contingency contracts to promote effective classroom discipline.....	84
3.9.5	Visibility for effective classroom discipline	86
3.9.6	A personalised approach to classroom appearance	86
3.9.7	Varying learner activities	87
3.9.8	Reinforcement strategies	88
3.9.9	Reductive procedures	90
3.9.10	Obtaining and sustaining learner attention.....	92
3.9.11	Group contingencies	93
3.9.12	Teachers fairness.....	93
3.9.13	The importance of proper communication for effective teaching and learning	94
3.9.14	Teachers consistency	95
3.10	PREVENTING BEHAVIOURAL ESCALATION IN CLASSROOM SETTINGS	96
3.10.1	Reinforce calm and on-task behaviour	96
3.10.2	Be alert to the triggers	97
3.10.3	Pay attention to learners' unusual behaviour	98
3.10.4	Remain calm in provoking situations	98
3.10.5	Offer learners opportunities to display responsible behaviour	98
3.10.6	The importance of early intervention in the sequence of a behaviour pattern	99
3.10.7	Be cognisant of how behavioural incidents ended in the past	99
3.10.8	Understanding the purpose of problem behaviour	100
3.10.9	Wise judgement to align behaviour and punishment	100
3.10.10	Use extinction procedures wisely	100
3.10.11	Teach learners socially appropriate behaviour to replace problem behaviour	101
3.10.12	Teach academic survival skills and set learners up for success	101

3.11	RESPONDING TO INAPPROPRIATE BEHAVIOUR	103
3.11.1	Preserve the dignity of learners	104
3.11.2	Private correction is preferable to public correction.....	104
3.11.3	Respond consistently and fairly	105
3.11.4	Identify the causes of misbehaviour	105
3.12	Conclusion.....	105

CHAPTER 4

RESEARCH METHODOLOGY FOR THE EMPIRICAL INVESTIGATION

4.1	INTRODUCTION.....	107
4.2	RESEARCH AIMS	107
4.3	RESEARCH APPROACH.....	108
4.3.1	Qualitative research approach.....	108
4.3.2	Case study design	110
4.4	SAMPLING	112
4.4.1	Sampling method.....	113
4.4.2	Sample size.....	114
4.5	DATA COLLECTION	116
4.5.1	Observation.....	116
4.5.2	Interviews.....	122
4.5.2.1	Individual interviews.....	124
4.5.2.2	Focus group interviews	125
4.5.2.3	A final word on the advantages and disadvantages of interviewing as data collection method	129
4.5.2.4	Preparing for the interview	130
4.6	DATA ANALYSIS	132
4.6.1	Steps in qualitative data analysis.....	132
4.6.2	Interview schedules and interview analysis sheets.....	135
4.7	TRUSTWORTHINESS AND TRANSFERABILITY.....	136
4.7.1	Methodical approach	138
4.7.2	Truth value	138
4.7.3	Applicability ensured by the strategy of transferability	138
4.7.4	Increasing the reliability of findings	139
4.8	ETHICAL CONSIDERATIONS.....	140

4.8.1	Anonymity and confidentiality	141
4.8.2	Informed consent.....	143
4.8.3	Privacy	144
4.8.4	Concealment and deception	144
4.9	CONCLUSION.....	145

CHAPTER 5
RESEARCH FINDINGS ON THE QUALITATIVE INVESTIGATION

5.1	INTRODUCTION	147
5.2	RESEARCH SITE PROFILE.....	148
5.3	PROFILE OF PARTICIPANTS	151
5.4	DISCUSSION OF FINDINGS	155
5.4.1	The need for discipline and order in the classroom.....	155
5.4.2	Creating a classroom environment for constructive discipline to ensure optimal learning	157
5.4.3	Preventative discipline contributes to effective classroom management.....	160
5.4.3.1	Instructional strategies used by teachers to keep learners engaged in the activity	160
5.4.3.2	Lesson Preparation	162
5.4.3.3	Formulating rules	163
5.4.3.4	Routines and procedures	165
5.4.4	Teacher preparedness and adequate knowledge of the subject matter as prevention of behaviour problems and encouragement of positive learner behaviour	172
5.4.5	Learner motivation	175
5.4.5.1	Extrinsic and intrinsic motivation	176
5.4.5.2	Motivating learners through the assignment of duties	177
5.4.6	The role played by the school management team in the development of teachers as managers of constructive discipline	179
5.4.6.1	Training of novice and inexperienced teachers.....	180
5.4.6.2	Monitoring and evaluating teachers	181
5.4.7	Maintaining discipline and order in the classroom.....	185
5.4.8	Communication	188
5.4.9	Strategies for optimal learning	190

5.5	CONCLUSION	192
------------	-------------------------	------------

**CHAPTER 6
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

6.1	INTRODUCTION	194
6.2	SUMMARY OF THE STUDY.....	195
6.3	CONCLUSIONS OF THE STUDY.....	203
6.4	RECOMMENDATIONS	206
6.5	SUGGESTIONS FOR FURTHER STUDY	211
6.6	LIMITATIONS OF THE STUDY.....	211
6.7	CONCLUDING REMARKS	212
References	213

TABLES

TABLE 5.1:		
Presentation of learners at the research site		148
TABLE 5.2:		
Profile of participant teachers		152
TABLE 5.3:		
Profile of participant learners		154

APPENDIXES

APPENDIX A:		
Letter requesting permission from the to the Department of Education of KwaZulu-Natal		231
APPENDIX B:		
Letter to School Principal.....		234
APPENDIX C:		
Informed consent from participants for individual and focus group interviews		237
APPENDIX D:		
Informed consent from parents or guardians of learners participating in the research		239
APPENDIX E:		
Informed consent from learners participating in the research.....		242

APPENDIX F:	
Observation schedule for classroom observation of management strategies for constructive discipline.....	244
APPENDIX G:	
Interview guide for individual interview with school Principal / Junior Phase Head of Department / Senior Phase Head of Department.....	250
APPENDIX H:	
Interview guide for individual and focus group interview with teachers.....	252
APPENDIX I:	
Interview guide for individual and focus group interview with Grades 3 to 7 Learners	253
APPENDIX J:	
Agreement to confidentiality from teachers and learners participating in focus group interviews	254

CHAPTER 1

ORIENTATION TO STUDY

1.1 INTRODUCTION

South African classrooms of the post-apartheid era are complex dynamic social systems inhabited by learners from diverse cultural groups. This diversity among learners has challenged experienced as well as prospective teachers. In addition, the introduction of outcomes based education has exacerbated the discipline problem in classrooms (Pienaar, 2003:262). Two of the most difficult tasks facing a classroom manager are the creation of a disciplined classroom that is conducive to teaching and learning, and dealing with unacceptable learner behaviour (Coetzee, Niekerk & Wydeman, 2008:215).

Teachers have to deal effectively with misbehaviour in order to accomplish instructional goals. This requires positive management strategies. Establishing and maintaining an orderly environment to enhance learning and minimise behavioural problems is a key issue in education. In that regard effective classroom managers need to be innovative and to use research-based strategies to design classroom environments for optimal learning.

1.2 BACKGROUND TO THE STUDY

The study focused on classroom management strategies to establish constructive discipline for optimal learning. For optimal learning to occur a good classroom manager establishes and maintains rules, deals effectively with misbehaviour and uses good communication and motivational strategies (Moore, 2009:361). Furthermore, an organisation and management plan needs to be in place.

1.2.1 Factors influencing learning behaviour in the classroom

Research conducted on classroom management since the late 1960s disclosed that learners' behaviour was not primarily influenced by teachers' disciplining techniques, but by their

classroom management strategies (Muijs & Reynolds, 2005:76). Studies on classroom management undertaken in the 1970s revealed similar findings, namely that learner on-off-task behaviour is related to teachers' classroom management strategies (Emmer, Everston & Anderson, 1980:227). Further studies on the classroom situation showed that a lack of discipline in the classroom is the most serious problem facing schools today (Marzano, 2003:27). Related findings revealed that teachers believe that on the one hand, they are unprepared to deal with disruptive behaviour, and on the other hand the increasing amount of disruptive behaviour interferes with their teaching. It is also estimated that only half of all classroom time is used for teaching and learning while the rest is used to address disciplinary problems (Marzano, 2003:27). With reference to the complexities of classroom-related procedures and behaviour management, Johnson, Rice, Edington and Williams (2005:29) point out that teacher training programmes do not prepare prospective teachers fully for what really happens within the classroom context. Although teacher-training programmes provide instruction in classroom management, more often than not prospective teachers fail to comprehend the complexities of classroom management until they are solely responsible for a classroom.

Several studies reveal that the start of the school year is crucial to effective classroom management. Learners demonstrated high on-task rates and achievement in classes where teachers had implemented a systematic approach to classroom management right from the beginning of the year. Such a systematic approach involves teachers starting the year by planning rules and procedures; communicating their expectations clearly; establishing routines and procedures; systematically monitoring learner academic behaviour and providing feedback about academic performance and behaviour (Emmer *et al.*, 1980:230; Everston & Emmer, 1982:486; Sterling, 2009:30). The focus today is on the value of a systematic approach to classroom management, and a broadened definition of classroom management. Successful learning results from a movement away from controlling learner behaviour and the implementation of teacher actions that create and maintain a classroom that supports learning (Everston & Harris, 1992:74).

1.2.2 Strategies for effective classroom management

The professional development of teachers should incorporate a framework of research-based

instructional strategies. These include strategies in organisation, instruction and assessment. These strategies help novice teachers to bridge the gap between theory and practice and create high quality learning environments in their classrooms (Freiberg (i), 2002:57). General expertise including knowledge about overlapping activities, setting the pace of teaching and maintaining attention is necessary for teachers to achieve high levels of work involvement and low levels of misbehaviour.

Verbal and non-verbal communication of norms, rules and expectations within the group demonstrate how learners and teachers can actively mediate and construct the learning environment. This is supported by the need for a classroom management system that is visible, established, monitored, modified and refined (Everston & Harris, 1992:75).

The major factor influencing the opportunities for learners to learn is time-on-task which relates to the amount of time that learners spend engaging with the curriculum. Time-on-task is crucially dependent on the quality of both classroom and behaviour management (Muijs & Reynolds, 2005:75) and owing to disciplinary problems the amount of time spent productively on teaching and learning is questionable. Teachers who establish different types of procedures (academic, routine and special) reduce uncertainty and off-task behaviour by learners. By being proactive, potential disciplinary problems or misbehaviour challenges can be prevented (Johnson *et al.*, 2005:32).

Furthermore, effective classroom management can conserve teaching and learning time. This can be arranged by planning activities and tasks to match the learning material, setting and conveying both procedural and academic expectations, and appropriately sequencing, pacing, monitoring and providing feedback to learners (Emmer *et al.*, 1980:219; Everston & Emmer, 1982:485). In this regard the task of the teacher is to engage learners effectively in learning activities. Teachers must be able to motivate learners, understand the learning phenomenon from a constructive and experiential perspective and understand their own teaching styles in order to ensure that learners can be accommodated successfully (Coetzee, Van Niekerk & Wydeman, 2008:129).

Sprick and Daniels (2010:18, 20) advocate that teachers need to know how to manage the

mechanisms that promote positive learner behaviour. Teachers who lack both instincts and training are likely to panic when faced with learners who misbehave. A decrease in misbehaviour and enhanced motivation can be manipulated by the following variables: constructive structure, effective teaching, accurate observation, spontaneous interaction and supportive correction. Effective teachers utilise these mechanisms to manage learner behaviour, motivate learner achievement and create safe and nurturing classroom climates.

With regard to motivation, the following dimensions of learner motivation can help teachers design teaching strategies to motivate learners: concentrating on capturing the learner's interest, ascertaining the relevance of the learning material to the learner, stimulating the learner's expectation of success in learning and developing intrinsic and extrinsic motivation (Burden, 1995:148). A positive linear relationship exists between the strength of motivation and the time spent on doing school work which positively influences academic achievement (Lens, Lacante, Vansteenkiste & Herrera, 2005:276).

Most classroom practices promote mainly extrinsic motivation. Intrinsic motivation can be advanced by creating learning opportunities in the classroom, by providing predictable learning environments, by creating a balance between easy and challenging tasks and by providing instructional support. Setting sub-goals, sharing tasks, promoting control opportunities and avoiding the social comparison of learners, are all operational strategies that also promote intrinsic motivation (Spaulding, 1992:5, 8; UNISA, 2006:37).

In addition to the above strategies teachers can increase learner motivation by facilitating group development and cohesion (Arend, 1998:90). By means of group work learners share ideas, manage time, prepare tasks, cooperate, and become collectively responsible group participants. When group activities are effectively completed learners develop intellectually, their interest is stimulated and their confidence is increased (Petress, 2004:587).

Having provided the background to the problem of the research in brief, it is important to explain the motivation underlying the study.

1.3 MOTIVATION FOR THE STUDY

Di Giulio (2000:4) states that the hardest part of a teacher's job description is not to teach the subject matter, but to manage the classroom. Effective teaching and learning cannot take place in a chaotic learning environment. Poorly managed classrooms lead to discipline problems, poor academic results and dissatisfied teachers and learners (Jacob, Vakalisa & Gawe, 2004:351). Learner misbehaviour also contributes to teacher stress and burn out resulting in teachers leaving the profession (Zabel & Zabel, 1996:361).

My personal experience as a Head of Department for the past decade motivated me to embark on this study. As a senior Head of Department, I am responsible for the effective functioning of the senior primary department of the school. This includes empowering teachers with regard to the latest approaches dealing with instructional strategies and classroom management. My involvement in Integrated Quality Management System (IQMS) activities has made it possible for me to review teachers' professional practice. Integrated Quality Management System arrangements have put in place a means for managers to determine the development needs of individual teachers (Coetzee *et al.*, 2008:1). In this regard, I identified a gap in teachers' classroom management practices relating to maintaining constructive order. Teachers still struggle with the challenges related to learner behaviour that they face in the classroom, and this affects the classroom climate and the availability of time for teaching and learning (Krech, Kulinna & Cothran, 2010:209).

Classroom management and maintaining order and discipline rank as the number one concern for all novice teachers. Teachers are faced with common classroom issues such as learners' excessive talking during instruction, learners leaving their seats without permission, throwing objects across the room, sleeping during classroom instruction and showing disrespect for the teacher. The National Centre for Education Statistics of the United States of America reports that over three million learners were suspended from public schools in the United States during the 2005-2006 academic years (Taylor, 2009:2, 3). Considering these statistics, it is evident that without quality classroom management skills, quality classroom instruction is in jeopardy. What is also

applicable is that the quality of instruction in turn impacts on learner behaviour in that quality instruction results in positive learner behaviour (Taylor, 2009:2, 3).

In addition, national curriculum statements require teachers to create learning environments that stimulate higher levels of thinking in learners. To foster effective classroom management, teachers are required to develop a repertoire of skills and strategies (Jacob *et al.*, 2004:351). Time is wasted on developing proactive behaviour management plans instead of focusing on instructional strategies. Novice teachers and even the most experienced teachers at times feel inadequate and become frustrated when they realise that their methods provide only temporary relief. Without training and practice in various management models such as reality therapy, teacher effectiveness training, the Kounin model of instructional management and the Jones model of positive classroom management, teachers often discipline and punish instead constructively managing learner behaviour (Johnson *et al.*, 2005:31).

In this study the nature of teachers' classroom management practices was investigated through classroom observation and interviews with teachers and learners. It was important to understand more about learner misbehaviour from teachers' and learners' perspectives in order to help teachers and schools create positive learning environments (Krech *et al.*, 2010:209). The focus were on bringing to the surface the experiences of teachers and to use the findings to make recommendations for improving practices relating to classroom management strategies for constructive discipline to ensure optimal learning.

Taking into account my motivation for undertaking the research, and considering the preliminary literature study from which the research question naturally flows, the problem statement is discussed next.

1.4 PROBLEM STATEMENT

South African classrooms are increasingly plagued by frequent outbursts of misbehaviour, making it difficult to obtain optimal learning (Marzano, 2003:27). The lack of discipline interferes with the opportunity for optimal teaching and teachers find it a challenge to implement

and maintain an environment that supports effective learning. The paradigm shift towards outcomes based education demands a creative approach to classroom management which impacts on teachers' skills in design, delivery and adaptation of a variety of forms of instruction to help learners achieve established outcomes (Zabel & Zabel, 1996:20, 21).

Against this background, the main research question is formulated as follows:

- How can classroom management strategies be developed to ensure constructive discipline for optimal learning?

In order to solve this problem, the main research question is divided into four sub-questions that are investigated first so that the solution to these sub-questions can contribute to the solution of the main research question. The following four sub-questions are stated as follows:

- What does a positive classroom environment for optimal learning entail?
- How does preventative discipline contribute to effective classroom management for successful teaching and learning?
- How does teacher preparedness and teachers' knowledge of their subject matter contribute towards effective classroom management?
- What classroom management strategies can be used to ensure constructive discipline for the sake of optimal learning?

1.5 AIMS WITH THE STUDY

Effective classroom management can change the mindset of teachers. Even the most problematic issues of classroom management can be solved if teachers gain the necessary skills to bridge the gap between theory and practice. This requires an exploration of teachers' actions. In this study a thorough description of core classroom management strategies reveals how teachers design classroom environments for optimal learning, establish and maintain rules and procedures, get learners to cooperate, effectively deal with learner behavioural problems and use communication strategies to mediate and construct the learning environment. In summary, the focus is on the

management approach used by teachers to create, implement and maintain a classroom environment that supports learning and that maintains constructive discipline for optimal learning. The research aims are therefore to:

- Determine what a positive classroom environment entails;
- Determine how preventive discipline contributes to effective classroom management;
- Examine how teacher preparedness and knowledge of the subject matter contribute towards effective classroom management;
- Provide guidelines for the implementation of classroom management strategies that promote constructive discipline to support optimal learning.

The research design and research methodology employed to collect relevant data in order to realise these research aims and to answer the research questions is discussed next.

1.6 RESEARCH METHODOLOGY AND RESEARCH DESIGN

The research study was composed of two parts: a pre-empirical stage and an empirical investigation. The pre-empirical stage focused on a literature study, thus interpreting the research and investigations carried out by other researchers and authors on classroom management strategies for constructive discipline. The empirical investigation involved the collection and analysis of data based on a qualitative research paradigm.

1.6.1 Literature review

The literature review for this research was based on a context review in which the researcher linked the study on classroom management strategies for constructive discipline to a larger body of knowledge. Such a review usually appears at the beginning of a research report and introduces the study by situating it within a broader framework and shows how it continues or builds on a developing line of thought or study (Leedy & Ormrod, 2005:65; Neuman, 2006:110, 112).

In this study, the researcher benefited from the literature review in the following ways (Leedy & Ormrod, 2005:64):

- It offered new ideas, perspectives and approaches.
- It revealed sources of data.
- It revealed measurement tools that other researchers have developed and used effectively.
- It revealed methods of dealing with problem situations that were similar to the problem that was investigated in this study.

1.6.2 The empirical investigation

This research on classroom management strategies for constructive discipline required an in-depth interpretation and description of the problem under investigation. Teachers' real life experiences were studied, analysed and processed in their natural setting (Cresswell, 2007:36). For that reason the qualitative research approach was the most suitable. A relatively small number of participants who could shed light on the phenomenon under investigation were included in the study (Leedy & Ormrod, 2005:106). Cresswell (2007:39) explains that different individuals with their own different perspectives on their own looms create the fabric of qualitative research.

The objective of this research was to develop a holistic picture of classroom management strategies. This involved reporting multiple perspectives, identifying the many factors involved in a situation, and generally sketching the larger picture that emerged (Cresswell, 2007:41). This process empowers individuals to share their stories as the researcher talks directly to them. Observing participants behave and act in context is a major characteristic of qualitative research (Cresswell, 2007:37).

I selected a within-site, single instrumental case study for this research. The case was bounded by time (two months of data collection) and place (situated at a single school). The unit of analysis was classroom management strategies. Case studies are distinguished from other types of

qualitative research in that they are intensive descriptions and analyses of a single unit or bounded system. Any social system that can be bounded by parameters and that shows a specific dynamic and relevance, revealing information that can be captured within the boundaries, may be a case study (Henning, Van Rensburg & Smit, 2004:32, 41).

The case study as a research strategy comprises an all-encompassing method that is inclusive of the logic of the design, data collection techniques, and specific approaches to data analysis. It is a comprehensive research strategy (Cresswell, 2007:73; Yin, 2003:13, 14). The following basic features of the case study made it an appropriate method for this research on classroom management strategies for constructive discipline (Leedy & Ormrod, 2005:96; Cresswell, 2007:96):

- The researcher is the key instrument in the collection of the data at the site where participants experience the phenomenon under study. The bulk of the data collection for this study was dependent on the researcher's personal involvement in the setting (Leedy & Ormrod, 2005:96).
- The researcher gathered extensive material from multiple sources of information to provide an in-depth picture of the case (Cresswell, 2007:96).
- The qualitative case study employed an inductive way of thinking.
- This research approach filled a gap in the literature about the research problem. It provided the personal experiences of teachers with regard to the phenomenon.
- Pursuing a detailed and rich description of the case was the ultimate goal of the qualitative researcher.

1.6.2.1 Selection of participants

Qualitative researchers draw their data from many sources such as people, objects, textual material, audio-visual equipment and electronic records. With reference to the sample as the particular entities that researchers select through sampling when the intention is a deep understanding of matter (Leedy & Ormrod, 2005:144), researchers intentionally engage in purposeful sampling of participants (Cresswell, 2007:125). This implies that the inquirer selects

individuals and sites for study because they can purposefully yield the most relevant information on the research problem (Cresswell, 2007:125). In this investigation on classroom management, strategies for constructive discipline participants were chosen from a specific target group whose input was of specific interest to this study, namely that they were qualified and knowledgeable about classroom management strategies to improve learning.

The target population for this study was a primary school located in the Zululand region in Kwa Zulu-Natal. The Zululand region is made up of three districts, namely the Empangeni, Obonjeni and Vryheid districts. The selected primary school was established in the Empangeni District. The Empangeni district is a semi urban-orientated environment with a population density of 526-1192 persons per square kilometres (Department of City Development, 2009:3).

In-depth individual interviews with the three members of the school management team, a teacher and a Grade 7 learner were conducted. This was complemented by two focus group interviews. The focus group interviews were conducted with seven teacher participants and ten learners from Grade 3 to 7 who had been purposely selected to provide information rich data on classroom management strategies and their effectiveness. The teachers selected as participants for this study were qualified teachers with two or more years' teaching experience in primary schools, who had established classrooms representative of constructive discipline and who had taught well-performing learners. The indicators for selecting the ten learners were based on their improved academic performance since they had been exposed to well-organised classroom settings where constructive discipline was practised.

The three members of the school management team selected as participants were the school Principal, the senior primary Head of Department and the junior primary Head of Department. The selection of members of the school management team were based on the assumption that they were knowledgeable about the phenomenon being studied and were capable of responding positively to the research question. The school Principal was able to provide in-depth information about the teachers' classroom management practices. Insight into the teachers' classroom management problems and the self-discipline of learners in the foundation phase, intermediate phase and senior phase was provided by the Heads of Department. The individual interview with

the learner focused on the classroom management strategies of the teachers, while the interview with the teacher concentrated on the classroom management problems experienced and the self-discipline of learners.

The research sample of three members of the school management team, eight teachers and eleven, Grade 3 to 7 learners was supplemented with the observation office classes. Each class represented a different grade level and had a learner number of approximately 40. The five classes observed were Grades 3, 4, 5, 6 and 7. Through observation data was gathered on classroom management strategies used by teachers in the different phases and grades. The ways in which learners responded to classroom management practices in the different grades were revealed.

1.6.2.2 Data Collection

Since the research study was specified as a qualitative case study, this required qualitative methods to be used. Multiple methods are utilised in order to capture the case in depth (Leedy & Ormrod, 2005:143). The research methods employed in a qualitative research approach ensure that the data is collected as whole entities from participants in a much freer and in a less controlled way than in a quantitative approach (Henning *et al.*, 2004:32). All sources of evidence are reviewed and analysed to ensure that the findings of the case study are based on the convergence of information from different sources. Any finding or conclusion in a case study is likely to be much more convincing and accurate if it is based on several sources of information (Yin, 2003:93, 98). The two main categories of data collection used with this empirical investigation were observation and interviewing.

a) Observation

Qualitative observations differ from case to case. The variations depend on the concepts and issues to be studied, the locations of observation, the length of time of observation and the number of observations for each observation point, and the type of group that is observed (Lichtman, 2006:141).

For this research the nature of the teachers' classroom practices was observed in five sessions. It was done in a structured manner according to a checklist. To make the research more reliable and without bias, a second observer was used to observe the classroom procedures and routines. Five classes with approximately 40 learners per class were observed.

b) Interviewing

One of the most important sources of case study information is the interview. Case study interviews urge the researcher to operate on two levels at the same time: satisfying the needs of the researcher's line of inquiry while simultaneously presenting friendly and non-threatening questions in the researcher's interviews (Yin, 2003:89, 90).

In this empirical investigation on classroom management strategies for constructive discipline, two types of interviewing were conducted, namely semi-structured in-depth individual interviews and semi-structured focus group interviews. In-depth individual interviews were conducted with the three members of the school management team. These individual interviews focused on central questions relating to the teachers' classroom management practices. Two focus group interviews were conducted, namely one with seven teacher participants and one with ten Grade 3 to 7 learners. The focus group interview with the teachers concentrated on classroom management problems and the self-discipline of the learners. The focus group interview with the learners provided insight into learners' interpretation of and responses to the classroom management strategies that teachers applied. Interview schedules were used in all interviews in order to ensure that all relevant aspects pertaining to the phenomenon of the study were addressed.

The main aim of the interviews was to elicit what individuals thought, felt and did, giving the researcher their subjective reality in a formatted discussion (Henning *et al.*, 2004:54). Interviews are essential because human experience is reported and interpreted through the eyes of specific interviewees who are purposely selected. Well-informed participants can provide important insights into a situation and also ensure that an accurate rendition of the conducted interview is recorded (Yin, 2003:92).

In this research on classroom management strategies for constructive discipline to ensure optimal learning, triangulation was achieved through literature study and data collected during classroom observations and interviewing. Qualitative researchers know that if they collect data from multiple sources by means of triangulation, they ensure more accurate picture of things, remain less biased and ensure a higher degree of objectivity (Lichtman, 2006:195). Therefore the researcher looked for convergence, i.e. triangulation, of the data in order to ensure that many pieces of information all point to the same conclusion (Leedy & Ormrod, 2005:136). With data triangulation, the potential problems of reliability can be adhered to because the multiple sources of evidence essentially provide multiple measures of the same phenomenon (Yin, 2003:37).

1.6.2.3 Data analysis

Data collected on classroom management strategies for constructive discipline were analysed using qualitative content analysis techniques. In line with the findings of Yin (2003:109,116), five specific techniques for analysing case studies are possible: pattern matching, explanatory building, time series analysis, logic models and cross-case analysis. For case study analysis, one of the most desirable techniques is using a pattern-matching logic. If patterns coincide, the results can help to strengthen the reliability of a case study (Yin, 2003:109, 116).

Based on a pattern-matching logic, data analysis of the data collected via interviewing and observation for this case study on classroom management strategies for constructive discipline involved the following steps (Leedy & Ormrod, 2005:136):

- Organisation of details: Relevant facts were arranged in a logical order.
- Categorisation of data: The data was clustered into meaningful groups.
- Identification of patterns: Themes and patterns that characterise the case were identified.
- Synthesis and generalisations: An overall portrait of the case was constructed.
- The researcher proceeded further by drawing conclusions that may have implications beyond the specific case being studied.

Regardless of the choice of strategies, a persistent challenge is to produce high quality analysis of data (Yin, 2003:109, 116). In order to answer the research questions satisfactorily in this study on classroom management strategies for constructive discipline to ensure optimal learning, the challenge of high quality analysis was pursued.

1.6.2.4 Trustworthiness and transferability

With the process of ensuring the trustworthiness and transferability of the data collected, multiple strategies needed to be used to ensure that the data were accurate and insightful (Cresswell, 2007:122). The following principles of data collection helped to deal with the problems of establishing and constructing trustworthiness with the case study evidence: the use of multiple sources; the way of organising and documenting the data collected; and the principle of maintaining a chain of evidence (Yin, 2003:102, 105). Further techniques such as a prolonged engagement in the field of study, the triangulation of data collection methods, and the employment of various investigators establish credibility (Cresswell, 2007:204). With regard to prolonged engagement in the field of study, the researcher was based on site, initially as a teacher and later as a senior teacher and manager, for eighteen years prior to the research. This enabled her to identify and formulate a clear real-life school problem as a worthwhile research problem.

To increase the reliability of observational evidence, a procedure that is commonly followed is to have more than one observer make an observation (Yin, 2003:93, 98). With this case study on classroom management strategies for classroom discipline, observation was carried out by the researcher and an additional observer. To make sure that findings are trustworthy and transferable between the researcher and future scientists, Cresswell (2007:204) suggests that a rich description should be provided. Reliability is further enhanced if the researcher obtains detailed field notes by recording and transcribing conducted interviews (Cresswell, 2007:99). In this study all interviews were recorded with the permission of the interviewees and then transcribed for coding purposes.

1.6.2.5 Ethical considerations

It is required that researchers should apply for ethical clearance before embarking on any form of research in the name of the University of South Africa. Permission was granted by the Department of Education in the Empangeni district of KwaZulu-Natal and the school principal on the research site to conduct the research. Informed consent for individual and focus group interviews was obtained from teachers and learners together with their parents or guardians. The participants' request for privacy was assured and their refusal to participate after any stage of the research was also respected. In line with the suggestions by Cresswell (2007:44), the anonymity of the participants was protected at all times.

1.7 CLARIFICATION OF CONCEPTS

In this section the concepts of management, classroom management, discipline, order, and optimal learning are clarified as the main concepts pertaining to this study.

1.7.1 Management

Management in this study refers to the school situation which relates to everything teachers do to organise their classrooms in order to make teaching possible. This also involves developing an environment that takes into account individual needs which assist in the facilitation and the development of self-control (Tal, 2010:143; Creemers, 1994:17). Management in education is a specific type of management that comprises tasks or actions executed by a person or authority in order to allow for formative education to take place (Van der Westhuizen, 1991:55). On the one hand education management refers to the task of the school management team to help create a positive environment for effective teaching and learning to take place and, on the other hand to teachers' organisation of their classroom environments to ensure that optimal learning is achieved.

1.7.2 Classroom management

A teacher's role is to teach learners in a disciplined and orderly environment. Our diverse society demands high levels of control and action in order to keep learners on-task and to curb potential undesirable behaviour (Moore, 2009:359). This requires teachers to produce an environment that is conducive to learning for all learners, irrespective of their diverse home environments. This can be achieved through effective classroom management. Classroom management is defined as the process by which teachers create and maintain an environment that allows learners the best opportunity to learn (Taylor, 2009:3). Classroom management also refers to the directing and orchestrating of all the elements of the classroom (McQueen, 1992:6) which involves working with learners, fellow teachers, managers, parents or other stakeholders to accomplish educational goals. It includes:

- Differentiated instructions for learners with different needs;
- Established routines for specific behaviour;
- An atmosphere of respect;
- Consistency.

Classroom management also involves the design and implementation of routines that relate to policies and procedures for participating in class discussions, accomplishing seatwork, collecting assignments, turning in late work, and leaving the room legitimately (Sterling, 2009:30). In this regard the teacher executes specific types of work that comprise regulative tasks and activities in the classroom, such as planning, organising, guiding and controlling, that are applied so that effective teaching and learning can take place. Classroom management is thus necessary since it leads to effective teaching which, in turn, results in successful learning in the classroom (Mosoge, van Vuuren & Coombs, 2005:43). In this study classroom management pertains to the strategies teachers use to establish constructive discipline in the classroom for optimal learning to take place.

1.7.3 Constructive discipline

Effective classroom management leads to disciplined learners and high academic achievement (Sprick & Daniels, 2010:18). Without discipline order cannot be maintained and optimal learning is out of reach. As the researcher is opposed to the connotation of discipline being the same as control, in this study discipline does not refer to punishment (Mosoge *et al.*, 2005:48), but rather to teaching based on the thorough preparedness of teachers who are masters in their subject fields. In this regard the objective of discipline in this study is understood to develop learners and prepare them for integration into the adult working society. Therefore, discipline, constructively arranged, is directed to correction and not retribution (Allen & Rose, 1986:23) with constructive disciplinary actions facilitating the development of self-control, responsibility and character. As a response to misbehaviour in order to deliver the curriculum efficiently, constructive discipline is seen as an opportunity to help individuals achieve the ultimate goal of proper adulthood, namely being responsible for one's behaviour (Savage & Savage, 2010:8). In this study on classroom management strategies for constructive discipline, the nature of discipline extends to creating order, ensuring fairness, protecting the learner, and contributing to the spiritual development of the learner (Oosthuizen, 2003:80).

1.7.4 Order

The two major functions of class teachers are to create order and ensure learning. This study focuses on order at both ends of a continuum. At the one end, order may be established by the teacher's efforts to impose strict routines, explicit procedures and rules of conduct. At the other end of the continuum, and directly aligned to constructive discipline, order is established and maintained by teacher communication based on good lesson preparation, and the expectation that learners will self-manage their behaviour (Zabel & Zabel, 1996:121).

Zabel and Zabel (1996:121) state that order does not mean that the classrooms will be rigidly regimented in the same ways all the time. Order is an integral aspect of effective instruction. Regardless of whether learners are involved in working cooperatively in a group, engaging in independent seatwork, or performing and demonstrating, orderly procedures are necessary (Zabel

& Zabel, 1996:123). Bringing order to complex classrooms includes arranging the physical environment, organising lessons that have a logical flow, making productive use of time, motivating learners to strive toward educational goals, and establishing teacher leadership (Savage & Savage, 2010:6). An orderly classroom is one where, within certain limits, learners are following a programme of action necessary for a particular classroom event to be realised in the situation (Doyle, 1986:396). The researcher believes that order needs to be established and maintained for effective learning to take place.

1.7.5 Optimal learning

The ultimate goal of this study is to contribute to the possibilities for optimal learning through effective classroom management strategies and the application of constructive discipline which paves the way for optimal learning to take place. Optimal learning occurs when learners are interested in the subject matter, are motivated by challenging and excellent learning opportunities, and are immersed in an environment that makes learning enjoyable (Johnson, Johnson, & Smith, 2000:29). As significant learning experiences challenge learners to higher levels of learning, such as decision-making and creative thinking, optimal learning is enhanced by utilising active forms of learning in a structured sequence such as lecture, discussion and small group engagement, that supports different kinds of learning goals and styles (Marcketti, 2007:1046). Optimal learning is also promoted through the use of constructive controversies such as when learners arrange themselves in groups and are involved in structured intellectual conflict in order to stimulate problem-solving and reasoned judgment (Johnson et al., 2000:29). All of these manifestations of optimal learning were considered in this study on classroom management strategies for constructive discipline in order to promote optimal learning.

1.8 PROGRAMME OF STUDY

The study is divided into six chapters.

Chapter 1 provides an orientation to the study and includes discussions on the background to the research problem, the statement of the problem and the aims of the research. The research design and related research methodology are also discussed and major concepts are clarified.

Chapter 2 comprises a literature review on classroom management strategies which provides a theoretical background to the study.

Chapter 3 comprises a literature review on constructive discipline and order in the classroom to ensure that effective teaching results in successful learning.

Chapter 4 comprises a description of the research design and research methodology employed to collect data with regard to the empirical investigation. Matters discussed include data collection techniques, the sample of the study and the procedure followed to analyse and interpret the collected data in order to find answers to the research question.

Chapter 5 includes a discussion of the findings of the study pertaining to the development of classroom management strategies for constructive discipline in order to promote optimal learning.

Chapter 6 provides a summary of the findings of the literature review and the empirical investigation. Conclusions are drawn from the findings and recommendations are made to develop classroom management strategies that will assist in the maintenance of constructive discipline to ensure that optimal learning takes place.

1.9 CONCLUSION

Effective classroom management is the cornerstone of successful teaching. This study focused on teachers as classroom managers and the manner in which they conduct their classroom practices to ensure order and discipline for effective teaching and learning. Positive classroom management leads to optimal learning and reduces stress on teachers, which in turn contributes to

increased productivity in terms of ensuring effective teaching and learning (Krech *et al.*, 2010:209).

Teachers require varied and diverse tools to create an environment that supports effective teaching and learning. Although there is a variety of classroom management approaches to helping learners improve their conduct in the classroom, no single strategy fits all situations and all learners (Sebag, 2010:22). This study explored the possibilities of effective classroom management strategies for constructive discipline in order to promote optimal learning.

CHAPTER 2

CLASSROOM MANAGEMENT STRATEGIES

2.1 INTRODUCTION

Optimal learning is achieved in an environment which is conducive for learning to take place. Teachers face numerous problems trying to provide learners with the most effective learning environment. Studies continue to reveal that learners are continuously condemned to classroom management practices that are ineffective (Belvel, 2010:vii). To attain success, a change in classroom practices is needed. Teachers need to rethink current classroom management practices so that enhanced learning can take place. Creative and proactive classroom management sets the scene for optimal teaching and learning experiences to occur (Arthur-Kelly, Lyons, Butterfield & Gordon, 2007:4). Research-based strategies which optimise the learning environment are key factors in the creation of a powerful learning environment.

The key components in achieving a successful and productive classroom are management and discipline (Savage & Savage, 2010:3). However, classroom discipline and classroom management cannot be treated as two separate entities. Where the environment is conducive to effective learning it is also conducive to promoting positive behaviour (Arthur-Kelly *et al.*, 2007: xii). The teacher's role is to orchestrate and manage the classroom environment by using preventative strategies. This results not only in teachers becoming effective and influential leaders, but also in order being established and maintained in the classroom (Belvel, 2010:xi, Savage & Savage, 2010:6).

Building relationships of trust, considering prerequisites for success, focusing on continuously advancing the physical environment, establishing and agreeing on classroom parameters for cooperation between learners and learners as well as between learners and teachers are all elements that play an important and preventative role with regard to potential discipline-related problems (Arthur-Kelly *et al.*, 2007:44). A close relationship between curriculum application, classroom leadership and instructional management will optimise learner outcomes with regard to

behaviour, skills achievement and the development of positive attitudes to learning (Arthur-Kelly *et al.*, 2007:87).

The educational goals for classroom management and discipline go beyond the acquisition of knowledge. The focus is on integrating the acquisition of moral and social dimensions with knowledge attainment. The teacher's role as leader is to facilitate outcomes such as self-control in learners and the acceptance of responsibility. Teacher attitude, decision making and actions can impact immensely on the attainment of outcomes (Savage & Savage, 2010: 9, 10).

This chapter examines important classroom management strategies in order to establish discipline and order for optimal learning in the classroom. It explores preventative strategies with regard to negative behaviour and how these strategies contribute to creating a positive learning environment.

2.2 ANALYSIS OF THE CONCEPT CLASSROOM MANAGEMENT

Owing to increased globalisation resulting in the development of cosmopolitan societies, teachers are currently faced with the extraordinary challenge of teaching learners from diverse backgrounds and with the need to develop optimal learning tools for such diverse learner representation (Roscoe & Orr, 2010:43). Optimal learning tools empower learners to participate actively in their own learning while teachers play the role of mentors and facilitators (Coetzee *et al.*, 2008:174).

Studies support classroom management as a necessary condition for effective teaching. In this regard the study of Savage and Savage (2010:66) state that classroom management can be defined as actions taken to create an environment that makes it possible for teachers to teach and learners to learn. This means creating a supportive, inclusive, and non-threatening environment which includes arranging the physical environment, organising lessons that have a logical flow, making productive use of time, motivating learners to strive towards educational goals and establishing teacher leadership (Savage & Savage, 2010:10).

According to Scarlett, Ponte and Singh (2009:4) the concept of *management* pertains mainly to the activity of organising. With regard to classroom management, organisation is central to positive behaviour and constructive classroom management. This includes the organisation of time, space, the structure of the classroom environment and organising learners into groups with a consideration of group dynamics for optimal learner participation. Teachers constantly employ their organisational skills to keep learners moving in the desired direction so as to achieve set goals (Scarlett *et al.*, 2009:14).

The purpose of classroom management is two-fold. It firstly refers to the process of organising and conducting the classroom activities free of behavioural problems, and secondly, it refers to the establishment and maintenance of the classroom environment so that educational goals can be accomplished. These include helping learners become academically engaged, organising instruction to accommodate learners' strengths and needs, and motivating learners to be interactive during instructional activities. Accordingly, classroom management includes all the things teachers must do to foster learner involvement, cooperation in classroom activities and a productive working relationship (Palumbo & Sanacore, 2007:67).

Instruction and the management of instruction blend seamlessly to support challenging academic, moral and social goals for the learning and achievement of all learners. Learner achievement is demonstrated in learning-centred classrooms where learning practices are consistent with the most recent findings on optimal learning. Classroom management shifts from maintaining learner behaviour to fostering learner engagement, self-regulation as well as community responsibility with regard to developing self-disciplined and respectful individuals (Everston & Neal, 2006:1). The ability of the teacher to lead learners to achieving socio-emotional welfare and learning in the classroom is evident in a research study undertaken in kindergarten classrooms. According to the study by Tal (2010), the teacher took into account both the learners' diversity and the nature of group life and led each learner to feel secure with a sense of belonging and a fair chance to learn (Tal, 2010:14).

A teacher uses classroom management to establish and maintain order and to accomplish educational goals (Moore, 2009:360). Classroom management is based on incentive-based

motivation whereas classroom leadership involves motivation through relationships, inspiration, mutual respect and common goals (Belvel, 2010:7). Teacher leaders are seen as facilitators within the school and an important element within the classroom environment (York-Barr & Duke, 2004:255). In this grounded setting teacher leaders maintain a focus on teaching and learning and establish trusting and constructive relationships. Teacher leadership produces intermediary outcomes such as creating positive learning relationships between teachers and learners and among learners, establishing classroom routines and expectations, engaging the learner in the learning process, and improving curricular, instructional, and assessment practices. This results in high levels of learning and achievement (York-Barr & Duke, 2004:290).

With regard to constructive classroom management, researchers and theorists support a democratic management style and the focus currently is more on collaborative, human, and democratic models of management as opposed to the assertive discipline of a more traditional management approach. The teacher is the democratic leader rather than the absolute monarch in the classroom. The following characteristics are typical of management adopting a democratic leadership style (Savage & Savage, 2010:7):

- The teacher involves the learners and gains their input in discussions of what needs to be done and under what conditions.
- The teacher communicates expectations and models successful performances.
- Learners evaluate their own work and the teacher is willing to listen to learners and accept that they know a good deal about how to produce high-quality work.
- The teacher facilitates learner work and provides learners with assistance that is non-coercive and non-adversarial.

Classroom management is also compartmentalised into three major components, namely a content component, a conduct component and a covenant management component (Taylor, 2009:4). The content component consists of the management of space, materials, equipment and the movement of people in order to conduct lessons that are part of the curriculum and programme of study. The conduct component refers to a set of procedural skills which teachers employ in their attempt to address and resolve discipline problems. The covenant management

component focuses on the classroom group as a social system. It has its own features that teachers have to take into account when managing interpersonal relationships in the classroom (Taylor, 2009:4).

Using the metaphor of an orchestra and a conductor, the teacher's role with regard to classroom management can be seen as that of a classroom conductor. Similar to a symphony orchestra, the classroom consists of players with different abilities, skills and experiences who play different instruments and different music. Sometimes they play together and sometimes alone and with individual variation. The teacher too, sometimes directs a small homogenous group of learners and at other times large, diverse groups of learners. The entire class group is led in unison or are encouraged to perform as soloists. In order to orchestrate good performance in terms of learner achievement, the teacher focuses on effective instructional approaches which prevent behavioural problems (Zabel & Zabel, 1996:xxii).

Considering the interactive relationship between being a classroom manager and a classroom leader, Belvel (2010:vii, x, xi) emphasises the need for teachers to be effective classroom leaders. Strong leadership ensures the creation of powerful environments for optimal learning to take place. In this regard opportunities exist for teachers to personalise their learning needs and become classroom leaders who self-direct and internally motivate learners rather than classroom managers who are dependent on external motivation to control learner behaviour (Belvel, 2010:8).

In order to be an effective classroom leader, three sets of strategies are presented, namely, prevention, intervention and problem-solving (Belvel, 2010:x). Prevention strategies are at the heart of classroom management and provide the foundation for teachers to become influential leaders in their classrooms. The prevention framework includes strategies that build personal relationships for trust, identifies prerequisites for success, sets parameters for cooperation and arranges participation for involvement (Belvel, 2010:33). These prevention strategies aim to build the relationships that are the foundation for cooperation and the establishment of a positive classroom climate. Intervention strategies are designed to create a caring community of learners, inviting learners to become compassionate citizens within the classroom environment rather than

just tourists observing as uninvolved foreigners from a distance within the classroom setting (Belvel, 2010:7). It is crucial to apply intervention techniques and solution-focused problem-solving strategies when parameters are inoperative causing either teachers' or learners' brains to 'downshift' and cause inappropriate behaviour. A 'downshift' situation occurs when the cerebral cortex in the brain shuts down owing to upsets (Belvel, 2010:153). Stress and threat which is often the result of a lack of proper classroom management cause the brain to downshift, which reduces the opportunity for neuron growth and which causes learning to be inhibited (Singh, 2006:189). Learners who feel out of control of the learning process tend to downshift from cortical learning to the limbic system's rote learning. The cortex essentially shuts down and learning of only simple skills or rote memorisation can occur (Howard, 2000:506).

Without a reasonably consistent and well-grounded theoretical approach to classroom management both the novice and experienced teacher will find that inappropriate learner behaviour hampers optimal learning. The Integrated Model of Classroom Management provides a sound, theory-based and practical scaffold for the development of a personal model of classroom management. The four key preventative practices supported by the model include: being a reflective practitioner; building positive relations through effective communication; achieving quality curriculum application and instruction; and establishing an organised classroom (Arthur-Kelly *et al.*, 2007:6). The theoretical framework for the Integrated Model of Classroom Management will be discussed next.

2.3 INTEGRATED MODEL OF CLASSROOM MANAGEMENT: A THEORETICAL FRAMEWORK

The Integrated Model of Classroom Management presents a range of factors that are relevant to establishing a positive learning environment. The emphasis is on prevention. The model reveals the best set-up for teaching and learning so that opportunities for behavioural problems are minimised. The model integrates the following elements: the centre piece of the model, the ecological perspective; the key theories which form the philosophy of learning, teaching and classroom management; key preventatives; key interventions and the cyclical process (planning,

implementing and reviewing) that drives the key preventative practices and key interventions. The primary outcome of implementing the model is the creation and maintenance of positive learning environments, safer, happier, motivated and productive learners and improved professional competency and satisfaction for teachers (Arthur-Kelly *et al.*, 2007:5).

The first preventative practice is being a reflective practitioner. Reflective practice refers to the process of the teacher studying his or her own teaching methods and determining what works best for the learners. This practice facilitates the process of making implicit beliefs explicit, allowing for teachers to develop, reflect, and enhance their classroom practices. Included in this reflective practice is the deliberation of the ethical consequences of classroom procedures on learners (Larrivee, 2000:293).

Researchers have established that the most important factor in learner achievement is teacher quality. To assess teacher quality, teachers reflect on the learning environment they have created in order to determine whether the environment engages all learners actively and meaningfully. Consequently, reflective practice is essential for a teacher seeking effective change and development in the classroom. Teachers reflect on what happens inside the classroom in view of the fact that learner behaviour is often a reaction to factors within the school (Kariuki, 2009:4, 5).

According to Groundwater-Smith (2001:2) all teachers should seek to analyse and understand their educational practices in order to improve them. This can be done by sharing professional reflections with colleagues through mentoring partnerships and by taking advantage of the opportunities made available through peer tutoring and by engaging collaboratively with colleagues and other school members (Arthur-Kelly *et al.*, 2007:54). Teacher's involvement in action research further improves learner achievement and discipline. Action research is the cyclical process of enquiry and reflection into local needs-based aspects of teaching achieved through collaborative partnership. It is an ideal way of achieving closer links between scientific investigation and everyday classroom practice (Arthur-Kelly *et al.*, 2007:47).

The second preventative practice is building positive relationships with learners. Positive relationships are the foundation of any classroom-based approach to positive behaviour. This can

be achieved in a safe and caring classroom climate which invites and supports positive behaviour and problem solving ventures (Moore, Bain, Fulton, Sautner, & Souveny, 2008:5).

Establishing and developing effective communication is the way to achieve positive relationships (Arthur-Kelly *et al.*, 2007:54). The two-way process of channelling messages and receiving feedback promotes positive relationships and creates a platform for optimal learning to take place (Arthur-Kelly *et al.*, 2007:79). Internal and external interferences such as noise, proximity, emotional state, self-perception, relative status, past experience, urgency and levels of interest can affect the purity of the message (Arthur-Kelly *et al.*, 2007:65).

Non-verbal communication involving the use of the body and voice to communicate a message plays a key role in developing and maintaining a healthy, productive environment where learners are ready to take responsibility for learning. Facial expressions, eye and body movements, body positioning, aspects of voice quality, proximity and touch, gesture, reflection and setting characteristics are examples of non-verbal communication which often account for the majority of the meaning a listener constructs (Arthur-Kelly *et al.*, 2007:71; Stanulis & Manning, 2002:7).

A teacher sends messages of references, approval or disapproval while maintaining eye contact, controlling facial expressions and smiling. These nonverbal components of communication often overshadow the verbal portion of the message. Unintentionally, teachers are continually sending signals to learners that indicate degrees of interest, enthusiasm and engagement.

Since nonverbal behaviour is often difficult to control, teachers need to monitor and verify deliberately that their nonverbal and verbal cues match (Arthur-Kelly *et al.*, 2007:71; Stanulis & Manning, 2002:7). In order to minimise misunderstanding, Arthur-Kelly *et al.*, (2007:71) suggest that effective communicators need to:

- Be aware of the inferences they make from non-verbal messages;
- Avoid jumping to the conclusion that their inferences are correct;
- Be aware of own non-verbal behaviour and how it may be interpreted.

Using specific listening and asserting skills when teachers and learners experience problems in school helps eliminate interference. The use of these skills is itself communicative, and assists in developing a productive classroom ecosystem that promotes a climate of mutual respect and interpersonal care (Arthur-Kelly *et al.*, 2007:79). Classrooms can be supportive or oppressive, caring or critical, exciting or dull, depending on how communication is handled (Arthur-Kelly *et al.*, 2007:61).

The communication system involves three components, namely listening, asserting and negotiating. The listening component uses the method of active listening. Active listening firstly provides the speaker with the opportunity to unburden, express and release emotion and to clarify issues that can be dealt with appropriately. Secondly, active listening communicates to the speaker that the listener cares and is actively listening (Arthur-Kelly *et al.*, 2007:74). During the process of active listening, open-ended questions are asked to gain further information or to help learners consider issues they have not thought about (Arthur-Kelly *et al.*, 2007:75).

When learners do not meet behavioural expectations or following agreed-upon procedures, the teacher is required to describe the appropriate behaviour with a neutral body posture and tone of voice, and without using learners' names. Verbal limit-setting takes the following four forms (Moore *et al.*, 2008:8):

- Prompts with questioning intonation for example “Everyone has their maths book open?” This must be said declaratively, as a prompt, not a question.
- Hint. For example “Everything should be off your desks.” This statement includes everyone in the room.
- In place of “Excuse me” a teacher may say, “Hold on for a minute, Mel. We can't hear you because someone else is speaking.”
- I-messages which say “I need” or “I want” are stronger and more assertive than the other verbal limit-setting techniques. For example, “I need everyone to sit down.”

There are many approaches to assertive communication and one of the approaches is the

I-approach. It is a particular type of assertive statement constructed in a way that asserts the speaker's wishes and gives a clear reason why the speaker's desires are important. It also focuses on the speaker's needs, rather than on the listeners' behaviour. The I-message may be used when the teacher has a problem that requires the learner's cooperation to reach a solution (Arthur-Kelly *et al.*, 2007:76, 77).

Thomas Gordon (in Malmgren, Trezek & Paul, 2005:38) highlights the value of intrinsic motivators, and encourages teachers to use I-messages when talking to learners about problematic classroom behaviour. I-messages focus on the speaker's feelings and viewpoint, as opposed to focusing on what the learner has done wrong or what the learner should do differently. In this way learners are taught to regulate and manage their own behaviour.

Active listening and asserting using I-messages have their main impact as methods of problem-solving through negotiation. Active listening assists learners to clarify a problem and to address the situation free from emotional interference and potentially arrive at a workable solution. On many occasions, despite the use of listening or assertiveness, negotiation relies on the principles of mutual respect and the removal of interference caused by emotion and message contamination (Arthur-Kelly *et al.*, 2007:77, 78). According to Taylor (2004:86) teachers should also practise active listening so that learners are prompted to provide accurate descriptions of their needs. Both teachers and learners are able to offer solutions to the problem.

Occasionally problems displayed by learners cannot be resolved through I-messages or shifting gears. Teachers may have to use problem-solving techniques and thus employ the following steps (Taylor, 2004:86):

- Define the problem.
- Generate possible solutions.
- Evaluate each solution.
- Make a decision.
- Determine how to implement the decision.
- Assess the success of the decision.

The third preventative practice is curriculum application and instruction which impacts on learning and on promoting positive behaviour. Curriculum application refers to all the activities a school provides to support the development of academic, social and personal abilities. Learning outcomes such as skills, knowledge, and attitudes are achieved thus preparing the learner for adult life. Instruction, on the other hand, relates to the way the teacher facilitates the curriculum to the learners to achieve these outcomes, the quality of learning that occurs, and the way learners perceive themselves as participants in the learning process (Arthur-Kelly *et al.*, 2007:71). Furthermore, the teaching-learning experience is enhanced through the integration of curricular planning and brain-compatible learning techniques (Veverka, 2011:59).

Although research supports the use of evidence-based social skills, instruction which includes locally developed lessons and empirical support also exists for various packaged social skills curricula. The inclusion of social skills instruction together with regular feedback decreases off-task behaviour and disruptive behaviour and increases academic engagement, leadership, and conflict resolution. Furthermore, pairing instruction with feedback and reinforcements leads to major gain (Simonsen, Fairbanks, Briesch, Myers & Sugai, 2008:358, 359).

Effective teachers have a vision of the spectrum to be covered, the scope of the curriculum and they teach in a manner that is continually moving forward (Veverka, 2011:60). The curriculum is structured accordingly, so that all learners are engaged in academic activities and are challenged at their appropriate level of ability. This includes assessing learners' strengths and abilities, designing learning tasks and providing advance instruction and guidance as new skills are being mastered. Learners must be provided with relevant tasks and opportunities to learn, practise and apply information and skills that are meaningful, interesting and directly related to the achievement of learning outcomes. Tasks must also be achievable so that learners experience success (Arthur-Kelly *et al.*, 2007:90).

Engagement is the best mediating variable between instruction and academic achievement. Research reveals that if learners are actively engaged in instruction, then it is difficult to engage in incompatible behaviour such as talking or being out of seat. Teachers can increase active engagement, for example, by increasing learners' opportunities to respond, utilising direct

instruction techniques, implementing peer tutoring, utilising computer-based instruction, and providing guided notes (Simonsen *et al.*, 2008:359).

Feedback or information given to learners on a daily basis provides a key link to maintaining a positive approach to behaviour and the curriculum materials presented. Feedback can take the form of monitoring learner response and maintaining a focus on attaining specific goals (Arthur-Kelly *et al.*, 2007:91). Specific and frequent feedback is provided to each learner so that they can monitor and adjust their own work, thus allowing the meta-cognitive system to function at an optimum level (Tileston, 2004:45).

The instruction processes assist learners through the four key stages of learning, namely: acquisition, fluency, maintenance and generalisation. Instructional processes range from teacher-directed intervention (explicit instruction) to learner-directed intervention (implicit instruction). Explicit instruction emphasises the mastery of skills and concepts and involves modelling, explaining, questioning, giving correct feedback and creating opportunities to practise new skills. Implicit instruction, on the other hand, emphasises the thought processes involved in learning. Learners discover new knowledge and construct their own meanings. The focus is on content that builds on learners' prior knowledge and learners' ability to solve problem (Arthur-Kelly *et al.*, 2007:95).

School-related problems contributing to discipline problems can include poor curricular and instructional planning and poor learning environments (Taylor, 2004:1). In order to avoid behavioural problems teachers vary their instructional approaches depending on the nature of the syllabus content and the needs of the learners. Their role is to help learners work towards becoming increasingly efficient in their learning as well as becoming independent learners. Independent learning requires the use of self-regulatory and meta-cognitive strategies: that is, the learners are aware of the particular problem-solving and information-processing strategies they are able to use in the learning process (Arthur-Kelly *et al.*, 2007:95, 96). Content enhancements (teaching strategies) assist learners to focus on the most important information. The following are examples of content-enhancement techniques: advance organisers, visual displays, study guides, mnemonic devices and story maps (Arthur-Kelly *et al.*, 2007:101).

Mastery learning, cooperative learning, as well as peer-oriented and mediated strategies are all methods for managing the learning environment and maximising learning outcomes (Arthur-Kelly *et al.*, 2007:114). These three strategies address learning, motivation, self-esteem and the development of social abilities (Arthur-Kelly *et al.*, 2007:113). Mastery learning follows a cycle of teaching, testing, re-teaching and testing. Essential features of mastery include sequencing contents into units of work, clearly stated objectives, mastering of criteria for each unit, creating assessment tasks, providing feedback to learners on their progress, and allowing additional time for corrective instruction. The mastery-learning process has been found to be effective for low-achieving learners in ensuring the learning of basic skills and in promoting a positive self-image in these learners (Arthur-Kelly *et al.*, 2007:104).

Cooperative learning is an organisational strategy for teaching social skills and responsibility while at the same time focusing on academic content. Learners operating within a cooperative-learning classroom work together in small groups towards achieving a common goal. The teacher maintains a guiding, facilitative and empowering role in order to allow learners to share the responsibility of learning. A necessary feature of cooperative learning activities is that they include group goals and individual accountability. Cooperative learning provides an effective follow-up strategy to whole-class instruction, with learners working cooperatively in small heterogeneous groups (Arthur-Kelly *et al.*, 2007:1071).

Peer-oriented strategies are used to further integrate aspects of mastery learning and the development of effective social relationships with peers (Arthur-Kelly *et al.*, 2007:111). Peer mediated approaches include peer networking, modelling and peer monitoring. The most commonly used strategy is peer tutoring. Peer tutoring assists with the individual needs of the learner and enhances the development of a positive self-concept (Arthur-Kelly *et al.*, 2007:112).

Peer mediated strategies are directed specifically at delivering elements of an instructional behaviour support programme through peers who are trained for this purpose. The teacher designs the programme, trains the peer mediator in aspects of the programme which needs to be delivered and to monitor the ongoing interaction between the peer mediator and the target learner.

Mediators are trained to understand conflict, confidentiality, effective communication, listening and the mediation process. Peer mediation is found to be successful in preventing or reducing the use of more aversive disciplinary measures (Arthur-Kelly *et al.*, 2007:112).

The fourth preventative practice is the advance organisation of the physical environment. Over the past 40 years, significant progress has been made in the conceptualisation, assessment, and investigation of the learning environments of classrooms and schools. Research has enabled teachers to develop a more in-depth understanding of how learners learn and has also provided insight into the complexity of the factors that can affect the teaching-learning process. Convincing evidence reveals that the quality of the classroom environment in schools is a significant determinant of learner learning (Pickett & Fraser, 2010:321). Consequently, the best practices of classroom organisation and management increase the amount of high academic learning time and clear routines for learners. These practices include the advance organisation of the physical environment, clear behavioural standards and clear routines and procedures (Arthur-Kelly *et al.*, 2007:123).

Physical settings have a powerful influence on behaviour, attitudes and expectations (Arthur-Kelly *et al.*, 2007:130). In general, highly structured classrooms have been shown to promote more appropriate academic and social behaviour. In these advanced environments learners tend to exhibit greater task involvement, friendlier peer interactions, more helpful behaviour (e.g. cleaning up after free play), more attentive behaviour (e.g. paying attention during group sessions), and less aggressive behaviour. Moreover, learners in highly structured classes are engaged in less pro-social behaviour towards their peers (Simonsen *et al.*, 2008:357).

Seating arrangements implemented should be compatible with and facilitative of the instructional methods used in the classroom to the satisfaction of the learners needs (Arthur-Kelly *et al.*, 2007:130). It also enables elements such as scanning, smooth transitions, organised deskwork and mobility to be implemented (Arthur-Kelly *et al.*, 2007:125). Apart from the classroom being highly structured, the physical environment should be conducive to learning. Seating arrangements should permit freedom of movement for both teachers and learners, and should not hinder teachers' access to learners (Taylor, 2004:89).

Like the psychological environment, the physical environment can contribute to behaviour problems in the classroom. Arranging the physical arrangement for group and individual activities maximises learning. Research reveals that learners seated in the action zone, the “T” from the primary teaching position, performed better, stayed on-task longer, and possessed positive attitudes. It is advisable for teachers to periodically change the seating arrangement since seating arrangements provide the opportunity for shaping learner-teacher interactions. According to Taylor (2004:116) learners maintain greater on-task behaviour and participate more actively when their seats are arranged in a circular pattern, while on the other hand, learners seated in rows were more likely to participate less in discussions and engage in less on-task behaviour.

Since arrangement of the classroom furniture impacts on learner behaviour, it is necessary to design a classroom which minimises crowding and distraction. Thus the negative impact of crowding on behaviour can be simply minimised by increasing the amount of space in a classroom. When learners are provided with more space, it increases their interpersonal distances and their interactions with peers and teachers. Although teachers report greater satisfaction with open perimeters in their classrooms, research indicates that classrooms with more walls (visual dividers) are associated with less teacher distraction in general, less learner distraction from noise, more learner satisfaction, and less restriction of classroom activities (Simonsen *et al.*, 2008:358). Research reveals that a well-designed classroom:

- Supports classroom procedures for individual and group instruction;
- Facilitates the teacher’s efforts to make contact with individual learners while working with the entire class;
- Considers the individual needs of learners and fosters a sense of security;
- Minimises distractions and encourages increased time on-task;
- Makes learners feel they have equal access to the teacher;
- Reduces frustrations for both learners and teacher;
- Is strategically planned for teacher and learner movement (Moore *et al.*, 2008:11).

Even though it may not be possible to alter the structure of the classroom, the layout, or design of the classroom can be modified. Changes to the classroom design that include the location of

materials, colour, attractiveness of the room and the use of shelving lead to the following favourable changes:

- A more even distribution of learners across locations;
- A change in the distribution of behaviour observed;
- An increase in the variety of appropriate and engaged behaviour

(Simonsen *et al.*, 2008:358).

Incorporated into the advance organisation of the classroom is efficient room movement and classroom aesthetics. Clear behavioural standards are achieved using the rules approach, the rights and responsibilities approach and the classroom code approach. Effective managers invest in clear routines and procedures. Methods of dealing with routines and procedures include gaining attention, transitions, specific instructional procedures, movements and housekeeping (Arthur-Kelly *et al.*, 2007:139). By practising those procedures during the first few days, learners learn acceptable methods of dealing with daily routines such as entering the classroom, forming lines, handing in assignments, dealing with materials, and getting ready for dismissal (Veverka, 2011:59).

Learners who have learned to follow predictable classroom routines are more independent and socially competent, and possess an increased sense of personal security. As a result, the need for constant adult assistance is reduced. According to Moore *et al.*, (2008:14) the above desired results can be achieved by undertaking the following:

- Teach routines according to the level of learners' understanding.
- Provide visual reminders and reinforcement until all learners have mastered them.
- Monitor behaviour regularly and look for ways to adjust negative behaviour.
- Create routines that encourage and support positive behaviour and reduces problem behaviour.

The establishment, teaching and consistent implementation of classroom standards, routines and procedures have been identified as fundamentally important to the creation and maintenance of a

positive classroom learning environment and in the promotion of positive behaviour. These management strategies are focused on ensuring positive discipline for the sake of optimal learning (Arthur-Kelly *et al.*, 2007:141, 142).

2.4 CREATING A CONSTRUCTIVE SOCIO-EMOTIONAL ENVIRONMENT

In order to create a constructive socio-emotional environment, the aspects that are relevant to consider pertain to establishing the classroom as a learning environment that is conducive to a positive classroom climate of sound relationships between the teacher and the learners.

2.4.1 The classroom as a learning community

The establishment of a classroom community optimises the learning environment and provides each learner with space to develop specific capabilities and to experience a sense of inner balance and wholeness with others (Roscoe & Orr, 2010:43). In addition to the metaphor of teachers with their classrooms being orchestras and conductors, a classroom can also be thought of as the ecosystem of a pond. Like a pond, the classroom is bounded in space and time, contains number of relatively autonomous components which interact with one another in a purposeful fashion (Smith, Smith, & De Lisi, 2001:7). This safe and positive learning environment is established at the beginning of the school year to make effective learning possible. A positive classroom community is created. In this arena mutual respect between teacher and learner and between learner and learner is concertedly practiced (Roscoe & Orr, 2010:43).

Strategies to create a constructive classroom community pertain to the following:

- Develop a set of written behaviour expectations in the form of rules and procedures with the class and be consistent in enforcing these behavioural expectations.
- Establish cooperative learning groups and empower them with knowledge and skills to work effectively as a group.

- Practise group work by accomplishing determined tasks such as organising the classroom as a learner centre, decorating the classroom meaningfully, developing class rules and reflecting on consequences for learners not adhering to these class rules.
- Develop constructive relationships with parents by discussing teacher expectations for learners, explaining the classroom rules, and indicating the open-door policy to meet with parents whenever the need arises (Peace Corps, 2008:43).

Evertson and Neal (2006:3) agree that negotiating and communicating norms and rules is an essential aspect of classroom community-building. The responsibility to develop sound norms and rules must be shared. Guidelines should be jointly negotiated. These guidelines should focus on functional matters such as acceptable classroom noise levels and accessing subject content. Procedures for dealing with academic standards should be negotiated and understood by all stakeholders. Equally important are social standards in terms of fairness, accountability, social responsibility and mutual respect.

2.4.2 Classroom climate

Effective teachers use their knowledge, skills and behaviour to create effective learning environments in their classroom. They create environments that maximise opportunities to learn with learners who are well managed and motivated to learn (Van Deventer & Kruger, 2003:18). Each of these classroom climates differs accordingly. The psychological and social feeling or atmosphere in a classroom can vary from being inviting, friendly and relaxed, to being threatening, competitive and tense. Research data indicate that a number of factors influence the classroom climate. These factors can be clustered into four groups (UNISA, 2006: 34):

- Ecology – the physical aspect of the classroom space, furniture and equipment;
- Milieu – that part of the classroom that can be described as the “feeling” of the class;
- Social system – the formal and informal rules that guide interpersonal relationships in the classroom;
- Culture – the values, beliefs, systems, and norms existing in the classroom.

The following classroom strategies are functional in creating a positive classroom climate that encourages learning:

- Greet learners at the classroom door and tell them what to do when they enter the classroom;
- Learn every learner's name and something about each learner as quickly as you can. Use nametags, getting-acquainted activities, and seating charts;
- Tell learners about yourself;
- Create a motivational environment by creating an attractive, enriched environment. Get learners involved by asking them to decorate their own classroom. Use learner work where possible to decorate the classroom, to validate the work of the group and to show examples of good work;
- Develop lessons at a level that challenges learners but that are not too difficult or confusing;
- Give clear directions with regard to movement, use of resources, group work. Ask learners to repeat directions;
- Engage all learners actively. For example, while one learner makes a presentation, other learners take notes or use a rubric to evaluate the presentation;
- Make learning intrinsically interesting by relating lesson content to the learners' lives and local environment. For example, make connections between the lesson and local current events or common life experiences in that region (Peace Corps, 2008:49).

2.4.3 Establishing a positive teacher-learner relationship

The quality of the teacher-learner relationship is the single most important factor to consider when rethinking classroom management (Belvel, 2010:39). A critical component of developing relationships is knowing and understanding the learner (O' Ferrall, Green & Hanna, 2010:5). Major factors to consider in building constructive relationships are the consideration of gentle intervention, finding time for bonding, avoiding punishments, and building activities that ensure success for all learners (Hall & Hall, 2003:60).

McCombs and Miller (2007:8) maintain that strong learner-teacher relationships provide a positive climate out of which natural learning and motivation emerge. A strong and constructive learner-teacher relationship comprises a principled practice of encouragement and challenge and uses instructional methods that are authentic and relevant which inspire learning endeavours through guided inquiries and arranged co-operative learning. Flexibility and differentiation to the needs of each learner is guided by the lived relationship between the teacher and learners in the classroom (White & Harbaugh, 2010:xxvi).

2.5 BUILDING RELATIONSHIPS FOR TRUST

The learning field is optimised by building relationships of trust. This lays the foundation for a positive learning climate and cooperation between teacher and learners. The strategies that assist in building relationships of trust (discussed below) include classroom meetings, teacher proximity and non-contingent reinforcement.

2.5.1 Classroom meetings

Classroom meetings are essential elements that provide the perfect environment for teaching social skills and building learning relationships and classroom communities (Belvel, 2010:51; Moore 2009:363). The three effective types of meetings convened are social problem-solving, open-ended and diagnostic meetings. Skills developed during these meetings include listening, respecting one's fellowman, providing constructive feedback, acknowledging, sharing, stimulating uniqueness, practising discussion, applying etiquette, creating procedure and crafting rules and agreements for problem-solving to occur (Belvel, 2010:52).

Class meetings provide the platform for learners to examine and solve their own problems, encouraging teachers and learners to create a plan cooperatively to resolve classroom issues (Moore, 2009:362, 363). In this way an orderly learning environment as well as autonomy in learners' behavioural choices can be simultaneously achieved (White & Harbaugh, 2010:79).

Belvel (2010:52) outlines the following benefits of class meetings:

- Prevents problems using group agreements;
- Supports a brain compatible environment;
- Offers a place for group participation in creating classroom standards, rules and procedures;
- Builds a sense of community and connectedness;
- Creates a structure for practicing life skills, affirmations and requests for help;
- Provides opportunities for autonomy and influences.

2.5.2 Teacher proximity

Moore (2009:366) contends that ninety percent of discipline and keeping learners on-task involves the skilful use of body language. This includes physical proximity to learners, direct eye contact, body position, facial expression and tone of voice. Proximity control is a subtle, nonverbal, first-level intervention strategy utilised by teachers to interfere in potentially troublesome behaviour. Teachers use their presence and position to influence appropriate behaviour without verbally communicating with learners (Belvel, 2010:49).

Intervention is most effective when the teacher circulates the classroom, monitors learner behaviour and performance, and redirects learners to focus on the given task. This increased learning time is translated into higher achievement and positive feelings in learners (Zabel & Zabel, 1996:197).

Teachers who move around the classroom and teach from various areas achieve the following:

- Send the message that they are actively involved and aware of all behaviour in the room;
- Build a sense of connection with learners and communicate that the teacher is interested and available;
- Provide equal access from the teacher for all learners;
- Have more opportunities to prevent and quickly deal with negative behaviour (Moore *et al.*, 2008:7).

With regard to teacher proximity for the sake of constructive discipline, Belvel (2010:49) identifies the following key criteria:

- Teacher has a firm neutral presence.
- The relationship with learners is trusting.
- The room design fosters easy teacher movement.
- Proximity ensures prevention or intervention.

2.5.3 Non-contingent reinforcement

Learners are more cooperative and less likely to have discipline problems where non-contingent reinforcement is practised (LePage, Darling–Hammond & Akar, 2005:336). Research has shown that the non-contingent delivery of competing stimuli can effectively reduce rates of destructive behaviour, develop positive relationships, present fewer classroom behaviour problems and achieve better results (Fisher, Deleon, Rodriquez & Keeney, 2004:171; Wolk, 2003:4).

Many examples of non-contingent reinforcement strategies exist which teachers should consider in order to create a healthy classroom atmosphere to create a sense of rapport and belonging that motivates learners to participate and to engage in classroom activities. Belvel (2010:41) determined the following possibilities:

- Let learners write key words during discussions;
- Greet learners at the door, smile at them, talk about topics that interest them for no reason other than to show genuine caring and concern;
- Smile or wink at learners during a lesson;
- Chat to learners about pets, brothers and sisters;
- Initiate discussions with learners about colour and style;
- Tell stories;
- Play curriculum games for example quizzes, board games, hangman;
- Read with learners.

2.6 CONSIDER PREREQUISITES FOR SUCCESS

The classroom leader can create a climate for success by creating an environment which accommodates the diverse needs of learners. Teachers can enhance learners' motivation to study by incorporating the following prerequisites for success: feedback, motivation, cooperative learning, delivering instruction, and productive use of time- and limit-setting.

2.6.1 Feedback

Feedback is a crucial element in the learning process and takes the form of monitoring learner responses as well as maintaining a focus on attaining specified goals. It includes both verbal and nonverbal feedback about individual competencies and progress. Feedback greatly influences academic performance. Practice without feedback will not result in effective learning. When a learner provides a correct response, feedback acknowledging this is important to motivate further learning. It communicates to learners that the teacher is recognising their efforts and progress (Arthur-Kelly *et al.*, 2007:91, 92).

The immediacy of feedback is a crucial factor and it provides the necessary reinforcement to help solidify accurate information in the learner's mind. This is prevalent during the formative stage of learning a new skill. Apart from gauging whether the learners have understood the concepts or mastered the skill, it also prevents learners from practising or applying a skill or concept incorrectly (Ryan, Cooper & Tauer, 2008:69, 160). Programme building occurs, thus fixing the key points in the learner's stored memory (Belvel, 2010:69).

Teacher praise is a perfect and the most wanted form of feedback by learners. It is defined as a verbalised approval of learner behaviour. Praise may take a written or verbal form. It has a powerful influence on learner behaviour and self-esteem. The classroom atmosphere is likely to become more optimistic when a teacher deliberately notices and praises learner accomplishment, rather than emphasising shortcomings (Zabel & Zabel, 1996:226).

Teacher praise has received a lot of attention, both critical and favourable (Zabel & Zabel, 1996: 226). Teachers should be cautious and make judicious use of praise and should focus on praising the act, rather than any particular personality or intellectual quality the learner may possess (Ryan, Cooper & Tauer, 2008:115).

According to the research by Belvel (2010:69) learners can receive feedback from the following sources:

- Programmed learning materials, self-paced learning or puzzles;
- Commenting on the correctness of a task and prompting learners to correct answers;
- Letting learners use rubrics after mastering a concept;
- Making the task itself an inquiry or experiment and presenting its results.

2.6.2 Motivation

Motivation is a key variable in establishing a successful classroom with attentive learners and few discipline problems (Savage & Savage, 2010:44, 45). Motivating learners is part of a classroom management strategy to achieve optimal learning (Salameh, Al-Omari & Jumia'an, 2011:37).

A common complaint of contemporary teachers is that learners lack motivation in the classroom. This is due to the fact that learners do not always have an intrinsic interest in the subject or a persistent streak to complete the task (Savage & Savage, 2010:44). This demands that teachers apply principles of motivation to prompt learners' interest in the attainment opportunities in the classroom. The teacher discovers, directs and sustains learner motivation so that learners can meet their three basic needs: physiological needs, psychological needs and social needs (Savage & Savage, 2010:45, 47).

There are two types of motivation: extrinsic and intrinsic motivation. Extrinsic motivation is directed by a force external to the individual and in the form of reinforcements such as awards, prizes, praise, sweets, or money. Intrinsic motivation is directed by factors or reinforcement such

as values, needs, interests, curiosities and feelings of achievement or competence that come from within an individual (Savage & Savage, 2010:47). Although extrinsic reinforcement is common and easy to use in school settings, the effects of extrinsic reinforcement are usually short lived and they vary from individual to individual. Intrinsic motivation is clearly the more powerful type and the goal of teachers (Savage & Savage, 2010:47).

Understanding the link between learner motivation and classroom behaviour may lead to the uncomfortable discovery that inappropriate learner behaviour is the result of teacher inadequacies relating to factors such as poor teaching practices, the failure to make the curriculum meaningful to learners or a threatening classroom environment (Savage & Savage, 2010: 45, 46).

2.6.3 Cooperative learning

Organising the social environment has a lot to do with organising learners to maximise learning and minimise disruption (Scarlett *et al.*, 2009:166). Therefore, the social environment is organised in terms of grouping, rules and routines, and monitoring. This includes cooperative learning as an instructional technique which is used in class, for homework, for after-school study within a group context, and for test reviewing within groups (Peace Corps, 2008:5). Cooperative learning changes the dynamics of the classroom and the behaviour of the learners (Savage & Savage, 2010:107). Research shows that learners who participate in cooperative learning experiences tend to earn better grades and display more enthusiasm (Peace Corps, 2008:5).

The role of the teacher as instructional manager involves assigning learners to groups, monitoring group progress, watching for unequal participation and mediating conflicts (Savage & Savage, 2010:107). For each activity assigned, each learner has a role: note taker, timekeeper, speaker and supply organiser. Learners are responsible not only for the material being taught, but also for encouraging learning in their group (Peace Corps, 2008:5). Learners benefit greatly from cooperative learning. Besides learning the subject matter, they gain valuable experience as well as life-skills. These life-skills enable learners to become mature, confident and successful adults who contribute positively to their communities and society as a whole (Scarlett *et al.*, 2009:166, 167).

2.6.4 Delivering instruction

Delivering instruction refers to the way the teacher enables learners to achieve the desired outcomes in terms of skills, knowledge and attitudes (Arthur-Kelly *et al.*, 2007:87). The following factors as determined by different authors have an impact on the quality of learning and on promoting positive behaviour:

a) Structuring of lessons

Learner motivation is enhanced when learners are informed of the objectives and are provided with clear guidelines regarding what is expected of them. Advantages of providing clear objectives are as follows;

- Learners understand the logic of the lesson and the reason for what is occurring in the classroom;
- Direct guidance for organising the classroom is provided which includes determining activities and approaches to successfully accomplish the objectives;
- The amount of time required is estimated;
- Teachers are assisted in keeping a clear focus which in turn is useful in keeping a lesson on track;
- Learners are assisted in understanding the purposes of the activities and the content that is being covered;
- Learner motivation is enhanced and learners are assisted to make appropriate time and effort choices;
- Clear objectives become a framework, or advance organiser for the material that is presented which helps learners organise and understand the material with greater comprehension and clarity. This increased understanding facilitates learner achievement and creates a climate of success;
- Providing clear directions helps get learners to work quickly, avoids confusion, and prevents wasted time;

- Good lesson pacing and a smooth flow of classroom activities are promoted; clearly communicating appropriate behaviour for particular classroom activities. For example, learners may be expected to interact with one another during cooperative learning activities but not during independent work at their seats (Savage & Savage, 2010:93, 94, 95; Oliver & Reschly, 2007:7).

Teachers must focus on effective instructional strategies to prevent academic and behaviour difficulties and thereby facilitate increased learner achievement, especially among poor and minority learners who tend to lag behind their more affluent peers. Effective teachers have higher rates of positive learner responses to their instruction (Oliver & Reschly, 2007:5).

Instruction that is effective in encouraging high rates of academic engagement and on-task behaviour is characterised by several features, namely:

- Instructional material that learners find educationally relevant;
- A planned, sequential order that is logically related to skill development at learners' instructional level;
- Frequent opportunities for learners to respond to academic tasks for example, the use of response cards, choral responding and peer tutoring;
- Guided practice;
- Immediate feedback and error correction (Oliver & Reschly, 2007:5).

Providing instruction at learner-appropriate level is important. When learners are presented with information and materials beyond their current skill level, they become frustrated and may engage in behaviour to avoid engagement in the lesson (Oliver & Reschly, 2007:5).

- b) Structure learning experiences in order for learners to feel successful. The following strategies may be used to optimise learning:

- Develop activities at an appropriate level of difficulty and consider ways in which learners can participate at two or three possible levels so that they can all succeed (Peace Corps, 2008:50).
 - Set clear behaviour expectations and consistently reinforce expectations (Peace Corps, 2008:50).
 - Actively engage learners with the learning material through simulations, active experiments, and performing opportunity possibilities. This is an important strategy to apply, considering the fact that ninety percent of the material is learnt through active interaction and only ten percent is learnt in a passive manner e.g., lecture, reading, observing (Peace Corps, 2008:50).
 - Small groups provide peer support for learning and create a cooperative learning environment where learners can freely be involved in discussions and assume a variety of roles (Hebblethwaite, 2010:27).
 - Use manipulative strategies, visual representation, realia, games, and hands-on activities. Learners become engaged in the different activities and hands-on activities become accessible to diverse learners (Sandholtz, 2011:33).
- c) Engage all learners actively by including the following:
- Develop lessons at a level that challenges learners but that is not too difficult or confusing.
 - Give clear directions.
 - Demonstrate consistently that all learners are capable of learning. This can be done by using short positive words to praise good work and behaviour. (Peace Corps, 2008:49).
- d) Teach to different learning styles. The following strategies can enhance effective teaching and learning (Peace Corps, 2008:49):
- Write key words on the board.
 - Use diagrams or visual aids.

- Make learning intrinsically interesting by relating lesson content to the learners' life and local environment.
- Use vivid, novel, or different attention getters at the beginning of the lesson.
- Let learners read poems or quotes.
- Play music.

e) Vary lesson presentations by means of the following:

- Questioning can be used at the commencement of the lesson as an ice-breaker. This places learners in the zone of learning and helps them participate more confidently during the course of the lesson (Hebblethwaite, 2010:26).
- Varying the type of questions raised makes the lesson more active and interesting for the learners. The teacher might need to write the questions on the board, rephrase the responses and repeat them more loudly to the rest of the class (Hebblethwaite, 2010:26).
- Limiting lectures or presentations to 15 minutes before directing a learner activity (Peace Corps, 2008:49).
- Breaking the class period into two or three different activities e.g., lecture, group work, report back (Peace Corps, 2008:49).
- Making sure that each activity flows smoothly into the next (Peace Corps, 2008:49).

In order to achieve the desired results, the teacher needs to engage learners in the learning process. This can be done by utilising strategies which enhance delivery instruction. Varying the lesson presentation together with an individual teaching style optimises learning.

2.6.5 Productive use of time

There is a marked distinction, but also a close correlation between the amount of time spent on constructive instruction and the amount of time learners spend engaged in learning (Scarlett *et al.*, 2009:161). Learners should be taught to use time effectively and be made aware that time is a valued resource which should be used wisely (Evertson & Neal, 2006:1).

In order to optimise learning, class time is divided into four overlapping categories, namely, allocated time, instructional time, engaged time and academic learning time (Kauchak & Eggen, 2008:372). Allocated time pertains to the total time allotted for teaching, learning and routine classroom procedures like attendance and announcements, whereas instructional time represents the time wherein teaching and learning actually takes place. In other words, instructional time implies the time that remains after routine classroom procedures (such as completing the attendance register for the day) have been finalised and teaching and learning can take place. During engaged time, i.e. the time spent on-tasks, learners participate actively in learning activities by asking and responding to questions, completing worksheets and exercises, and preparing skits and presentations. Academic learning time occurs when learners participate actively and are successful in learning activities (Kauchak & Eggen, 2008:372).

With regard to strategies to maximise learning and teaching time, the following aspects are important to consider:

- Plan each lesson in advance;
- Design well-structured lesson plans that have clear learning objectives and provide meaningful activities for learners to reach the objectives;
- Write learning objectives, examples and problems on the board, flip-chart paper, or recycled cardboard before the lesson starts;
- Divide the chalkboard into three sections. The left section for organisational points (date, objectives, instructions, homework); the central and largest section for ongoing work that can be erased as the lesson progresses; and the right section for reference points which learners need throughout the lesson;
- Relate tasks to the previous lesson or to the lesson of the day;
- Save time by taking roll call while learners are working, using a seating chart or delegating the task to an assistant teacher or learner;
- Make the learner of the week responsible for handing out and picking up papers and supplies;
- Be prepared with an emergency lesson or activity. Have an organised plan if your planned lesson for the day runs short or if you need to fill time;

- Have activities ready for learners who finish their work early. Books for preferred reading, fun worksheets, learning games, or art materials must be made available;
- Use homework folders in which learners can place their completed homework. Place copies in the folders of absent learners when distributing worksheets (Peace Corps, 2008:52).

2.6.6 Limit setting

As the final aspect for creating a climate for success, setting fair and practicable limits in the classroom is paramount for constructive learning. Organising the social environment requires establishing classroom limits through negotiable rules and procedures (Scarlett et al., 2009:166). Limits specify the expected and forbidden actions in the classroom as well as consequences for breaking these limits (Moore, 2009:377). Teachers often face behaviour problems because too many rules are enforced and learners cannot clearly differentiate between classroom values and non-negotiable rules. Unlike normative classroom values which are created by the classroom community, non-negotiable rules are chosen unilaterally by the teacher. Teachers are ultimately responsible for classroom rules and need to prioritise the two or three most essential rules for maintaining an acceptable classroom environment. Establishing, practising, and enforcing a few, focused, non-negotiable rules helps to engineer a classroom environment that is conducive to learning (Kraft, 2010:44). Novice teachers or teachers teaching a new culture group should consult sources of the most innovative teaching strategies before establishing classroom rules (Veverka, 2011:59).

2.7 ADVANCE ORGANISATION OF THE PHYSICAL ENVIRONMENT

Advance organisation of the physical environment is of fundamental importance. It sets the stage and creates the framework for a positive classroom ecosystem. Physical setting creates a set of expectations about socially accepted behavioural repertoires and has a powerful influence on behaviour, attitudes and expectations. (Arthur-Kelly *et al.*, 2007:124). Aspects to consider with regard to establishing a constructive physical environment in order for teaching and learning to take place owing to the prevalence of positive discipline include functional room design and the

arranging of seats in such a way that the facilitation of the learning process is optimised. These two aspects are discussed next.

2.7.1 Room design

A purposeful classroom arrangement supports, rather than hinders, learning and positive behaviour. When arranging a classroom, teachers need to consider the use of space, the materials needed, the age and level of learners (Simonsen *et al.*, 2008:3). It was found that the physical space of learning-centred classroom environments are arranged to facilitate collaboration (Evertson & Neal, 2006:5).

The following need to be taken into consideration when designing the room (Savage & Savage, 2010:76):

a) The action zone

The action zone is the “T” from the primary teaching position. Learners’ sitting in this area tend to participate in the class more, stay on-task longer, attain higher achievement and develop positive attitudes towards the lesson. Learners with low esteem may be assigned seats in the action zone where they are monitored closely, called upon more frequently, and provided with opportunities to interact more with the teacher. Learner success is increased in these conditions (Savage & Savage, 2010:72, 73).

b) The teacher’s desk

An important consideration in the arrangement of physical space is to place the teacher’s desk in an unobtrusive spot. This arrangement impacts on teacher behaviour and influences traffic patterns. The traditional front and centre location stops learners from observing and becoming easily distracted at what is happening at the table (Savage & Savage, 2010:75).

c) Teacher movement

A poorly designed classroom environment interferes with teacher movement. Teacher movement should be taken into consideration when designing the physical space thus allowing the teacher to be at the learner's desk in a matter of a few seconds. The two motives for providing assistance to learners quickly and unobtrusively are to get to the problem before it spreads and to provide instant assistance to the learner (Savage & Savage, 2010:76).

d) Activity boundaries

Learners benefit intensely by clearly demarcating activity boundaries in the design plan. By identifying boundaries for different activities such as independent work, group work, and small-group discussion, helps learners to feel a sense of security and assists them in maintaining self-control. These clearly delineated boundaries remind learners of the type of behaviour that is appropriate for the different activities. In addition, changing the shape of the classroom serves to promote sensory stimulation by making the room different from other classrooms (Savage & Savage, 2010:76).

Regardless of the level of structure best suited to a group of learners, classrooms must be arranged to allow easy movement around the room. Walkways and high-traffic areas must be clear, open, and deliberately kept in mind when arranging the classroom (Savage & Savage, 2010:76). Trussell (2008:181) reports that teachers need to bear the 'bump factor' in mind. Learners need enough space to move about the room to access materials without bumping into peers and classroom items.

Another factor that needs to be taken into consideration when designing the classroom is high density. This element decreases the amount of privacy for learners and increases opportunities for social interaction resulting in anxiety and interpersonal conflict. The feeling of crowdedness can be overcome by moving objects such as filing cabinets and desks around, or creating small group work areas (Savage & Savage, 2010:71).

2.7.2 Facilitative seating arrangements

The floor plans adopted by teachers differ significantly. Hence, they reflect the preferred teaching style or that the seating arrangement is modified according to the teacher's approach. The seating arrangement and use of classroom space by teachers leads to specific meaning. In other words, the classroom's physical environment communicates nonverbal cues. For example, a large teacher's desk between teacher and learners communicates distance and formality. The tables' layout communicates intensity of interaction between teacher and learners, and among learners (Sztejnberg, 2006:491).

Seating arrangements and learner's location are two important ecological variables within classroom spaces. The seating positions are useful clues in predicting learners' personal characteristics; for example, participation in class, verbal interaction, learners' question-asking. Apart from giving learners a sense of appreciation and belonging, it also promotes social interaction and pro-social behaviour. Desks are arranged to promote collaborative learning. This involves learners working together on activities, sharing materials, having small group discussions, and helping each other with assignments (Sturz, Kleiner & Fernandez, 2005:59).

The three basic seating arrangements most commonly used in classrooms are rows, clusters, and circular or semi-circular patterns. Each of these seating arrangements has a differing effect on communication in the classroom (Sztejnberg, 2006:506). In the teacher-centred situation, the classroom space is usually arranged in rows and columns of tables or chairs facing a blackboard with the teacher's desk in front of the classroom. It has been established that learners who are most willing to communicate tend to sit in front and centre of the class (Cooper & Simonds, 2003:94). In a learner-centred approach, the classroom arrangement permits learners to work together. Apart from this arrangement promoting teacher-learner interaction, it is also useful for listening, note-taking and lecturing (Richmond & McCroskey, 2000:300).

Constructive use of space makes a classroom more conducive to learning and evokes a more positive climate. Furthermore, the manner in which learners' seats is arranged influences learner

behaviour, classroom participation and learner attitude (Savage & Savage, 2010:68). The different types of seating arrangements will be discussed next.

a) Rows

A typical arrangement of the physical environment is arranging desks in rows. This type of desk organisation not only limits learner-to-learner interaction, but also leads to high on-task movement and less disruptive talk. In addition, enhanced listening and independent work is facilitated. Teachers find that the row arrangement is easier for them to monitor and help maintain classroom control (Savage & Savage, 2010:69).

b) Circular seating patterns

A circular seating arrangement increases learner-attending behaviour and verbal participation. Studies identify higher incidents of out-of-turn responses by learners seated in a circle (Savage & Savage, 2010:70).

c) Cluster arrangements

Clustered arrangements are most commonly used in cooperative learning. Learners who have a high degree of self-control are grouped into clusters for a large portion of the day. It has been observed that learners who are seated in cluster arrangements demonstrate order in taking turns while still maintaining a high percentage of on-task verbal behaviour. Those learners who lack self-control are arranged in rows so that the possibilities of social interaction are limited (Savage & Savage, 2010:70).

d) Modular or horseshoe arrangement

The horseshoe configuration increases learner-learner interaction, whilst the modular arrangement maximises the learner-learner interaction. The horseshoe is useful for classroom discussions, while modular seating is best for group interaction. Research has revealed that

learners prefer the traditional arrangement over the horseshoe and modular configuration for compulsory subjects. For optional courses learners prefer horseshoe and modular configurations over the straight row arrangement (Sztejnberg, 2006:492).

Irrespective of which seating arrangement teachers choose for their own teaching (traditional, modular, horseshoe, circular or another), it must be kept in mind that many conditions ensure learners' success in learning. These include the belief that all learners can learn; that learning must be active, not passive; that learners must be allowed to work together and instruction must address many different learning styles (Brown, 2003:100,104).

2.8 DETERMINE THE PARAMETERS FOR COOPERATION

A critical characteristic of effective classroom leadership is establishing and agreeing on classroom parameters. Parameters are set characteristics or boundaries that are necessary for the group to feel physically safe and psychologically secure in the school environment (Belvel, 2010:100). Parameters in the classroom include activity procedures and directions for in-class tasks, as well as the structure of classroom seating for individual, whole group and small group work. Learners are taught to take responsibility for a safe environment through their behaviour and participation. The key ingredient of true working parameters is the learner. For learners to commit to parameters there has to be trust and a strong relationship with the teacher. The safety and security that parameters provide lay the foundation for creativity and learning. The following parameters need to be established (Belvel, 2010:100,101):

2.8.1 Scheduling

The classroom schedule includes sequence of programs of action and routines to assist learners from the beginning of the school day to the end. Scheduling is not only a means of keeping classroom order but also of providing learners with direction and creates an awareness of what is required (Scarlett *et al.*, 2009:156).

Schedules posted from preschool through to primary school have a great impact for the advancement of optimal learning. Classrooms with clear and consistent schedules are less likely to have disruptions than classrooms that function without any schedules. The absence of a clear schedule confuses and frustrates the learner, which, in turn, makes it difficult to engage in productive play after constructive learning. Adhering to strict schedules provides predictability and consistent routines (Scarlett *et al.*, 2009:158, 159).

2.8.2 Transition activities

Helping learners to switch to new activities presents incidents of behaviour problems which can be reduced by planning enjoyable transitions at the start of the year (Scarlett *et al.*, 2009:160). Enjoyable transitions are introduced to learners on the very first school day and are continued consistently throughout the year. This includes establishing expectations for appropriate activities when assigned work is completed. Specific classroom locations for activities are allocated and rules are communicated to control transitions smoothly. Reinforcement activities and peer tutoring opportunities are included during transition (Johnson *et al.*, 2005:30, 31).

There is a definite improvement during transition if parameters for movement are structured. Visual aids such as a highly visible wall chart help guide learners smoothly through a sequence of movements (Evertson & Neal, 2006:2). In middle and high school, even though bells and buzzers clearly mark the time for transition, there is still need for clear procedures, rules and routines (Scarlett *et al.*, 2009:160).

According to Johnson *et al.*, (2005:30, 31), the following strategies for transitions between activities should be considered for the sake of positive discipline and smooth running within the classroom and school environment:

- Build a preview of the day into the regular classroom routine. This helps learners to know the planned sequence of activities and expectations about time;
- Use auditory cues to signal when to take a break or return to work;

- Embed cues in the instructional routine. For example, inform learners that they have five before dismissal time and they need to write down their homework assignment in their homework diary;
- Work with individual learners to establish specific parameters for transitions, and provide consistent and friendly reminders. For example, when learners are leaving the classroom to go to the gymnasium, review how they will walk and at what pace; with whom they will walk, namely by themselves or with an assigned partner, in the middle of the line or at the end of the line; and where they will walk, on the right side of the hall or the left side;
- For unscheduled trips, keep bathroom passes (laminated boys' and girls' passé son yarn or string) near the door;
- Several techniques can be used to arrange learners in lines. These include group number, table number, clothing colour, or birthday months.

2.8.3 Specific instructional procedures

Effectively communicating classroom procedures for each activity reduces the number of disruptions that arise from inappropriate classroom behaviour and ensures positive discipline which is conducive to effective teaching and successful learning. Almost every type of classroom activity falls within three categories, namely, direct instruction, working time, and individual silent time. Before beginning any lesson, the learners' attention should be drawn to the type of classroom expectations that the next activity requires. This helps learners to understand where they should be, where to direct their attention, how to participate, and with whom they can work (Kraft, 2010:45).

With regard to the challenges novice teachers experience in arranging well-disciplined classroom environments that are conducive to successful teaching and learning, the Novice Teacher Induction Program (NTIP) implemented at the Sam Houston State University elicited the most challenging problems faced by novice teachers. In the first year that Sam Houston State University conducted its NTIP, nearly 50 percent of novice teachers cited the aspects of procedures and behaviour management as the two most problematic aspects of classroom

management. Studies reveal that although teacher preparation programmes provide instruction in classroom management, more often than not, teachers fail to comprehend the complexities until they are solely responsible for a classroom (Johnson *et al.*, 2005:29).

Teachers who establish different types of procedures, and who teach these routines greatly reduce the possibility of confusion and off-task behaviour. Three main types of procedures are identified as academic, routine, and special procedures (Johnson *et al.*, 2005:30, 32).

Academic procedures are important for tasks such as taking a test, getting the teacher's attention, and participating in class discussions. Academic procedures are needed in the different lesson stages such as planning the lesson, implementing the planning, assessing and evaluating outcomes achieved with the lesson (Johnson *et al.*, 2005:30, 32).

a) Planning the lesson

A well-structured lesson plan is a very effective way of communicating with learners who have different learning styles (Hebblethwaite, 2010:26). Lesson plans indicate the specific instructional objectives that learners are required to master and also depicts the alternate methods of learning for each learner, based on his or her cognitive processing and perceptual style (Dunn, Martin, Faure, Markus, Pedota, Sookdoo, Stock & Terry, 2010:195). According to Hebblethwaite (2010:25) giving clear explanations of complex subject matter is mandatory and the ability to make the learning genuinely interesting and relevant to the learners will engender more pleasurable learning.

After listing the objectives, lesson plans need to indicate the instructional steps in the lesson. Each lesson or topic needs to be introduced globally with a short anecdote, drama or a story. The lesson plan should also include peer-oriented learning or team learning. Included in the plan is homework that requires creative application of the curriculum, team learning activities or other readings (Dunn *et al.*, 2010:196).

Lesson planning must include transitions. If a lesson involves learners moving around the room, plans should include procedures for traffic flow as well as for moving quickly and efficiently from one activity to another. The last step of planning is gathering all necessary papers and materials so that they are easily accessible before the lesson begins (Johnson *et al.*, 2005:30, 32).

b) Implementing the planning

Daily objectives must be posted in a location where learners can refer to them. Detailed plans are used as a reference rather than as scripts meticulously applied. To aid learners, teachers should do the following:

- Write learning outcomes on the whiteboard at the beginning of the session. This does not only aid learners in understanding what is expected of them but also creates pathways to learning by breaking down the lesson content into smaller, easier parts (Hebblethwaite, 2010:26).
- Give clear and explicit verbal and written explanations and objectives. This is important when dealing with learners with differing styles (Hebblethwaite, 2010:26).
- Provide detailed written and oral instructions for the tasks learners are assigned (Johnson *et al.*, 2005:30, 32).
- Set out expectations for class discussions (e.g., only one person speaks at a time; learners listen intently and take turns speaking) and small group discussions (assign jobs such as leader, facilitator, recorder, and timekeeper for a smoother discussion).
- Explain the method of appropriately gaining the teacher's attention, such as by a raised hand or some form of "flag" (e.g., a brightly coloured index card that the learner places on the desk).

c) Assessing the learning that has taken place

Formal assessment includes paper-pencil tests, learner presentations and other evaluation techniques that require a score as part of the learner's record. Informal assessment is an ongoing process that teachers implement to document a learner's academic performance between formal

testing. This documentation assists teachers in recording the intricacies of individual learning needs and in preparing appropriate instruction that facilitates all learners' learning (Johnson *et al.*, 2005:30, 32).

When formative assessment is used learner engagement in learning usually increases. The learner is able to find support within the learning environment and this increases his or her motivation to achieve. Formative assessment provides checks and balances throughout the learning process and helps the teacher to adopt instructions, processes and products according to learner strengths and needs; by doing so, the teacher ensures that the learner is appropriately challenged. This leads to increased learner motivation and positive attitudes about learning (Hinton, 2006:5).

Teachers often identify problems with their instructional approach and propose ways to alter their teaching. These problems can be corrected by giving more explicit instructions, breaking down concepts into smaller components, conducting pre-assessments, offering step-by-step explanations, or doing more modelling. For example, a pre-service teacher taught a lesson on finding the area of a three-dimensional cube and made the mistake of trying to explain the concept using a book instead of using an actual cube and demonstrating the concept. (Sandholtz, 2011:27).

To avoid improperly linking instruction and assessment a three-stage model may be followed.

- Identify clear learning objectives.
- Design appropriate assessment tasks that directly assess whether each learning outcome has been met.
- Design appropriate learning opportunities to get learners to the point where they can successfully undertake the assessment tasks (Hinton, 2006:5)

When formal assessment is applied, the following procedures are relevant:

- Communicate rules for the testing environment to learners (e.g., avoid talking or making distracting noises, follow procedures to sharpen a pencil, use folders as screens to discourage roving eyes).
- Before distributing the test, prepare learners for what to do after completing it; for example, finishing their homework, reading a story, or working on their presentations in small groups.

(Johnson *et al.*, 2005:30, 32).

Informal assessment requires acute observation skills. Teachers observe and document areas in which learners are knowledgeable and areas where they need group or individual assistance. This documentation will include elements that indicate whether or not a learner is grasping all the different concepts (Johnson *et al.*, 2005:30, 32).

d) Evaluating

To improve instruction, teachers must analyse the effectiveness and efficiency of their planning, implementation, and assessment of lessons. Teachers need to document the problems they encounter, the changes that are needed for the next lesson, and new ideas discovered while reflecting on the lesson (Johnson *et al.*, 2005:30, 32). This detailed analysis can be done throughout the lesson implementation process or immediately afterwards.

A reliable strategy for the beginner teacher is the use of routines, a familiar way of doing things that both the teacher and learner understand. This should include the smooth transition from one activity to another, characterised by explicit and implicit rules. When designing routines the teacher should bear in mind that it is essential that both teacher and learner should be able to carry out routines automatically. How well and how quickly these routines become established and automatic is a major contributing factor to good classroom management (Stan, Brockhuzen & Uehara, 2000:5).

Establishing routines should be high priority whenever a teacher faces a new class. This must be carried out quickly and efficiently and is the most important task for any teacher during the first

few weeks of school. Key steps in establishing routines include:

- Identifying necessary routines and listing them;
- Articulating the rules for each routine;
- Teaching each routine to the class explicitly.

(Stan *et al.*, 2000:6)

Routine procedures address arriving in and exiting the classroom, making transitions, handing in homework, and going to the restroom. Daily routines, such as keeping supplies organised and handling paperwork, can make the difference between a smooth-running classroom and one that seems disjointed. The best results in classroom organisation come from thoroughly preplanning the procedures, effectively implementing the procedures, and consistently monitoring whether procedures are functional and constructive (Johnson *et al.*, 2005:30, 32). Apart from implementing routine procedures with regard to movement, transitions and lesson implementation, the following procedures may also be included:

- Learners remain quiet when announcements are made over the intercom system.
- Use of projector to signal learners when to start or stop when working in groups. This helps learners to focus on the change of activity.
- Involve learners in the cleaning up process on a rotating basis.
- Missed assignments can be collected when absent learners return. A designated location should be provided where returning learners can check or retrieve make-up work.
- Design a buddy system where learners help report absences.
- Use of the restroom should be restricted to five minutes before the end of the period.

(Johnson *et al.*, 2005:30, 32).

Apart from all these routine procedures crucial to arranging positive and constructive discipline in the classroom, special procedures are equally important and include actions such as fire and disaster drills. Detailed procedures must be taught, modelled, practised and frequently reviewed. The need for corrective management is decreased when learners understand and follow procedures (Johnson *et al.*, 2005:30, 32).

2.8.4 Monitoring

Recitation, seatwork and cooperative group learning are the most common settings used to access the learning content. Each of these three settings has special challenges with respect to keeping the class moving along in the right direction and minimising disruption (Scarlett *et al.*, 2009:168). Monitoring a situation requires a teacher who is competent and sensitive to monitoring the whole class while attending to individual learners. While in the process of monitoring, the competent teacher addresses behavioural problems that arise promptly (Scarlett *et al.*, 2009:169).

2.8.5 Class agreements

In order to organise the social environment, teachers establish effective procedural rules (classroom agreements) on the very first schooldays. These classroom agreements ensure that there is order right from the beginning. It also places learners in the correct frame of mind for the rest of the year (Scarlett *et al.*, 2009:167, 168).

Negotiating and communicating norms and rules is an essential aspect of community building. Teachers alone do not establish norms and rules. Teachers may choose to involve learners in determining the rules. The responsibility is thus shared, and learners play a vital role in both development and enforcement of rules. Rules developed collaboratively tend to promote learning cooperation. In this regard, Evertson and Neal (2006:3) identified the following aspects on which teachers and their learners should have consensus:

- Clear guidelines that are jointly negotiated about functional matters such as acceptable classroom noise levels, procedures and assistance required when accessing the content;
- Academic standards;
- Social standards.

In Bolivia, for example, volunteers and their co-teachers collaborate with their learners to write a set of classroom rules and expectations. Teachers and learners discuss and agree on the final list

of rules, sign the document, and post it in the classroom to show their commitment to the agreement. If the agreement is broken, the agreed consequence must be implemented. A teacher's proactive classroom management will affect learners' performance and by implementing the right strategies will make the difference between a learner-friendly classroom and a disorganised classroom (Peace Corps, 2008:42, 45).

2.9 CONCLUSION

Developments such as the inclusion of diverse learners in regular classrooms and the need to create an effective learning environment for optimal learning demand greater competence in managing the classroom. Research-based strategies will direct teachers towards achieving instructional goals and preventing inappropriate learner behaviour. Building relationships for trust, prerequisites for success, advance organisation of the physical environment and the establishment of parameters are strategies that can be adopted by teachers. These strategies help build relationships that are the foundation for cooperation and a positive classroom climate.

Prevention strategies assist teachers to manage learner behaviour. It is known that "an ounce of prevention is worth a pound of cure". Since misbehaviour is viewed as a social problem, the teacher provides a classroom climate in which learners are taught to take ownership of their own behaviour. Organisational mechanisms reduce problems and increase opportunities for learners to become goal-orientated and to assist teachers in creating an environment that supports self-control and self-discipline for learners. Ultimately, the class teacher is the most critical determinant of the classroom environment and should orchestrate a classroom environment that provides a wide range of opportunities for optimal learning to take place (Belvel, 2010:x, 21).

CHAPTER 3

DISCIPLINE AND ORDER FOR EFFECTIVE TEACHING AND OPTIMAL LEARNING

3.1 INTRODUCTION

Discipline and order in the classroom is essential to ensure that effective teaching results in successful learning. The role of the teacher is to create a constructive learning environment for learners. Effective classroom management ensures order in the classroom; order in the classroom resulting from constructive discipline promotes effective teaching and learning in the classroom.

Recent research shows a major paradigm shift towards preventive rather than punitive disciplinary measures (Pienaar, 2006:163; Dupper & Montgomery, 2008:248; Marais & Meier, 2010:41, 42). Since the essence of learner discipline is correctional and educational rather than punitive, this approach seems to be the correct one especially after the abolition of corporal punishment in South African schools. The guiding determinant for effective learning is vested in a harmonious and orderly environment (Oosthuizen, Wolhuter & du Toit, 2003:457).

Classroom discipline is the primary problem of education. Maintaining order and preventing chaos are major concerns of teachers. Classrooms with disciplinary problems are less conducive to learning since teachers have to spend more time creating an orderly environment before instruction can begin. Interruptions in the classroom disrupt learners' concentration and their engagement in their lessons (Tan, 2002:229, 230). The ability to keep a classroom of learners organised and on-task is considered by teachers and experts alike as a crucial component to learner success and teacher retention (Lennon, 2009:2).

A school with undisciplined learners affects the teachers, the school and the entire community. The situation creates low performance, teacher dissatisfaction and failure of learners to progress and achieve. Discipline and order in the classroom is a condition that ensures effective teaching which results in successful learning and the achievement of educational targets.

3.2 CLARIFICATION OF THE CONCEPT ORDER

Establishing and maintaining order is central to what teachers do. Walter Doyle (in Miller & Hall, 2005:2) contends that classroom teaching has two major tasks structures, learning and order. Studies since 1980 highlight the notion of the interrelatedness of order and learning. Classroom order encourages learner engagement whereas discipline curbs misbehaviour. Without order a teacher is hard-pressed to promote learning (Miller & Hall, 2005:2).

Walter Doyle (in Miller & Hall, 2005:3) indicates that order is not absolute silence or rigid conformity to rules. Order in a classroom refers to learners who, within acceptable limits, are following the programme of action necessary for a particular classroom event. Furthermore, order is much more than discipline or cooperation. It includes organising classroom groups, establishing rules and procedures, reacting to misbehaviour, monitoring and pacing classroom events. According to Savage and Savage (2010:6, 9) bringing order to the classroom includes arranging the classroom environment, organising lessons that have a logical flow, making productive use of time, motivating learners to strive toward educational goals, and establishing leadership and authority.

Establishing and maintaining order in the learning environment varies across the range of education context. The learning environment is made up of distinct hierarchical systems. At the top is the school-wide system, then the mediatory areas such as hallways and common areas, and lastly individual learner systems. Each level or system has both unique and similar rules according to their context. Intervention at all levels is meant to foster a system that works towards establishing and maintaining an environment that is conducive to learning (Miller & Hall, 2005:3).

3.3 CLARIFICATION OF THE CONCEPT DISCIPLINE

The word ‘discipline’ is understood to mean conforming to rules, to orders given by supervisors and to the demands of the community or institution. Even its derivation is inseparably connected with education. It is derived from the Latin word *discipulus*, which means learners. *Discipline*

refers to the way of treating learners (Sulich, 2004:33). The word discipline also has its roots in the word *disciple* meaning to train or teach by instruction or exercise (Khalsa, 2007:2).

Aricak (2005:3, 4) defines discipline as a unity of principles, rules and values, which arrange an individual's relationships with society while guaranteeing freedom, individual and social rights and the attainment of self-discipline. This directly relates with an individual's cognitive, personal and moral development.

Discipline is more than a response to misbehaviour; its objective is to efficiently deliver the curriculum (Savage & Savage, 2010:xii, 8). Precise behavioural expectations are set for learning to occur and to prevent behaviour problems. Discipline problems are handled in ways that do not detract from the learning process or interfere with the functioning of the classroom. Ultimately effective classroom discipline creates a positive educational environment that enhances learning and social growth (Brown & Vigilante, 2005:5).

Classroom discipline is part of a larger system of rules, regulations and policies that govern the classroom, and operates on state, district and local school levels. All of these directly affect the handling of discipline problems. Effective classroom discipline is a natural growth of planning, preparation and prevention that begins with the teaching staff and school management team (SMT) of the school (Brown & Vigilante, 2005:5).

Subsequently, effective discipline respects the dignity of learners and helps learners to learn from their mistakes (Savage & Savage, 2010:xii). Discipline is not a by-product of the exercise of power but an opportunity to help individual learners achieve the most important goals of education, character, and the development of self-control and the acceptance of responsibility (Savage & Savage, 2010:8).

3.4 CHARACTERISTICS OF DISCIPLINE

Classroom discipline and **order** remains an important focus of the **classroom** teacher. The following characteristics of effective discipline are cited by Joubert and Prinsloo (2001:122,123):

- Discipline is used to create order. Effective discipline ensures that human activities during the process of education take place in an orderly manner. In this way the behaviour and movement of each individual is consequently checked by discipline.
- Discipline ensures fairness. It is essential for there to be adequate protection regarding the different interests of the participants within the education system. The disciplined learner is able to distinguish between what is appropriate and what is not appropriate.
- Discipline protects the learner. In an orderly environment discipline protects a learner against the unruly and undisciplined behaviour of his/her fellow learners. It also protects a learner against his own contrariness.
- Discipline contributes to the spiritual development of the learner. Loving disciplinary action aims to help the learner to develop maturity, responsibility, independence and a guide towards adulthood.
- Discipline is prospective. The objective of education is to prepare the learner for integration and into an adult working society.
- Discipline focuses on developing self-discipline in learners.
- Discipline is directed primarily at correction. Correction in an educational context is directed primarily at inner development.

3.5 FUNCTION OF CLASSROOM DISCIPLINE AND ORDER

Discipline and order is an ongoing process of educating learners by:

- Developing an internalised sense of responsibility and self-control in learners;
- Assisting learners to learn the most important life lesson: self-discipline;
- Creating a feeling of achievement. Teachers are able to fulfil their main responsibility to actively engage learners in the learning;
- Increasing professional confidence. Teachers are able to gain confidence in handling all teaching tasks, including guiding the most disruptive learners towards self-discipline;

- Decreasing labelling and increasing change. This can be done by educating both the teacher and learner on the choices available, which can promote positive change and a healthy self-image;
- Promoting a positive tone in the classroom and a community of learners that can work co-operatively and support individual and group growth;
- Enabling the acquisition of knowledge about the changing world to take place;
- Allowing for responsibility to become more effective when there is good discipline. Learners can be delegated to perform tasks if they are disciplined. By delegation, they acquire responsibility through good discipline. The code of conduct in school plays a leading role in the creation and the implementation of good discipline;
- Preparing learners for the outside world through effective discipline. Knowledge management has significance and must be elevated to its own academic discipline with the accompanying theoretical constituents, guiding principles and professional society;
- Aiming to eliminate disruptive behaviour. Good discipline ensures a safe place. A safe school supported by an effective code of conduct will eliminate disruptive behaviour among learners, thus creating a safe haven where education and learning can flourish

(Khalsa, 2007:3, 4, 5; Khoza, 2002:75; Joubert & Prinsloo, 2001:124).

3.6 TEACHER CONTRIBUTION TOWARDS ACHIEVING DISCIPLINE AND ORDER

The teacher is responsible for creating a positive classroom climate based on mutual respect within which learners feel safe. To achieve this positive classroom climate, emphasis is placed on order and discipline-management in the classroom. This decreases the need for disciplinary action and supports the development of self-discipline in learners. Teachers should adopt a proactive approach by:

- Preparing lessons;
- Exercising self-discipline;
- Having extension work available;
- Ensuring that teaching and learning takes place consistently;

- Ensuring that learners are stimulated;
- Making space for timeout or a conflict-resolution corner.
- Affirming learners;
- Building positive relationships

(Department of Education, 2000:12; Coetzee *et al.*, 2008:217).

3.7 FACTORS THAT CONTRIBUTE TO A DISCIPLINE PROBLEM

Misbehaviour is the result of problems that may originate in the home, society or the school. Conversely, many of the problems are aggravated and sometimes caused by school policies and procedures, teachers and other school personnel (Edwards & Watts, 2004:15). According to research carried out, the possible reasons behind discipline problems are:

- Learners' levels of readiness;
- Learners' attitudes towards lessons ;
- Learners' social milieu outside the school;
- Teachers' styles of establishing relations with learners;
- Teachers' lecturing styles and physical conditions which have a direct or indirect effect on classroom discipline;
- The nature and status of the course in the curriculum;
- Classroom environment;
- Crowded classrooms and lack of software;
- Lack of rules;
- Home environment and parent's attitudes;
- Teachers' inefficiency in classroom management;
- Learners' attitudes;
- Lack of motivation;
- Breaking of rule and routines;
- Lack of infrastructure;
- Ineffective time management;

- Classroom environment;
- Lack of classroom interaction;
- Off-task behaviour such as listening to music, using MSN, noisy talking, walking aimlessly;
- Inappropriate use of classroom material;
- Lack of procedures and routines

(Aricak, 2005:3; Sulich, 2004:33; Erdoğan, Kurşun, Sişman, Saltan, Gök & Yıldız, 2010:887).

3.8 DISCIPLINE MODELS

Teachers need a well-planned discipline model in order to be successful in the classroom. Before selecting a discipline model the teacher needs to establish whether the selected model is going to facilitate learners becoming self-disciplined and responsible. The model must be able to direct learners to achieve autonomy and to gain control of themselves and the environment. In addition, the model must also be effective to achieving superior classroom behaviour, promote self-concept in learners, alleviate discipline problems and be easily implemented (Edwards & Watts, 2004:28, 29). In this regard the principles and preventative and corrective features of the some discipline models are discussed.

3.8.1 The democratic discipline model

Dreiker (in Edwards & Watts, 2004:270, 130), states that the classroom is a miniature democracy where learners are taught how to function in a democratic society. The desired outcome is preparing learners for existence in the real world. The key feature of the democratic discipline model includes the concept of learners' developing responsibility for their own behaviour, the inclusion of learners in the governance arrangement of the school and providing learners with the opportunity to learn to make good choices (Taylor, 2004:73; Edwards & Watts, 2004:270,130).

The democratic discipline model is based on the following principles:

- Understanding the purpose of learners' misbehaviour;
- Providing a disruptive learner with the choice of either remaining where he/she is without disturbing others or moving to an alternate seat;
- Fostering trust between teacher and learners;
- Utilising cooperative planning to establish goals and solutions to problems;
- Allowing the class to develop and enforce rules;
- Avoiding the giving of rewards for good behaviour because learners become dependent on rewards;
- Modelling the standard of behaviour expected of the learner

(Edwards & Watts, 2004:270,130).

There are several reasons for using Drieker's conceptual model. It assists in recognising, identifying and correcting misbehaviour in learners. The model assists in bonding teachers and learners by promoting mutual respect between them. Discipline problems are corrected through the use of logical sequences rather than punishment and rewards. It also assists teachers in focusing on the causes of behaviour before corrective measures are taken (Taylor, 2004:78).

It is better to prevent discipline problems than to correct them after they occur. Dreiker (in Edwards & Watts, 2004:271) offers specific preventative strategies for developing a positive relationship with learners:

- Avoid autocratic and permissive teaching styles.
- Use encouragement.
- Establish logical consequences.
- Stimulate classroom discussions.
- Avoid reinforcing or provoking misbehaviour.
- Establish a relationship of mutual respect.
- Look for assets in each learner.
- Adopt a flexible attitude towards learners.

Misbehaviour is directed at goals such as attention-seeking, power-seeking, revenge, and displaying inadequacy (Coetzee *et al.*, 2008:169; Taylor, 2004:73). The trick is to identify the goal and to act in ways that do not reinforce mistaken goals. Teachers act by providing guidance, leadership and involving learners in setting rules and consequences (Coetzee *et al.*, 2008:169).

Corrective strategies provide the necessary opportunities for learners to correct their misbehaviour. In order to be successful, teachers need to establish a good relationship with learners by focusing on the following strategies:

- Understand learners' motives for behaviour (attention-seeking, power-seeking, revenge-seeking, displaying inadequacy).
- Respond to learner's mistaken goals.
- Change learner's mistaken goals.
- Encourage discouraged learners
- Invoke logical consequences (Edwards & Dreiker (in Gilman, Huebner & Furlong, 2009:306) states that for learners to develop self- discipline, schools must teach, not only specific positive behaviour such as kindness and respect, and democratic decision making, but also develop emotions and thoughts that support social and democratic behaviour.

3.8.2 The model of choice theory, reality therapy and lead management

Glasser (in Moore, 2009:362) emphasises that teachers need to value and develop positive relations with learners. This enhances the learners' ability to exercise more appropriate behaviour and to gain success in learning. The model advocates choice theory, reality therapy, and lead management.

Choice theory explains the 'why' and 'how' of people behaviour. The main aim of behaviour is to satisfy the basic and psychological needs of survival, love, belonging, power, freedom and love (Moore, 2009:362). Choice theory is built on the foundation that our behaviour is an attempt to control ourselves as we continue to satisfy our basic needs. Reality therapy, developed by

William Glasser, is a strategy that provides learners with an opportunity to take responsibility by examining and solving their own problems, as in an interview method based on choice theory (Moore, 2009:362).

The role of the teacher is to help learners become aware of their own behaviour, to eliminate situations where learners are likely to fail and increase experiences of success in the classroom. The role of the teacher with regard to developing learners' sense of responsibility should be considered against the fact that learners are rational beings capable of controlling their own behaviour. Furthermore, learners are encouraged to gain more effective control of their own lives by becoming responsible so that they learn to choose what satisfy their needs without depriving others of the chance to do the same (Coetzee *et al.*, 2008:96; Edwards & Watts, 2004:134, 135).

Lead management enables classroom managers to use internal control psychology, assists learners to develop skills to self-evaluate their behaviour, solves problems and guides learners to achieve optimally. Coercion is eliminated by providing learners with models of performance and by focusing on learners being able to self-evaluate their behaviour and work (Edwards & Watts, 2004:144, 145).

The principles on which the model of choice theory, reality therapy and lead management are based relate to the following (Edwards & Watts, 2004:134, 272):

- Develop quality relationships by using the connecting behaviour such as caring, listening, supporting, encouraging, trusting and befriending and eliminating the disconnecting behaviour such as criticising, blaming, complaining, nagging, threatening, punishing and rewarding to control.
- Educate and teach learners how to behave in acceptable ways.
- Realise that quality education satisfies learners' needs, develops cooperation, allows for variation, promotes autonomy, has expectations for high standard of work, promotes learner ownership of their work, increase learner productivity, involves learners in classroom decisions and is relevant to learners' personal lives.

Preventing discipline problems depends mostly on establishing principles, procedures and implementing lead management. In this regard Glasser (in Edwards & Watts, 2004:141) method of discipline includes a significant prevention component. Three types of classroom meeting are recommended to prevent discipline problems: social-problem-solving meetings, open-ended meetings and educational diagnosis meetings.

The purpose of social problem-solving meetings is to encourage learners to solve discipline problems within the classroom structure. Open-ended meetings serve as a meaningful supplement to the curriculum. Glasser (in Edwards & Watts, 2004:141, 142) believes that the reason learners misbehave in school is that they find the curriculum irrelevant. These meetings permit learners to hold discussions on their classroom situations. These educational diagnosis meetings are intended to enable learners to evaluate their educational experiences. The following strategies assist in preventing discipline problems during classroom discussions:

- Developing goals of instruction;
- Establishing classroom rules;
- Establishing and maintaining classroom procedures;
- Gaining commitment from learners;
- Implementing consequences for disruptive behaviour (Edwards & Watts, 2004:141, 142).

Glasser (in Edwards & Watts, 2004:143) advocates cooperative learning whereby learners work in groups to promote meaningful learning and to reduce discipline problems. Working in groups promotes a sense of belonging, which motivates learners to work harder, develop a greater sense of independence and provide a framework within which learners can evaluate themselves.

Teachers can execute one or more of the following strategies to help resolve a problem with an individual learner: reality therapy interview; disruption encounter; social problem-solving classroom meetings; buddy classes and the connecting place (Edwards & Watts, 2004:149). The objective of the reality therapy interview method is to help learners gain more effective control over their own lives by fostering self-discipline and choice. The techniques of reality therapy are

utilised for the purpose of minimising disruption in the classroom. The learner is firstly questioned and if the disruption continues the teacher and learner meet to try to work out a solution. If there is still no change in behaviour, the learner is moved to a quiet place until the teacher can make time to talk to the learner individually (Edwards & Watts, 2004:149).

Buddy classes refer to the assigned classroom where disruptive learners are set tasks to be completed. The teacher speaks to the learner at a later stage to work out a re-entry plan suitable to both parties (Edwards & Watts, 2004:149). The strategy of connecting place refers to making use of a neutral place where learners can go to devise a plan to assist them to achieve discipline more successfully in the classroom (Edwards & Watts, 2004:149, 150).

3.8.3 The model of teacher effectiveness training

Teacher Effectiveness Training as an educational strategy formulated by Dr Thomas Gordon is based on the principle that good teaching builds a connection between teacher and the learner (Taylor, 2004:87). Teachers' communication skills will establish a positive working relationship between teacher and learner, preclude misbehaviour and make associations that will assist learning and academic success (Edwards & Watts, 2004:165, 273; Moore, 2009:363). The teachers' role changes to that of communicator, listener and problem solver once a positive working relationship between teacher and learner has been established.

Behaviour is managed by improving relations between teachers and learners through communicating and resolving conflicts. In this way teacher authority is minimised and the learner's need for autonomy and responsibility is enhanced (Coetzee *et al.*, 2008:96). The importance of teachers effectively using I-messages to assist learners in changing their behaviour is an essential part of the model (Taylor, 2004:87). Moreover, teachers teach self-discipline, demonstrate active listening, send 'I-messages', and teach a six-step conflict resolution programme (Coetzee *et al.*, 2008:169).

Open-ended discussions enable learners to discuss significant issues relating to academics, personal or social situations. Other strategies that could be used to prevent tactless behaviour are

the use of open communication between teachers and learners, the creation of an attractive classroom environment, the use of preventative I-messages and a reduction in the degree of dependence on teacher authority in conducting day-to-day classroom interactions (Edwards & Watts, 2004:165).

Punishment promotes aggression and violence whereas rewards are a temporary means of controlling learner behaviour (Edwards & Watts, 2004:274). On the other hand, attempting to influence learner behaviour through rewards and punishment is not as constructive as motivating learners to want to pursue proper behaviour intrinsically. Therefore, on these grounds, the model denounces controlling learner behaviour through reward and punishment. Road blocks to effective communication such as ordering, threatening, preaching and criticising have no place in the model (Taylor, 2004:87).

To be successful in motivating learners to behave responsibly, teachers need to avoid controlling and directing learners. Thus, Teacher Effectiveness Training offers several corrective strategies to assist teachers to correct learners' misbehaviour. Edwards and Watts (2004:274) suggest the following corrective strategies:

- Accept that misbehaviour is an attempt to satisfy needs.
- Identify the learner with the problem through communication.
- Adopt active listening for learner-owned problems.
- Send confronting I-messages which teachers can use to sort problems.
- Shift gears to defuse tense situations by listening and redirecting learners.
- Initiate problem solving.
- Recognise and resolve values conflicts.

3.9 MAINTAINING DISCIPLINE AND ORDER IN THE CLASSROOM

Teachers experience many difficulties when trying to maintain discipline and order for the sake of effective teaching to achieve successful learning. The problem of discipline in the classroom is too widespread and complex to provide an ideal solution for all circumstances (Sulich, 2004:36). With the increasing demands on teachers, practical strategies that can effectively and efficiently increase classroom behaviour will be most suitable for classroom adoption (Williamson, Campbell-Whatley & Lo, 2009:1074, 1075). What follows is a discussion on strategies to apply in order to manage discipline and order in the classroom for the sake of constructive teaching and learning.

3.9.1 Develop a positive classroom discipline policy

One of the most important characteristic of an effective classroom is establishing a classroom discipline policy. The discipline policy must aim at establishing a disciplined and purposeful classroom environment, dedicated to the improvement and maintenance of the quality of the learning process. The policy should also seek to establish a fair and consistent way of promoting behaviour and dealing with misbehaviour.

The strategy of drawing up a discipline policy indicates to learners what is expected from them, and it clarifies to learners as what they can expect from the teacher. The policy consists of three parts: rules that learners must follow; consequences of breaking rules and rewards when they follow rules (Coetzee *et al.*, 2008:92). The emphasis is placed on positive discipline which the teacher promotes by establishing a disciplined environment that will facilitate constructive teaching and learning and foster self-discipline (Coetzee *et al.*, 2008:215).

A number of requirements must be met for the successful development of a classroom discipline policy:

- The classroom discipline policy must be drawn up by both the learners and teachers.

- The various aspects of the policy should be finalised through agreement with the learners.
- Participative compilation of the classroom discipline policy will ensure that the learners take ownership of it.
- To ensure a sense of mutuality “we” and “our” should be used in the formulation of the policy (Coetzee *et al.*, 2008:9).

Classroom management strategies promote appropriate learner behaviour, consequently creating a sense of order for the learners. The first step a teacher should take to help learners meet their behavioural potential is to set rules and consequences. Rules are a powerful, preventative component of classroom organisation and management plans. Rules establish the behavioural context of the classroom by specifying what behaviour is expected of learners, what behaviour will be reinforced, and the consequences for inappropriate behaviour (Oliver & Reschly, 2007:7).

Teachers need to take note of the following guidelines when setting rules:

- Keep the number of rules to a minimum of five rules and link these five classroom rules to the school rules.
- Rules should contain language that is simple and appropriate to the development level of the learners and classroom.
- The rules must be stated generally, but illustrated with specific examples.
- The rules must be flexible and open to renegotiation.
- Rules should be referred to at regular intervals.
- The rules must be written and clearly displayed.
- Rules must describe behaviour that is observable.
- Rules must be connected to consequences.
- Consequences for absence, tardiness, missed assignments and disruptive behaviour should be included.
- Rules should be developed for various situations or contexts as needed (e.g. physical education class, field trips).

(Coetzee *et al.*, 2008:92; Little & Akin-Little, 2008:228; Sulich, 2004:36; Oliver & Reschly, 2007:7).

An essential element of discipline and order is a set of fair and consistent classroom rules. Although rules are necessary, they alone are not sufficient to reduce rates of problem behaviour in the classroom. Classroom rules must be integrated with a comprehensive discipline-management plan. Learners must democratically create rules so that they can feel responsible for obeying them (Sulich, 2004:35).

3.9.2 The antecedent-based approach

Although consequent stimuli are frequently the focus of discipline-management techniques, antecedent stimuli are equally important for successful learning. An antecedent-based approach to classroom discipline includes strategies such as proximity, high rates of opportunities to respond to academic material, high-probability requests, and choice making (Little & Akin-Little, 2008:228).

Proactive strategies are conceptualised as being preventative with strong antecedent-based components intended to reduce the likelihood of a learner demonstrating inappropriate behaviour (Boulden, 2010:18). Physical proximity is a proactive strategy that curtails disruptive behaviour and helps learners to refocus on instructional tasks. This is done by teachers moving around, interacting with learners and monitoring what they are doing (Kyle & Rogien, 2004:113). Simple eye contact or a physical prompt, such as tapping the learners' paper are usually much more effective and less disruptive than verbal reprimands (Farmer, Goforth, Hives, Aaron, Jackson & Sgammato, 2006:41). The more the teacher uses proximity, the more "withitness" is achieved by the teacher (Kyle & Rogien, 2004:113).

Furthermore, it is often helpful for teachers to anticipate where a problem might occur during a particular activity and to move to that area as the activity begins, or to arrange the classroom so that learners who are in the immediate vicinity of a learner with challenging behaviour are not provocative and are least likely to be drawn into a problem (Farmer *et al.*, 2006:41).

By providing learners with a high rate of opportunities to respond to academic material leads to fewer prospects for inappropriate behaviour and increases appropriate behaviour in the classroom. Another proactive technique is to increase the frequency of a high-probability request prior to the delivery of a low-probability request. Teachers' requests may be placed in two categories. High probability requests are requests that learners are most likely to comply with. Low-probability requests are requests with which learners have a history of non-compliance. The high probability request is given to learners five seconds after the last high probability request. For example the teacher may request that a crossword puzzle on sport be attempted and thereafter request that a paragraph needs to be written on the importance of sport. This has been found to be effective in increasing the frequency of the low probability behaviour. The final strategy for managing discipline in classrooms involves providing learners with a choice of activities. Research reveals that using choice as an intervention strategy is effective in reducing undesirable behaviour (Little & Akin-Little, 2008:228).

Unstructured time in the classroom makes disruptive behaviour more likely. If learners are engaged in interesting academic activities, disruptive behaviour will be less likely to happen. The utilisation of strategies such as peer tutoring and cooperative learning helps to make having sufficient time devoted to academic activities a more realistic goal (Little & Akin-Little, 2008:228). By using group contingencies teachers can use the power of the peer group to help establish and reinforce appropriate behaviour and routines (Farmer *et al.*, 2006:41).

A lack of rules to organise the daily activities and class routines, and the breaking of established rules were observed to be the reason for the emergence of the classroom management and discipline problems. The rule process in which both teachers and learners are actively involved should be one of the solutions to these problems (Erdoğan *et al.*, 2010:888). Rules, routines, and procedures that are clearly understood will help learners to devote the maximum amount of time available for instruction (Pedota, 2007:163). These rules are communicated in a variety of ways to assist with learners' diverse learning styles. Some learners learn best by means of verbal instruction, others by means of demonstration, and some by means of practical application of determined knowledge and skills (Brown & Vigilante, 2005:6).

After the classroom rules and routines have been established, strategies to acknowledge and encourage learner's appropriate use of these rules and routines must be incorporated into the classroom management plan (Oliver & Reschly, 2007:8). Rules are reinforced by discussing, reviewing, illustrating and dramatising the determined attitudes and behaviour to be acquired by learners. Rules of classroom conduct must be defined and enforced in a consistent manner using rewards and consequences. The reinforcement of rules is critical to effective classroom discipline. Since the basis of social order depends largely on rules, accompanying rewards and consequences should also form part of developing and sustaining social order in the classroom (Brown & Vigilante, 2005:6). Arranging consequences in order to increase desired behaviour is a critical component of effective classroom organisation and management (Oliver & Reschly, 2007:8).

3.9.3 Applying the consequence approach to promote effective classroom discipline

The consequence approach refers to negative reinforcers used to recognise improper behaviour such as refusing to complete an assigned task or the display of poor classroom conduct. Learners face consequences as the potential cost of breaking rules. The primary purpose of using consequences is similar to rewards. It is not to punish but to modify behaviour. Research reveals, however, that a classroom with clearly defined and consistently enforced rules lower the need for consequences (Brown & Vigilante, 2005:9).

3.9.4 Contingency contracts to promote effective classroom discipline

Rules, rewards and consequences emphasises what is supposed to take place in the classrooms. This means focusing on the positive in an attempt to eliminate the negative. The teacher and learner agree on the behaviour to modify and the rules for successful completion of the task. This is referred to as contingency contracting (Brown & Vigilante, 2005:9).

Contingency contracting is another behaviour modification technique that is useful in a classroom setting. Contingency contracting depends upon the agreement made between teacher and learner that certain activities will be reinforced. The contract rearranges the reinforcement contingencies

in the environment, causing the learners to respond to behaviour patterns targeted for modification (Taylor & Kenny, 2008:32; Self-Brown & Mathews, 2003:107). The teacher and learner specify the conditions in the contract. When the conditions are approved, both the teacher and learner sign and date the contract. For example, a contract may state that the learner will spend twenty minutes each day practising the alphabet. The reward contingency may be that if the learner does successfully complete the contract, she gets extra time in the art centre. Conversely, the consequence contingency might be that if the learner does not successfully complete the contract, he or she gets less time in the art centre. The purpose of a contingency contract is not to punish learners for shortcomings; rather, it is to help them realise the benefits of obeying rules and accomplishing goals (Brown & Vigilante, 2005:7).

Success is based solely on each learner's individual performance according to the goal that he or she sets. Contracting allows each learner to consider his or her unique needs and competencies when setting goals. The use of contingency contracting has been an effective intervention for improving learner academic behaviour in a variety of academic subjects. It encourages learners to become active participants in their learning (Self-Brown & Mathews, 2003:107).

A research study was carried out. Three elementary school classes were randomly assigned to one class structure condition: token economy, contingency contract or control. Learners in each condition were required to set individual goals on a weekly basis. The researchers compared the number of learning goals versus performance goals that learners set within the classroom structure. Results indicated that learners in the contingency contract condition achieved significantly more learning goals than learners in other structure conditions (Self-Brown & Mathews, 2003:106).

Ultimately the purpose of a contingency contract is not to punish learner transgression but rather to help learners to realise the benefits of obeying rules and accomplishing goals (Brown & Vigilante, 2005:9).

3.9.5 Visibility for effective classroom discipline

Learner visibility is very important and deserves careful consideration. Classrooms must be arranged to provide optimal visibility for learners and teachers. This reduces the potential for discipline problems. By teachers moving about during instruction time helps keep all learners in full view. Learners must be able to see the teacher, blackboard displays, presentations, charts and classroom activities easily. Effective teachers re-assign learners' seating periodically to help keep learners fresh and focused (Brown & Vigilante, 2005:9).

When determining furniture arrangement the teacher must be able see all learners at all times. The teacher is responsible for monitoring what is happening in the entire classroom. Below are some suggestions for maximising visibility in the classroom (Koza & Smith, 2004:30):

- Position tall shelves and cabinets against the wall. For area dividers, use shorter shelves over which the teacher can see while sitting at a table.
- Place fish-eye mirrors in the upper corners of the room. This helps the teacher see what is going on in a blind spot in the classroom or behind furniture.
- Establish a teacher-directed or small-group area so that the entire room is visible. For example, a circular table can be used for an activity requiring the teacher to practise writing with the learners.

3.9.6 A personalised approach to classroom appearance

The physical appearance of the classroom should represent its occupants and the learning activities. Murals, bulletin boards, artwork, posters, learners' projects and papers should be presented in an attractive manner. Learners' work must be selected and displayed in a fair, equal and consistent manner. Learners' names should appear on desks, books, artwork, projects and supplies. This personalised approach is conducive to learners developing a sense of self-realisation and having confirmation for being an important part of the classroom. The personalised approach also promotes learners' self-confidence which influences discipline

positively because learners with positive self-esteem are less inclined to exhibit behaviour problems (Brown & Vigilante, 2005:9).

Small personal touches can also add to the personality and warmth of a classroom. Decorations should be meaningful and both age- and grade-appropriate. Adding decorations that are inspirational and cheerful can help to improve the feel of the room. It should be understood that many learners need a peaceful and calm space in which to learn. Conversely, excessively bright colours or too many items should not be used to cover the wall space, nor should too many items be hung from every area of the ceiling. Such over-decorating or overcrowding of the classroom with items can make the classroom look and feel small. This can also be highly distracting and frustrating for some learners (Capizzi, 2009:7).

3.9.7 Varying learner activities

Teachers must focus on effective instructional strategies to prevent academic behaviour difficulties and facilitate increased learner achievement. Effective instruction minimises disruptive behaviour through higher rates of academic activity (Oliver & Reschly, 2007:5).

Varying learning activities is fundamental to effective classroom discipline. This is because learners can become bored and frustrated when forced to repeat activities. Bored learners tend to exhibit their frustration through disruptive behaviour. Furthermore, learners' modes and styles of learning are taken into account by varying learning activities. Varying activities helps keep learners involved, interested and motivated, and helps cultivate an enthusiasm for learning. It is found that learners who are happy with the learning process tend to be more co-operative than usual. A variety of material can be used to accommodate learners with diverse skill levels. To achieve success, the learning material needs to be meaningful to learners as well as reflect their background and interests. Learners are motivated to learn when classroom tasks are fun, enjoyable, concrete and meaningful to their lives (Brown & Vigilante, 2005:9; Taylor, 2004:116).

Effective teachers are skilled at identifying and articulating the proper sequence and pacing of their content. Rather than relying totally on the scope and sequence provided by the education department or the textbook, they consider the needs of their learners collectively and individually. Subsequently, teachers determine the learning material that requires emphasis, as well as the most appropriate sequencing and presentation of the content. They are also highly skilled at constructing and arranging learning activities that present new knowledge in different formats (e.g. stories, explanations, demonstrations) and different media (e.g. oral presentation, written presentation, video presentation, web- based presentation, simulations, hands on activities (Taylor, 2004:116; Marzano, 2003:4).

3.9.8 Reinforcement strategies

Reinforcement is a consequence that maintains or increases behaviour. Reinforcers play an important part in an adult's life. Adults often work for social rewards such as administrative praise or approval. Learners have the same need for reinforcement in order to achieve optimal results (Gongola & Sweeney, 2007:30).

In general, naturally occurring reinforcing mechanisms for learners such as positive attention from teachers, competitive grading systems or the competent completion of tasks promote appropriate classroom behaviour in many learners. At times, these naturally occurring reinforcing mechanisms may not be sufficient to maintain all desirable behaviour in all learners. It is therefore often necessary to select more powerful reinforcing mechanisms according to the learners' age and level of performance. It is also important for the teacher not to use partial praise statements, such as "I am glad you finished your work—finally!", because these statements may not be viewed as reinforcing to the learners, but, instead, can be interpreted as reprimands, serving punishing purposes (Little & Akin-Little, 2008:229).

When working with learners who exhibit difficult behaviour it is imperative that reinforcement strategies be utilised. Reinforcement can be used in multiple ways in the classroom which includes social, tangible and activity based rewards. Simple reinforcer sampling can be conducted by the teacher to determine class and individual rewards. Token economies and

response-cost systems are tools for providing reinforcement and are feasible strategies to use within the dynamics of a classroom. A token economy is a system of reinforcement delivery that entails identifying behaviour and reinforcers. When a learner engages in positive behaviour he/she is given a token such as a ticket, to be traded later for the reinforcer. The system can be used with an entire class or with an individual (Gongola & Sweeney, 2007:31).

The following reinforcing mechanisms are constructive and can ensure improved and sustained good achievement by learners:

- The use of touch (e.g. a pat on the back or shoulder) as an addition to verbal praise may increase the potency of the reinforcement. It is potentially powerful in its ability to be quiet and comforting, but may need to be used cautiously owing to cultural considerations.
- Token reinforcers such as stars, plastic chips, strips of coloured paper are generalised conditioned reinforcers that are exchangeable for a reinforcer of value such as time value, where time is spent in an activity selected by the learner from the number of acceptable ones. It has been used effectively in both regular and special education classes.
- Provide parents with feedback by sending notes home consisting of an evaluation of the learners' daily behaviour. Parents can then implement consequences based on the evaluation. It must be taken into account that parents play an important role in educating their children and to facilitate such a relationship demands the involvement of both parents and teachers in a home-based intervention for classroom problems.
- Social rewards such as praise, high-five, and special helpers (e.g. sit in teacher's chair for the day).
- Tangible rewards; for example, a treasure box, stickers or preferred toys.
- Activity-based rewards such as five minutes free time, pizza party, computer use, extra recess.

(Little & Akin-Little, 2008:229; O' Donohue & Fisher, 2008:78; Gongola & Sweeney, 2007:31)

Many of these strategies have been found to be successful both for individual learners as well as for classes. Use of such strategies involves identifying desired behaviour and teaching learners to learn through explanation and modelling. Thus the plan for learners may include contracts and home contingencies which are generally written after agreement with the learner and communication with the parent or guardian. Reinforcement strategies can also be used for groups or classes. When used with groups or classes, activity awards or privileges are often used as enforcement (Everston & Weinstein, 2006:430).

3.9.9 Reductive procedures

Even the most proactive teacher who is focused on confirming proper behaviour in a positive way must follow through with a negative consequence for inappropriate behaviour (O'Donohue & Fisher, 2008:79). The worst time to select a punisher is during an episode of learners' misbehaviour because the teacher may be tempted to use a punishment procedure that is too severe for the behaviour. Reasonably acceptable ways of punishment should be selected and explained to the learners. Teachers also need to be aware that punishers that are too severe are not likely to be effective (Little & Akin-Little, 2008:228). Punishers such as corporal punishment have an adverse effect, do not develop self-discipline or self-confidence in learners and are totally restricted. If punishment procedures are to be used, then the easiest reductive techniques which can be used in the classroom are response-cost and overcorrection.

Response-cost is defined as the removal of a positive reinforcer contingent on inappropriate behaviour (Alberto & Troutman, 2006:422). A response-cost system is similar to the token economy but with an additional procedure in which an individual loses a previously earned reinforcer owing to inappropriate behaviour. The response-cost protocol is concise and simple to use (Gongola & Sweeney, 2007:32). An example would include the loss of an enjoyable activity (e.g., computer time, recess) in response to an inappropriate behaviour (Little & Akin-Little, 2008:228).

Many teachers struggle throughout the school year with getting their entire class to quieten down, be seated and ready to learn. This is where a whole group response-cost system can both diminish

negative behaviour and improve the overall environment in the classroom. A response-cost system is feasible within the context of any classroom. First the teacher and learners identify the behaviour that needs to be reduced to enable learners learning. Next the teacher converses with learners about what motivates them to conform to learning (Gongola & Sweeney, 2007:32).

Teachers should consider the following strategies when introducing Individual Response-Cost Systems:

- Be in close proximity when redirecting a learner. Owing to behaviour problems the learners may have a difficult time with relationships. Therefore, consider the learner's feelings and model respect.
- Stay away from words such as "bad", as this communicates to the learner that she/he is a bad person. If there is a need to comment on behaviour then say, "This is not okay." This explains to the learner that a specific type of behaviour is inappropriate.
- Give the learner replacement behaviour. For example if a learner continuously walks up to the teacher rather than raising his/her hand the teacher could say, "Raise your hand and then I'll call on you". This explains to the learner what his or her behaviour should be to gain attention (Gongola & Sweeney, 2007:33).

Overcorrection is a reduction procedure that aims to decrease the future occurrence of a problem. Unlike other reduction techniques such as time-out and response-cost, in which the individual loses access to reinforcement, overcorrection involves the application of a corrective consequence to misbehaviour (Ollendick & Schroeder, 2003:434). There are two basic types of over correction, namely restititional overcorrection and positive practice overcorrection.

Restititional overcorrection pertains to the environment returning to a state better than it was before the misbehaviour occurred. Positive practice overcorrection is an educative component and refers to how the individual learner is engaged in an overly correct form of the behaviour. It provides the learner with an opportunity to repeatedly practise an alternative appropriate behaviour (Alberto & Troutman, 2006:422; Ollendick & Schroeder, 2003:434).

The restitutive overcorrection component is a punitive component in that it requires the learner to correct the consequences of his/her misbehaviour by restoring any damage to the environment (Ollendick & Schroeder, 2003:434). For example a learner is asked to pick up all the garbage in the classroom after being caught throwing a piece of paper on the floor. Thus, restitutive overcorrection is the form most adaptable for the classroom (Little & Akin-Little, 2008:228). It is important to note that not all behaviour lends itself to the use of both restitutive overcorrection and positive overcorrection (Ollendick & Schroeder, 2003:434). Although some teachers are hesitant to use a punishment procedure, they have identified these two procedures as having little disruption to the classroom routine, while requiring minimal teacher time or effort. In view of the fact that implementation is relatively simplistic, prolonged usage is increased (Gongola & Sweeney, 2007:32).

3.9.10 Obtaining and sustaining learner attention

Obtaining and sustaining learner attention is a key objective in teaching and learning situations. For optimal learning to take place a well-planned series of lessons and units of study are needed to actively involve individual learners (Marlow, 2002:5). Lesson plans, although time consuming, help to epitomise the degree of discipline in the classroom.

Keeping learners engaged in the lesson is the basis for keeping order in the classroom. An effective teacher provides a clear structure and includes short exercises to maintain learner concentration and also uses an unpredictable order when learners are asked to respond to a question (Sulich, 2004:35). To ensure that learners are engaged in the lesson, active involvement in learning opportunities maintain learner attention in ongoing activities. Learners need to experience quality learning opportunities so that instructional time increases and discipline problems decrease. Marlow (2002:5, 6, 7) mentions the following criteria to be applied by teachers when planning lessons in that obtained and sustained attention contribute to order and proper behaviour ensuring optimal learning:

- The interest of the learners should be aroused so that they pay attention to the lesson.
- The needs of the learner should be met so that increased time is spent on learning.

- Learners' needs must be explicable so that that reasons for learning are apparent.
- Adequate background information needs to be part of the learner's repertoire so that the previous lesson is related directly to the new learning opportunities.
- Meaningful subject matter and skills must be presented.
- A variety of material needs to be used in the teaching and learning arena.
- Learning styles of learners need adequate attention in teaching and learning.
- Multiple intelligences need to be recognised and adequately prepared for.
- Quality sequence in learning must be provided.
- Evaluation of achievement should be done intrinsically as the learners with teacher guidance assess the self in terms of desired criteria.

3.9.11 Group contingencies

Group contingencies have the benefit of encouraging individual learners to collectively feel responsible for appropriate and inappropriate classroom behaviour in order to mutually pursue proper behaviour and criticise improper behaviour in a process of improving the learners' code of conduct in the classroom. Group contingencies encourage individual learners to work together and depend on each other for support in the classroom (Williamson *et al.*, 2009:1074, 1075).

Learners work as a team to improve targeted behaviour and also to decide on reinforcers when behavioural goals are met. The underlying principle for the effectiveness of group contingencies is that they allow for the targeted behaviour and criteria for reinforcement to apply to each learner individually. In a group where peer support is exercised the entire group earns reinforcers. Research supports the application of group contingencies in classrooms as a feasible intervention for improving learners' appropriate behaviour (Williamson *et al.*, 2009:1074, 1075).

3.9.12 Teachers fairness

Fairness is appreciated by learners. Effective teachers respond individually to misbehaviour rather than to the whole class. Learners expect to be treated equitably in any situation, either in cases of misbehaviour, assessment results, religion, ethnic background, age, etc. In all situations

it is the teacher's duty to avoid favouritism. Effective teachers demonstrate respect for their learners, demonstrating fairness and equity regarding individual situations, age, background, ethnicity, religion and economic status (Rubio, 2009:40).

Even when establishing classroom discipline, teachers must strive to be fair. Learners must be treated equally and with respect. Classroom procedures must allow learners equal access to information, materials, and teacher support. Furthermore, teachers should help learners understand the reasons behind each of the established procedures. Furthermore, when learners feel they are being treated fairly they are more likely to adhere to class rules and procedures. Treating each individual learner fairly should be the primary goal of every teacher (Rubio, 2009:40).

3.9.13 The importance of proper communication for effective teaching and learning

Effective teachers are always effective communicators (Rubio, 2009:39). Effective and supportive communication is the cornerstone of building positive relationships with learners with challenging behaviour (Farmer *et al.*, 2006: 41). Teachers who are effective managers can take something that is complex and present it in a manner that can be easily absorbed by the learners through different verbal and non-verbal communications (Rubio, 2009:39).

Lessons planned with sophisticated learning aids and with a convincing lesson rationale clearly focused in their minds but without properly communicating knowledge, skills and behaviour to learners can lead to poor discipline. In order for learners to feel vested in classroom activities, they must have their curiosity piqued and they must understand the reason why activities are developed. This is arranged through proper communication. To accomplish learner interest, teachers should take time at the beginning of a lesson to explain the relevance and importance of the lesson to be taught. Furthermore, teachers should clearly communicate the objectives of the lesson as well as the expected outcomes and adapt instruction to their learner's level of knowledge and skill (Rubio, 2009:39).

3.9.14 Teacher consistency

According to Evertson, Emmer and Worsham (2003:135) consistency means retaining the same expectations for appropriate behaviour in a particular activity at all times for all learners. Teacher consistency is deceptively complex. Although teachers might have every intention of being consistent, this is difficult to achieve and to sustain. The reason for the complexity of achieving consistency relates to the teacher being unable to enforce the same standards in all learners regarding rules, procedures and consequences.

Lack of consistency promotes the belief in learners that rules are not really important and it does not matter if the learning process is interrupted. For example, if a teacher is inconsistent in rule enforcement learners may believe that the rewards for misbehaviour are greater than those for appropriate behaviour. It is therefore important to make connections clear to learners, follow through consistently, maintain the criteria and avoid promising or threatening things that are not likely to happen (Evertson *et al.*, 2003:133).

In addition to providing consistency when enforcing rules it is equally important to display consistency when it comes to grading and homework. Teachers must honour the procedures established by the class when learners submit assignments. If learners are to receive penalties for not submitting assignments, then penalties must be given in spite of individual pleas or lack of diligence on the teacher's part. If teachers reveal inconsistencies to learners all credibility will eventually be lost, the learners will become confused and will take advantage of the teacher's inconsistency (Freiberg & Lamb, 2009:104).

A research study has revealed that consistency management in classrooms enhances teaching and learning. The study focused on classroom and instructional organisation and teacher planning. Teachers provided a flexible but predictable learning environment, enabling learners to feel comfortable and at liberty to take intellectual risks. Assignments, objectives for the lesson, and the homework were listed on the board daily or on the teacher's blog. Learners were randomly asked questions. A countdown poster listed projects and long-term assignments. Overall the teacher's role with regard to consistency management was to fashion a support system that

created a fair, consistent instructional process where learners were active participants and not passive observers (Freiberg & Lamb, 2009:104).

3.10 PREVENTING BEHAVIOURAL ESCALATION IN CLASSROOM SETTINGS

Shukla-Mehta and Albin (2003) define behavioural escalation as an event where a group of topographically different problem behaviour occur in a sequential pattern. Such sequences usually begin with less severe problems such as whining, complaining and arguing; many of these can be dealt with easily, whereas others escalate and become more severe such as throwing furniture and physical assault, causing injury to people or damage to property. Teachers are required to monitor the classroom frequently and intervene proactively to redirect off-task learners before their mild misbehaviours escalate into more serious problems (Wright, 2010:10). It was discovered that during behavioural escalation the teacher and learner become engaged in a confrontation, classroom instruction comes to a standstill, and learners in the class become anxious. This can be prevented by teachers focusing on preventing behavioural escalation rather than managing a crisis situation once behavioural escalation occurs. The following twelve practical strategies observed in several school and non-school environments and among different age groups of learners can assist in preventing behavioural escalation in classroom settings (Shukla-Mehta & Albin, 2003:50, 51; Taylor, 2004:142; Meidl & Meidl, 2011:4; Kerr and Nelson, 2010:208).

3.10.1 Reinforce calm and on-task behaviour

Most forms of behaviour are maintained by virtue of some kind of reinforcement, teacher attention or peer approval. Teachers need to reinforce learners' behaviour immediately through verbal praise or task assistance when learners display target behaviour like working calmly and being on-task (Mather & Goldstein, 2001:106; Williamson *et al.*, 2009:1075). Learners should be given positive attention by a smile, gesture, touch or a pleasant comment when they display unprompted socially appropriate behaviour instead of problem behaviour. Teachers' constant attention to individual learners is a powerful tool and should be applied continuously and not

only when a learner displays disruptive behaviour (Stronge, 2007:41). Teachers, therefore, need to exercise proximity control to assist and reinforce the learners who are engaged in academic work. Thus, learners who attempt to avoid doing tasks or to access teacher attention are prevented from using problem behaviour (Shukla-Mehta & Albin, 2003:51).

3.10.2 Be alert to the triggers

Learner behaviour is triggered by certain actions, for example when learners pack their bags a few minutes before the end of a lesson or at the end of the school day. Any action that prompts an action from others is a trigger. Triggers usually result from a mismatch between classroom settings or academic demands and learners' strengths, preferences, or skills (Epstein, Atkins, Cullinan, Kutash & Weaver, 2008:6).

Triggers for problem behaviour often include difficult activities, less time available to complete tasks, anxiety about upcoming examinations, not comprehending instruction or fear of making mistakes. This can be avoided by making instructional adaptations before behavioural problems occur. An important prerequisite for preventing behavioural triggers is to act proactively and not after the trigger has occurred. This may include offering choices, extending the time for completing class assignments, providing assistance before learners get frustrated or providing the option of working with a peer buddy.

To motivate learner interest it is important to structure lessons or assignments around topics of high interest to the target learner, to increase opportunities for cooperative learning, and to adjust the target learner's instruction so that he or she can experience a high rate of success in class activities and homework (Shukla-Mehta & Albin, 2003:51; Wright, 2010:12). For this to be effective, learners must be made to realise that these options are available and that there is no need to resort to inappropriate behaviour to solve problems. Similarly, teachers should recognise events that trigger their own behaviour such as when learners make excessive and unreasonable demands for help. Teachers' knowledge of triggers will also allow them to regulate their own behaviour and avoid confrontations with learners (Shukla-Mehta & Albin, 2003:51).

When teachers detect that their learners are involved in inappropriate activities, this poses a risk. They then try to reduce opportunities for problems by steering their learners away from risky situations. Teachers can provide positive reinforcement for desired behaviour and negative consequences at the same time that learners violate rules or expectations (Foster, Brennan, Biglan, Wang & al-Ghaith, 2002:16).

3.10.3 Pay attention to learners' unusual behaviour

Learners often come to school unprepared to learn owing to factors relating to conditions such as poor sleep, feeling sick, witnessing a fight between parents or being anxious about a forthcoming event. Learners may appear distraught, anxious or preoccupied and try to escape challenging task demands. To prevent inappropriate behaviour teachers need to communicate constantly with learners and provide them with options before disruption occurs and not after its occurrence (Shukla-Mehta & Albin, 2003:51).

3.10.4 Remain calm in provoking situations

Learners display severe behaviour after their projected behaviour fails to produce the desired outcome. Teachers should not be drawn into a conflict with learners during this time. Teachers are role models for socially appropriate behaviour and should maintain that stature by remaining calm and not acting inappropriately when provoked, especially if a learner has already lost self-control. Teachers should disengage from the confrontation by redirecting the learners' attention to the given task (Shukla-Mehta & Albin, 2003:52; Zuckerman, 2007:9).

3.10.5 Offer learners opportunities to display responsible behaviour

Learners sometimes complain about a peer in order to obtain certain outcomes such as to gain the teacher's attention and get the peer reprimanded. To prevent learners from complaining, they should be taught to take responsibility for their own behaviour. Informing learners of consequences for both acceptable and problem behaviour is of utmost importance. Learners who are agitated and difficult to redirect should be provided with the choice of moving to a quiet area

to work, or be assigned an alternate task to ensure that learning is continued. If the teacher continues to reprimand the accused learner, the learner's complaining behaviour will have been reinforced. This type of experience over time creates a "learning history" which affects the learner's motivation for engaging in specific behaviour (Taylor, 2004:59). Thus, demanding that the learner stay on-task, will only serve to further escalate the situation. Instead, the learner should be debriefed in private and be informed of the problems and consequences of constant complaining behaviour (Shukla-Mehta & Albin, 2003:52).

3.10.6 The importance of early intervention in the sequence of a behaviour pattern

Learners use diverse types of problem behaviour such as complaining, getting out of their seats and arguing in order to obtain the desired outcome of avoiding task requests. When less severe behaviours fail to achieve the desired outcome, learners use the opportunity to resort to more serious problem behaviour (Cauley, Pannozzo & Cauley, 2007:174). Teachers should avoid a potentially serious problem by intervening when less serious problems occur. The aim should be to be wary of displays of obvious patterns of sequences in which the different behaviour occur. Early behaviour in the sequence may consist of whining, complaining or questioning the teacher. Consequently, verbal de-escalation is a targeted intervention for use with learners who are at risk of aggression. Using calm language, along with other communication techniques can diffuse, re-direct, or de-escalate a conflict situation (Karp, 2010:3). Thus, by anticipating the behaviour pattern in the sequence and using effective strategies will get the situation under control before the learner loses control (Shukla-Mehta & Albin, 2003:52).

3.10.7 Be cognisant of how behavioural incidents ended in the past

Teachers need to evaluate the effect of their intervention strategy on learner behaviour. How the incident ends will determine the likelihood of future occurrence. If the learner was removed from the classroom the desired outcome of escaping from classroom instruction has been achieved. In that case, learners will continue displaying negative behaviour in the future, knowing that they were successful in producing the desired outcome (Shukla-Mehta & Albin, 2003:53).

3.10.8 Understanding the purpose of problem behaviour

Learners use problem behaviour to gain access to something that is pleasant, such as peer or teacher attention, or a desired item or activity, internal stimulation, or control of a situation. Learners also use problem behaviour to avoid or escape something they find unpleasant such as a difficult task, a series of requests, or the lesson of a non-preferred teacher (Oliver & Reschly, 2007:2). Teachers should be aware that problem behaviour occurs for a purpose. Understanding the purpose of the problem behaviour is the key to the effective selection of intervention strategies for managing such behaviour (Shukla-Mehta & Albin, 2003:53).

3.10.9 Wise judgement to align behaviour and punishment

Teachers need to make sure that the consequence matches the severity of the problem behaviour. The use of severe consequence for early-occurring less severe problem behaviour may decrease the occurrence momentarily, but may lead to an escalation at a later stage. At the same instance, if the problem remains unresolved, there is a likelihood of an escalation in problem behaviour (Shukla-Mehta & Albin, 2003:53).

3.10.10 Use extinction procedures wisely

The definition of extinction is the withdrawal of the consequent stimulus that previously maintained the problem behaviour (Wolfgang, 2001:38). For example, if a learner uses foul language (behaviour), the consequence would be to send the learner to the Head of Department.

Teachers use extinction to reduce the occurrence of less serious behaviour problems such as shouting or complaining. Although the extinction of less serious behaviour may stop their occurrence, there is a possibility that this would motivate learners to engage in more severe behaviour. Therefore, extinction should be used in combination with differential reinforcement of alternative responses. An example is the teacher has deducted marks for the late submission of a project but does not change the mark (uses extinction). Before the parents get involved (more serious behaviour), the teacher uses the opportunity to prompt an alternative and socially

appropriate response (asking questions politely, describing logic) instead of arguing. When the learner complies, the teacher should provide immediate reinforcement such as thanking the learner for asking politely and in this way actually acknowledges appropriate behaviour. This will help prevent an escalation of unacceptable behaviour and also provides the learner with an opportunity to communicate effectively with the teacher (Shukla-Mehta & Albin, 2003:53).

3.10.11 Teach learners socially appropriate behaviour to replace problem behaviour

There is no substitute for teaching learners socially appropriate behaviour or skills to replace problem behaviour. It is recommended that teachers should alternate social and communication skills be alternated to produce the same effects that problem behaviour do for the learners. For example, the learner should be taught to ask for help instead of complaining when a difficult task is assigned. The teacher must provide assistance immediately and consistently. If not, the learner will revert to complaining because asking for help does not seem to produce the desired effect (Shukla-Mehta & Albin, 2003:54).

3.10.12 Teach academic survival skills and set learners up for success

Academic failure is positively correlated with behavioural problems (Taylor, 2004:142). Teachers who teach academic survival skills to learners and promote learners' active engagement in the lesson situation are less likely to be challenged by disruptive behaviour. The use of effective instructional strategies increases learner success and encourages more socially appropriate behaviour (Taylor, 2004:114; Freiberg, 2002:177). Effective instructional strategies that promote learner engagement pertain to many possibilities such as learners having the option of writing their responses to questions on response cards. Guided notes with key words, terminologies, and summary points left blank is another effective instructional strategy and an effective tool for learners who find it difficult to take notes (Shukla-Mehta & Albin, 2003:54).

Teacher involvement is essential for developing and adapting the curriculum, adjusting learning experiences and formatting assessments in order to create success in academic learning. Appropriate curriculum allows teachers to create lessons that empower learners to be successful.

Teachers use curriculum adaptation and integration to make curriculum manageable (Meidl & Meidl, 2011:4). Task difficulty is reduced by making adaptations to curricula such as using books on tape, incorporating paragraph or chapter summaries, providing vocabulary lists and the use of pre-correction measures (Shula-Mehta & Albin, 2003:54; Meidl & Meidl, 2011:22).

Pre-correction is presented when the teacher anticipates the occurrence of a potential mistake whether academically or behaviourally. This is a proactive strategy designed to prevent predictable problem behaviour from occurring and increases the chance of expected behaviour taking its place. Kerr and Nelson (2010:208) indicate that academic pre-correction focuses on instructional areas in which the teacher anticipates the errors made by learners. With this knowledge the teacher takes steps to interrupt the undesired behaviour pattern. Learners are then presented with prompts to follow a logical path and to determine the correct answer or correct behaviour (Shukla-Mehta & Albin, 2003:54, Kerr & Nelson, 2010:208).

Pre-correction strategies require knowledge about the triggers that initiate problem behaviour. The teacher can then develop strategies to change and replace the problem behaviour with acceptable behaviour. A useful tool for teachers is a pre-correction checklist. The pre-correction checklist helps teachers to develop a plan for desired behaviour using the seven steps suggested by Kerr & Nelson (2010:208). These are:

- Identify the context (trigger) and predictable problem behaviour.
- Specify expected (replacement) behaviour.
- Systematically modify the context.
- Conduct behavioural rehearsals.
- Provide strong reinforcement for expected behaviour.
- Prompt expected behaviour.
- Monitor learner behaviour.

During instruction teachers do what they are most comfortable or familiar with and often pay little attention to evidence-based strategies. Recent analyses clearly identified instructional practices associated with increased learner success. Among the most effective teacher-based

practices identified are basic strategies such as teacher clarity, teacher feedback, opportunities for learners to respond, modelling, and guided practice. These strategies are linked to learners' academic success and positively influence learner engagement and behaviour (Landrum, Lingo & Scott, 2011:33).

However, providing learners with opportunities to respond in class, using effective models, providing opportunities to practise, and consistent feedback does not constitute special programming for learners with challenging behaviour. Instead, these components of instruction shape and maintain success for all learners. The key is to use these effective strategies to help learners avoid contexts that predict problems and teach behaviour that will effectively replace and prevent problem behaviour (Landrum *et al.*, 2011:33).

When learners with challenging behaviour understand instruction and find it engaging, they are less likely to have problems. Therefore it is necessary to be aware of learners' academic strengths and weaknesses and to structure instruction in a manner that maximises learner success. This should include identifying instructional content that is built on the interests of learners. In this way learners continue to stay interested (Farmer *et al.*, 2006:41).

3.11 RESPONDING TO INAPPROPRIATE BEHAVIOUR

Although teachers should do everything they can to manage a classroom, there will always be a time when they must respond to incidents of misbehaviour. Discipline strategies towards correcting learner misbehaviour should allow for the acceptance of responsibility and the development of self-control. Savage and Savage (2010) suggest that there are general principles that teachers can follow when responding to inappropriate behaviour. If a teacher has set principles that he or she applies when dealing with misbehaviour, it implies a conscious decision to deal with learner misbehaviour, rather than trying to find out how to respond in a flustered manner. If teachers do not make an effort in planning the management and discipline aspect of their classrooms, it is less likely that their classrooms will be conducive to learning (Savage & Savage, 2010:130). Important principles prevail with regard to correcting learner misbehaviour. Four of these principles are discussed next.

3.11.1 Preserve the dignity of learners

Protecting the dignity of the learner is treating learners, even those that misbehave, with respect. Therefore teachers should not publicly humiliate learners. This includes staying clear of all insults and negative comments (Savage & Savage, 2010:130, 131). It is important to preserve dignity in order to maintain learners' self-concept and to improve discipline.

3.11.2 Private correction is preferable to public correction

If learners need to be corrected, this should be done in private, even if this means that there is extra time in between the misbehaviour and the correction. The learner can meet the teacher after the lesson or, if the teacher cannot wait, the discussion can take place outside class time with alternate arrangements made with assistant teachers (Savage & Savage, 2010:131, 132).

Zuckerman (2007:15) suggests that teachers should confer in private with their chronically disruptive learners with regard to the following:

- Pinpoint the specific problematic behaviour.
- Identify the appropriate behaviour.
- Ensure that the learner understands.
- Encourage a commitment to improve.

The above purposes can be realised when teachers address the behaviour and not the person. They also need to demonstrate a caring attitude and be patient and persistent enough to follow up with the necessary reminders (Zuckerman, 2007:15).

Learners with challenging behaviour have a tendency to engage in public confrontation with adults. Such situations should be avoided. Instead, discussions to work through problems with learners should be conducted. Hence, teachers need to make it clear that these discussions are not meant as punishment but rather as a means to make sure that the correct procedures are carried out so that the other learners in the classroom do not view the correction in a negative way. To

accomplish this, it would be helpful to have a familiar routine to direct the learner on how to disengage from the situation and to move to an area where a private conversation can take place. It is important to structure the discussions so that they will end on a positive note and reinforce the possibility that learners will follow this routine in the future (Farmer *et al.*, 2006:41).

3.11.3 Respond consistently and fairly

Owing to the fact that all learners are different, many teachers tend to treat learners differently when it comes to the application of rules and consequences. However, this cannot be tolerated because it ruins the credibility of the teacher. Learners should know that teachers expect the same behaviour from all learners. In a teacher's mind, the same rules and consequences that apply to the class clown must apply to the top academic learner (Savage & Savage, 2010:132, 133).

The element of fairness is highlighted in many research studies. Learners have stated that effective teachers respond to misbehaviour at an individual level rather than holding the entire class responsible for the actions of one learner or a group of learners. Furthermore learners should be treated equitably when they behave as well as when they misbehave. Teachers also need to avoid demonstrations of favouritism (Stronge, 2007:25).

3.11.4 Identify the causes of misbehaviour

Identifying the cause of misbehaviour can be as straightforward as communicating effectively with the learner by asking relevant questions. If this does not work, teachers who have good relationships with the parents of their learners can discuss and identify the cause of misbehaviour with them (Savage & Savage, 2010:133, 134).

3.12 CONCLUSION

Classroom discipline is the key to preventing behaviour problems and for creating an ordered classroom environment which is conducive to optimal learning taking place. An effective teacher orchestrates a learning platform that supports and assists learners who cannot achieve their

potential because of behavioural problems. Instead of using reactive strategies the teacher studies the behavioural patterns of learners, establishes the purpose of problem behaviour and implements proactive and preventative strategies. Rather than waiting to punish learners when the misdemeanour occurs, the teacher should prevent behaviour problems from escalating by using preventative strategies (Brown & Viglante, 2005:9).

An effective teacher's classroom management plan focuses on the achievement of discipline and order in the classroom, taking into account the development of a classroom discipline policy, the formulation and reinforcement of rules, the classroom structure and the use of instructional strategies. Instructional strategies such as the use of reinforcement strategies, reduction procedures, group contingencies, pre-correction procedures and extinction assist in the achievement of optimal learning. Furthermore, teachers can increase the rate of success by displaying consistency, fairness and proper communication.

The classroom discipline plan aims to prevent behavioural escalations in the classroom setting. The behaviour of learners and the reaction of teachers influence learning to a great extent. Teachers counteract behaviour problems by being alert to triggers, remaining calm, predicting outcomes and intervening at the earliest stage. As a result, effective instructional strategies promote engagement and increase learner success. Academic failure does correlate with learner behaviour problems.

Hence, quality learning experiences provided by effective teachers will increase instructional engagement and lower discipline problems. Consequently, discipline strategies will not only ensure an orderly and organised classroom but also improve teacher behaviour, lower teacher stress and achieve optimal results (Little & Akin-Little, 2008:233).

CHAPTER 4

RESEARCH METHODOLOGY FOR THE EMPIRICAL INVESTIGATION

4.1 INTRODUCTION

Chapters 2 and 3 presented the theoretical framework for the empirical investigation on classroom management strategies to arrange for constructive discipline in order to ensure optimal learning. In this chapter the researcher describes the research aims, the research design and methods applicable to this investigation about classroom management strategies for constructive discipline.

4.2 RESEARCH AIMS

The purpose of this research study on classroom management strategies for constructive discipline to ensure optimal learning is to give significance, motivation, and direction to teachers. The constituent elements of a purpose include the reasoning of the study, the topic, the central and related research questions and anticipated outcomes. In line with the findings of Saldana, Leavy and Beretva (2011:32, 33) the framework of this study was not always fixed from beginning to end because it could evolve and change as the research proceeded, as new insights into the study were gained, and as unanticipated contingencies occur.

As stated in paragraph 1.5 the aims of this study are to:

- Determine what a positive classroom environment entails;
- Determine how preventive discipline contributes to effective classroom management;
- Examine how teacher preparedness and teacher knowledge of the subject matter contribute towards effective classroom management;
- Provide guidelines for the implementation of classroom management strategies that support optimal learning.

A detailed discussion of the research methodology that is used for the empirical investigation of this study is presented in the sections that follow.

4.3 RESEARCH APPROACH

Research methods are the practical way to conduct scientific investigations. In order to carry out the investigation, clarity is needed concerning the basic research approach and the procedure needed to carry out the research study. The central generating point of the research project is the research problem. Activities are developed for the purpose of solving problems (Walliman, 2006:29). Research can be conducted from both a quantitative and a qualitative research approach (Stake, 2010:13).

Quantitative research relies profoundly on linear traits, measurements, and statistical analysis while qualitative studies rely primarily on human perception and understanding (Stake, 2010:11). In qualitative research a variety of actions can be used to collect data. Qualitative data collection focuses on case studies, personal experience, introspective reflections, life story telling, interviewing, observations, historical enquiries, interactions with participants, visual text, and routine and problematic moments and meanings in individuals' lives (Jha, 2008:46). The data collected and analysed are primarily non-quantitative in character. Textual materials such as interview transcripts, field notes, documents, and visual materials such as artefacts, photographs, video recordings and internet sites document human experiences (Saldana *et al.*, 2011:12).

Considering a wide variety of possibilities available with regard to qualitative data collection, the goals of qualitative research are also multiple, depending on the purpose of the particular project. In this study on classroom management strategies for constructive discipline to ensure optimal learning the researcher used the qualitative research approach to carry out an in-depth investigation. The objective was to develop a holistic description of the phenomenon being studied.

4.3.1 Qualitative research approach

Qualitative research is an umbrella term for the different approaches and methods for the study of social life (Saldana *et al.*, 2011:12). It is usually multi-method in focus and involves an interpretive, naturalistic approach to its subject matter (Jha, 2008:46). It examines the actual ways

that persons or organisations follow to carry out their business (Stake, 2010:2). Multiple methods are optimally employed to explore, examine, and describe people in their natural everyday environments (Marshall & Rossman, 2011:2). With regard to this study on classroom management strategies designed to achieve optimal learning through constructive discipline, the researcher employed multiple data collection methods. Qualitative data collection methods such as observation and interviews were employed and a literature review was undertaken to gain a true reflection of the issue under investigation.

The observation method was appropriate for collecting data on the behaviour and actions of the teacher and learners in a natural environment. Interviewing was optimally used for the collection of data about the teachers' personal histories, perspectives and experiences. The literature review assisted in gaining a profound understanding of the phenomenon under study. For this particular study, interviewing was used as the primary data collection strategy and observation and a literature review were used to verify and corroborate collected data. These multiple data collection methods focused on rules and procedures, the creation of a positive classroom environment, preventative discipline as constructive discipline, teacher preparedness and teachers' knowledge of their subject matter.

Qualitative research reveals characteristics that pertain to the facts that the research reveals. (Marshall & Rossman, 2011:2; Rossman & Rallis, 2003:9). Qualitative research:

- Is enacted in naturalistic settings;
- Draws on multiple methods that respect the humanity of the participants in the study;
- Focuses on content;
- Is emergent and revolving;
- Is fundamentally interpretive.

With regard to research philosophy, researchers who practise qualitative research share a common approach insofar as that they all:

- View social worlds as holistic and complex;
- Engage in systematic reflection on the conduct of the research;

- Remain sensitive and reflexive to the researcher's biographies and social identities;
- Rely on complex reasoning that moves dialectically between reduction and deduction (Marshall & Rossman, 2011:2; Rossman & Rallis, 2003:9, 10, 11).

The research design for this study on classroom management strategies for constructive discipline to ensure optimal learning embedded the above characteristics and philosophies. The research was carried out in a natural setting. The social world of the classroom was viewed as holistic and complex, coupled with the emergent nature of the investigation. What emerged was the triangulation of data through the different data sources. In this manner the researcher obtained an in-depth perspective of the classroom management strategies adopted by the teacher. Hence, for this research study the case study design was most effective and intended to achieve the desired results.

4.3.2 Case study design

The case study design is an effective and popular form of qualitative analysis which is used to implement the empirical research and achieve the desired outcomes. The design may involve a comprehensive study of a social unit, a person, a family, an institution, or a culture (Kothari, 2004:113; Saldana *et al.*, 2011:17). The method of study is in-depth rather than in-breadth with emphasis being placed on achieving the full analysis of the specific unit with all its different interrelations. With a case study design the process that takes place with the interrelationship actions between these different processes are examined. Hence, the case study is essentially an intensive investigation of a particular unit of study and in many instances researchers select a within-site single instrument case study (Kothari, 2004:113). This research study on classroom management strategies for constructive discipline used a case study design focusing on a single unit for the empirical research. To acquire a holistic picture of the unit the interrelation between the different components was investigated. The processes of the unit were studied in depth in order to answer the research questions and achieve the desired outcomes.

As with any research strategy, the key to descriptive studies is to identify from the outset the boundaries of the research and to establish the reasons for occurrences within a phenomenon. To

achieve this, case studies focus on producing a full description of the phenomenon that is studied within the specific context. The descriptive case study does not seek to answer cause and effect questions but rather seeks to gain a deeper understanding of a contemporary phenomenon within its real-life context (Biggam, 2011:120, 141).

The research of this study on classroom management strategies focused on a single organisation as a unit of analysis. The focus of the research with this unit of analysis case study approach was on classroom management strategies for constructive discipline to ensure optimal learning. A comprehensive and detailed study of a single organisation was conducted. The researcher used the observation method and probed deeply to analyse the multifarious phenomena that constituted the life cycle of the unit (Biggam, 2011:140). Also, and in line with findings of Kothari (2004:113), by observing the characteristics of the classroom setting the researcher was able to locate the factors that account for the behaviour patterns of this unit. As was discovered by Saldana *et al* (2011:17) and unlike studies that focus on a large number of settings or participants to gather a broader and more representative spectrum of perspectives, the case study method, as applied in the present research, is valued as a unit that permits in-depth examination of a single organisation.

What emerged through the case study method is the convolution of factors that function within a social unit as an integrated totality. Every possible effort was made to collect information concerning all aspects of the unit. In this manner the case study design deepened perceptions and gave a clear insight on the inter-relationship of fundamental factors. The behaviour pattern of the specific unit was studied directly, thus enabling comprehensive knowledge of increased richness to be obtained. In this regard Kothari (2004:114) is of the opinion that in the absence of case study research, generalised social science might become handicapped.

With a case study design, the researcher is the key instrument of the research study (Hiltz & Goldman, 2005:98). The researcher initiates, plans, facilitates, and oversees all aspects of the research study from start to finish. To retrieve rich data the researcher works in a meticulously, enquiring and ethical manner. The researcher's autobiography and identity, life experiences, knowledge, training, emotions, values, attitudes, beliefs, gender and ethnicity influences affect

the navigation through the research project. The relationship between the research participants and the analysis of the data also influences the results of the research venture (Saldana et al., 2011:31). The researcher worked systematically to retrieve rich data of the issue under investigation such as classroom management strategies for constructive discipline. The classroom became the focus of study and as a key instrument the researcher influenced what was collected and what was deduced from the collected data.

Thus the case study method is a form of qualitative analysis where a careful and complete observation of an individual or a situation or an institution is conducted. Efforts are made to study every aspect of the unit in minute detail, subsequently drawing generalisations and inferences from the case data (Kothari, 2004:113). For all of these characteristics of qualitative case study designs and in order to reach a deep understanding of the relationship between classroom management strategies for constructive discipline to ensure optimal learning, the researcher deemed a descriptive case study approach to be the most applicable to collect relevant data for a proper answering of the postulated research questions.

4.4 SAMPLING

Sampling refers to the process of selecting a small group and deciding who to include as participants within a research study (David & Sutton, 2004:155; Gibson & Brown, 2009:56; Walliman, 2006:75). Sampling choices may include a person, a document, an institution, a setting, or any instance of information gathering or data gathering. Samples are formulated in relation to the interests and concerns of the researcher and the rationale of the research design adopted.

In general, (especially in a quantitative research approach), the characteristics of a good sample design are as follows:

- The sample design must result in a truly representative sample.
- The sample design must be such that it results in only a small sampling error.

- The sample design must be viable in the context of the funds available for the research study.
- The sample design must be such that a systematic bias can be controlled in a better way.
- The sample selection should be such that the results of the sample study can be applied, in general, for the universe, with a reasonable level of confidence (Kothari, 2004:58).

Although mainly applicable to sampling for quantitative research purposes, the characteristic of a truly representative sample applies to qualitative research insofar as information rich participants are selected in order to reach a deep understanding of the phenomenon of study.

4.4.1 Sampling method

Samples can be either probability samples or non-probability samples. Probability samples, applicable to quantitative research, are those based on simple random sampling, systematic sampling, stratified sampling, cluster/area sampling. Non-probability samples are relevant to qualitative research and are based on the technique of convenience sampling, judgement sampling and quota sampling (Kothari, 2004:15). Linked to non-probability sampling is the concept of purposive sampling by which individuals and/or sites are selected for investigation because these specific sites and individuals can purposefully inform an understanding of the research problem and central phenomenon of study (Cresswell, 2007:125). Purposive sampling describes the process of deliberately selecting participants on the basis of their relevance to the research. The aim is to select possible research participants because they possess characteristics, roles, opinions, knowledge, ideas or experiences that may be relevant to the research (Gibson & Brown, 2009:56; Kothari, 2004:15).

In this study on classroom management strategies for constructive discipline to ensure optimal learning, the researcher intentionally engaged in purposive sampling of participants. The researcher selected participants based on the selection criteria appropriate to the topic of study. Key individuals in a single school were selected as participants. These individuals were judged by the researcher to hold specific knowledge on the research enquiry. In line with the findings of David and Sutton (2004:152) and Walliman (2006:79) the sample selection was based entirely on

the researcher's opinion of who were the most appropriate participants to select in order to collect information rich data relevant to answer the research question.

4.4.2 Sample size

Having selected a suitable sampling method, the sample size was determined. Determining an adequate sample size is controversial and researchers often probe how large a sample should be to provide the desired level of confidence in the results. However, there is no simple answer to the ideal sample size. There are suggested sample sizes for various statistical procedures, but no single sample formula or method is available for every research method or statistical procedure (Tayie, 2005:42).

With regard to quantitative and qualitative research, the size of the sample should be optimum to fulfil the requirements of efficiency, representativeness, reliability and flexibility (David & Sutton, 2004:153). Ultimately, the size of the research sample, whether it is quantitative or qualitative research, depends on at least one or more of the following seven points:

- Research project type;
- Research project purpose;
- Research project complexity;
- Amount of error willing to be tolerated;
- Time constraints;
- Financial constraints;
- Previous research in the area

(Tayie, 2005:42).

With regard to the present research in which a descriptive qualitative case study approach was followed, the focus was exclusively on a primary school located in KwaZulu-Natal. The selection of the specific research site was motivated by the researcher as being suitable, not only being convenient for the collection of data from multiple sources, but also because of its accessibility to the researcher (Luton, 2010:27). The researcher's prolonged engagement on site made it possible

to enhance participant observation as well as enhance participation of learners during the focus group interview (Hinkel, 2011:177). The researcher was able to examine a diverse sample of classroom management practice ranging from Grade 3 to 7. Constructive discipline practised at the research site transpired into proper learning. Evidence of this was that the learners did not struggle to cope with disciplined learning when they went to secondary school.

The participants in this research investigation consisted of individuals who were chosen from specific target groups whose input was of specific value to the study. The research sample consisted of three members of the school management team, eight teachers (seven teachers participated in the focus group interview and one in the individual interview) and eleven, Grade 3 to 7 learners (ten learners participated in the focus group interview and one in the individual interview). This research sample was supplemented with the observation of five classes. The five classes selected for observation purposes were of different grades and with a learner number of approximately 40 in each class. The five classes observed were Grades 3, 4, 5, 6 and 7. The teachers who were selected as participants for this study were all qualified teachers who had at least two years teaching experience in a primary school, and had established classrooms that were well organised and orderly. In line with the findings of Gibson and Brown (2009:56) on the importance of qualified teachers in order to arrange for higher learning, the selected teacher participants were qualified and knowledgeable about classroom management strategies and their classrooms were characterised by effective discipline procedures which resulted in learners experiencing meaningful learning opportunities. Thus these teachers could report authoritatively on classroom management strategies for constructive discipline in order to arrange for optimal learning.

The three members of the school management team selected as participants were the school Principal, the senior primary Head of Department and the junior primary Head of Department. The selection was based on the assumption that the participants were knowledgeable about the classroom management strategies used by teachers for constructive discipline, and was capable of positively contributing to the phenomenon under investigation. The school Principal was able to provide in-depth information about the teachers' classroom management practices. Insight into the teachers' classroom management problems and the self-discipline of learners in the

foundation phase, intermediate phase and senior phase was provided by the Heads of Department. The eleven learners were purposively selected to provide information-rich data on classroom management strategies and its effectiveness. These learners ranked high in terms of leadership and academic achievement and had experienced the different management styles of teachers.

4.5 DATA COLLECTION

The focus of a case study is the investigation of a phenomenon in order to answer specific research questions. A mixture of data collection techniques, such as questionnaires, individual interviews and group interviews is used to seek rich outputs and profound results (Biggam, 2011:118).

The main categories of data collection used in this empirical investigation on classroom management strategies for constructive discipline to ensure optimal learning were observation and interviewing. Observation of the classroom management strategies was done by the researcher who played the role of a complete observer. The researcher used an observational schedule to systematically observe the participants in their natural environment. Two forms of interviews were included in this research design, namely semi-structured and focus group interviews.

4.5.1 Observation

Most qualitative researchers collect data in their natural settings (Orb *et al.*, 2000:93; Marshall & Rossman, 2011:2). In this research study on classroom management strategies for constructive discipline to ensure optimal learning, the researcher observed the participants in their natural environment, namely their classroom settings in their specific school environment.

The observation method is the most frequently used method in studies relating to the behavioural sciences (Gravetter & Forzano, 2012:158). However, observing things in general is not scientific observation. Observation becomes a scientific tool and a method of data collection when it serves a formulated research purpose, is systematically planned and recorded, and is subject to checks

and controls on reliability. With the observation method, the information is sought by way of the investigator's own direct and structured observation without asking any questions to the people observed (Kothari, 2004:96). This implies that with observation as data collection method, data are collected through the investigator's own observation, without interviewing the participants.

The primary purpose of observation is explanatory description. Describing what is seen and explaining it is a key factor in utilising observation as data collection method. This requires discipline, intense concentration and good observation skills from the researcher (Sullivan, 2009:356; Green, 2000:35). The use of a video camera can assist with the analysis of observed data as the same observation can be watched as many times as possible until the researcher reaches a conclusion (Gillham, 2010:49).

The method of recording conditions, events and activities through observation involves a range of levels of involvement in the observed phenomena. The role of the researcher as observer with regard to the possibilities of different ranges of involvement can be clarified as follows:

- As complete observer, the researcher takes a detached stance by not getting involved in the events, uses unobtrusive observation techniques and remains invisible.
- Observer as participant implies that the researcher is mainly an interviewer involved in some degree of observation and very little participation.
- Participant as observer pertains to the researcher engaging fully in the life and activities of the observed, with the observed being fully aware of the researcher's observing role.
- Complete participant pertains to that situation whereby the researcher is involved fully in the social events without being recognised as an observer. The researcher as complete participant is a covert observer (Walliman, 2006:95; Tayie, 2005:87).

Linked to matters that relate to ethical clearance initiatives, Walliman (2006:96, 97) highlights the following aspects to be considered by researchers when using observation as a data collection method:

- The researcher needs to know what he/she wants to observe. Events and objects may be complicated and a great amount of action might seem to be relevant. Therefore, the variables that are needed in the study must be identified and focused on.
- Gaining access is more difficult in closed settings. Clearance from senior management is needed for the research.
- The aim, method and time required to carry out the research must be clearly explained.
- The documents necessary for permission to be granted must be negotiated and provided.
- A simple and efficient method of recording the information accurately as it occurs must be devised. Ticking boxes or circling numbers to record fast-moving events could be done. Video recordings may be appropriate for this research study.
- The data should be processed as the observation progresses. This helps to identify content that needs to be studied in detail as well as to identify unnecessary data.
- With covert observation, the researcher conceals his/her presence but adheres to all ethical measures to avoid any harm to the people observed and to avoid transgressing the law. With overt observation the researcher's competence and ability to retain confidentiality is stressed.
- Observe ethical standards and obtain the necessary clearances with the relevant authorities.

In this research study on classroom management strategies for constructive discipline to ensure optimal learning the nature of the teachers' classroom practices was observed in five sessions. It was done in a structured manner according to an observation schedule in the form of a checklist (Appendix F). Five classes with approximately 40 learners per class were observed. The observation of the classes was video recorded with prior consent of the participants. In addition, to make the research more reliable and objective, a second observer also observed the classroom procedures and routines. In line with the suggestions of Kothari (2004:17), the information obtained through structured observation relates to what was actually happening in the specific classroom at that specific point in time and was not complicated by either the past behaviour or future intentions or attitudes of the observed learners with their teachers. The researcher was a complete observer and did not participate in the lesson or get involved in the events. The

researcher implemented the suggestions on observation as a data collection instrument made by Walliman (2006:96, 97). This included: identifying the variables that needed to be observed because these variables related to classroom management strategies for constructive discipline; obtaining the necessary ethical clearance from the University of South Africa; gaining permission from the Department of Education and the school Principal to conduct the specific research; recording the information correctly using the observation schedule, and adhering to all relevant ethical requirements.

In line with the findings of Kothari (2004:96), the advantages of observation as a data collection method convinced the researcher to select observation as functional to this research study, because of the following:

- Subjective bias is eliminated when observation is done accurately.
- Information obtained relates to what is actually happening because information obtained is not complicated by either the past behaviour or future intentions or attitudes of the observed participants.
- Observation is independent of participants' willingness to respond and as such is relatively less demanding of active cooperation on the part of participants as is the case with interviewing or the completion of a questionnaire.

Observation research is conducted to understand what people do and why they do what they are doing. For this reason and with this specific study on classroom management strategies for constructive discipline the researcher made use of structured observation by pre-specifying features of the classroom management practices for constructive discipline to be observed. In this regard, and as stated earlier, the researcher constructed an observation schedule in the form of a checklist (Appendix F) to direct attention to particular information relevant to classroom management strategies for constructive discipline. The observation schedule being analytically focused helped the researcher to pay attention to particular aspects of the classroom management strategies for constructive discipline to ensure optimal learning. In line with the findings of Gibson and Brown (2009:100,101) observation as a data collection method by means of an observation schedule was applicable to this study on classroom management strategies for

constructive discipline as the researcher had a clear idea of what she wanted to observe and she had a well-formulated rationale for why her observation was relevant to her research study. In this regard and according to the suggestions of Gibson and Brown (2009:100,101), the researcher first piloted her structured observation schedule in order to ensure that she had checked that it was sensitive enough to pick up the required forms of data relevant to answer the research questions, that there were no issues that might be relevant but were not included in the observation schedule, and that she easily followed and completed the observation schedule.

The findings from the continuous observation coupled with the scheduled interviews revealed that the participants utilised a variety of management strategies to optimise learning in their classrooms. The video recordings presented valuable insight into the management practices of the teachers. Observation focussed on the following management strategies for constructive discipline: physical setting, scheduling, planning and delivery, instructional activities, discipline plan, routines and procedures and the establishment of a social climate. The individual interview with teachers helped clarify the management practices which were captured during the observation.

The observation revealed the involvement of teachers in the arrangement of furniture, classroom rules, routines and procedures, accessibility of material, high traffic areas, seating plan, visibility of learners, instructional areas, demarcation of area for time out and space for personal storage. Most of the classrooms had their furniture arranged in rows; the focus was on visibility and comfort of learners. Rules were formulated, reviewed and posted in each classroom. Although routines and procedures were reinforced and practised; they had to be separated and posted for learners to view. It was also observed that not all classes had areas demarcated for time out. Books and files were stored in labelled cubicles.

Schedules had to be consistent, predictable, posted and reviewed regularly. Each learner had a schedule pasted in their homework and message book. In addition several of the senior classes had their schedules posted on the board. Teachers reported that the projected activities were prepared in accordance to the learners' level of functioning. These schedules helped learners to

develop their organisational and planning skills. Learners who displayed difficulties in completing the activities were guided and provided with extra time to complete the given tasks.

There was emphasis placed on the following aspect of planning and delivery of lessons: time allocation, instructions for each task, pace of instruction, monitoring of learners understanding of the learning material and corrective feedback. Time was allocated for the introduction, connection to previous lesson, tasks and evaluation. Clear and consistent signal were used to indicate transitions into the next activity.

Instructional activities were suitable, age appropriate and developmental. A range of activities such as group, independent, cooperative and teacher directed was included in the lessons. Learners were engaged in learning material which was stimulating. Learners with limited concentration were easily distracted when faced with routine or unexciting material. It was observed that learners performed better when monitored during the lesson.

Classroom rules were formulated, written in large print and clearly visible for learners to read. Although consequences were pre-planned it was not posted, but read and explained to learners. Most of the teachers found it time consuming to deliver the consequences consistently and in a timely manner. Learners were also reminded of their choices prior to the escalation in behaviour. A display of criteria to earn reinforcers has to be complied and made available to learners. Praised was used to encourage and motivate learners while corrective statements were used to reinforce positive behaviour.

Routines and procedures have been established for the following: starting the day, entering the classroom, working independently, moving around the classroom and responding to questions. The researcher furthermore observed routines with regard to visiting the toilet, drinking water and using the sickroom. There were also procedures for conducting tests, assessment, role play, speech contests, debates, homework, office referrals and dealing with crisis or emergency situation.

The researcher identified the strategies used by teachers to create a positive social climate. A safe and non-threatening environment was created for learners. Several opportunities were provided for learners to develop holistically. The observation revealed that a high ratio of positive to negative statements was used in the classroom situation. With regard to friendliness, teachers felt that there was a limit to being friendly. When teachers are extremely friendly and show respect, learners tend to misbehave and get away with any misdemeanour. Therefore a common consensus among the participants was that a teacher-learner relationship must be maintained at all times. Humour was used appropriately during instruction times. Sarcasm according to teachers was used at times when learners displayed unruly behaviour.

4.5.2 Interviews

The use of interviewing is a very flexible tool with a wide range of application. Owing to its flexibility, interviews are useful in obtaining information and opinions from experts during the early stages of the research study as well as during later stages in the investigation.

Interview formats range from highly structured, consisting of a series of prepared and specific questions asked in a particular order, to unstructured, consisting of a general list of topics for possible exploration (Silverman, 2004:144). The following three types of interviewing are often used in qualitative research:

- Structured interviewing

The information is obtained in a structured manner through personal interviews. This involves the use of a set of predetermined questions and highly standardised techniques of recording (Kothari, 2004:97). The interview consists of standardised questions and the answers may be in an open- and/or closed-format (Walliman, 2006:91, 92).

Descriptive case studies use the technique of structured interviewing because of cost implications. These structured interviews provide a safe basis for generalisation to take place and

also requires less skill on the part of the interviewer (Kothari, 2004:98). An interview may also generate insight into subject matter that requires further inquest (Saldana *et al.*, 2011:41).

- Unstructured Interviewing

Unstructured interviews are the central technique of collecting information in research studies of an exploratory nature (Kothari, 2004:98). The interviewer selects his/her own format and question guide which includes the freedom to ask supplementary questions. Pre-determined questions and standardised techniques of recording information are utilised. These interviews contain no closed-format questions (Kothari, 2004:98; Walliman, 2006:91, 92).

During the interview the interviewer may omit or include certain questions or change the sequence of the questions (Kothari, 2004:98). This kind of flexibility makes it difficult to compare one interview with another. It is also found that the analysis of unstructured responses becomes more difficult and time-consuming than the structured responses obtained in structured interviews (Kothari, 2004:98).

- Semi-structured interviewing

Semi-structured interviews contain structured and unstructured sections with closed and open-format questions (Walliman, 2006:91, 92). Its simplicity and flexibility is what makes the semi-structured interview a productive research tool. The spontaneity of the interview is dependent on a coherent structure, which requires careful development and practice. The interviewer is certain about the following:

- What the key issues are in the research investigation
- How to anticipate interview questions with best answers (Gillham, 2010:65).

In semi-structured interviews the key themes of the interview are formulated as key questions. The order of the questions is varied according to the natural flow of conversation. Unlike structured interviews, interviewers are more flexible when following the interview schedule.

They are free to probe the participants for more information, explore the topics more discursively and to investigate topics that may have emerged during the interview. At times the interviewers may offer their own experience or judgement on the subject matter being discussed. In this way the interviewer removes the communication barriers and changes the attitude that the participant may develop of the researcher being detached or superior (Gibson & Brown, 2009:89).

In this study interviews with a semi-structured format were used to collect data. Individual and focus group interviews were conducted.

4.5.2.1 Individual interviews

The majority of qualitative research studies make use of individual in-depth interviews with participants to collect data for a deep understanding of the phenomenon of study. Apart from acquiring factual information about the participant's life, the data collection method is an effective way of soliciting and documenting an individual's or group's perspectives, feelings, opinions, values, attitudes, and beliefs about their personal experiences (Milena, Dainora & Alin, 2008:1279). The research topic, research purpose and research questions form the basis for the types of questions that are posed during an individual interview (Saldana *et al.*, 2011:41; Seidman, 2006:9).

Individual interviews are conducted with just one person or with several individuals separately. Interviews are also conducted with a couple, a family, or a larger number of people organised as a focus group. Depending on several factors, participants can be interviewed once or several times during the fieldwork period. Researchers ascertain which specific persons are appropriate for interviews and most likely to provide substantive responses to the researcher's inquiries (Saldana *et al.*, 2011:42; Milena *et al.*, 2008:1279).

The researcher is critically the primary research instrument involved in collecting and measuring the data through observation and interviews. The fine detail of how the researcher handles him or herself is important. The researcher needs to consider the following questions as the interview progresses:

- Is the interviewer's visual appearance acceptable?
- What is the interviewer communicating non-verbally?
- Does the interviewer appear to be listening?
- Does the interviewer appear to be interested?
- Does the interviewer attend to the non-verbal signals from the interviewee?
- Does the interviewer probe and prompt appropriately?
- Does the interviewer explain the purpose and uses of the data from the interview adequately?
- Does the interviewer move the interview at the correct pace?
- Does the interviewer focus and direct the interviewee in a clear but unobtrusive manner i.e. is there control?
- Does the interviewer end the interview in a socially acceptable way?

(Gillham, 2010:70).

By considering everything which was discussed here with regard to individual interviewing and the prerequisites for effective use and with reference to the focus on classroom management strategies for constructive discipline to ensure optimal learning, three individual interviews were conducted with members of the school management team. These three school management team members were capable of contributing positively to the research problem under investigation. As was explained in paragraph 4.4.2, the school Principal was able to provide in-depth information on the teacher's classroom management practices. Insight into teachers' classroom problems and successes and the self-discipline of the learners in the foundation phase, intermediate phase and senior phase was provided by the respective Heads of Department. An interview schedule including open-ended questions (Appendix G) was referred to during the respective individual interview to ensure that all important aspects pertaining to classroom management strategies for constructive discipline were addressed.

4.5.2.2 Focus group interviews

Focus group interviewing refers to a type of group interviewing which concentrates in-depth on a particular theme or topic. The focus group consists of people who have particular experience and

usually expert knowledge about the subject of the research, or the group members have particular interest in the topic of discussion (David & Sutton, 2004:92; Patton, 2002:385, 386). Patton (2002) highlights the fact that the focus group interview is primarily an interview and not a problem solving or decision making session. Focus group interviewing is also not essentially a discussion, although direct interactions among participants often occur. A distinguishing characteristic between individual and focus group interviewing is the fact that the focus group interview is a group interview consisting of typically six to eight participants who are interviewed for one to one and a half hours whereas the individual interview represents a one-one arrangement also lasting for between one and one and a half hours (Patton, 2002:385, 386).

Focus group interviews may be relatively highly structured to generate data that can be contrasted with other focus groups, or focus group interviews may be unstructured to enable exploration rather than being compared (Smith, 2010:131). Focus group interviews also have the possibility of giving the interviewees more control over the verbal interaction between the members, rather than simply the interaction with regard to the specified interview content (David & Sutton, 2004:92). In such situations the main task of the interviewer is to confine the participants to a discussion of issues with which the researcher seeks conversance (Kothari, 2004:98). The interviewer may also take advantage of naturally occurring group interactions, either by intervening or observing passively (David & Sutton, 2004:92). In this regard the interviewer's task relates more to that of being the moderator of the resulting discussion rather than the dominant questioner and one who prompts the discussion without overly influencing its direction. More useful and interesting data is generated by asking a group of people to discuss a question, or a set of questions, rather than just answering what is asked. With such discussions of questions, the researcher as moderator should be aware of encouraging reticent speakers to contribute to the discussion in order to limit dominant speakers and to ensure that all valuable data are collected. The moderator should also provide a suitable introduction and conclusion, offer information about the research topics, explain what will happen to the data collected and express gratitude to the members of the group at the end of the focus group interview (Walliman, 2006: 98).

A very important aspect of the functioning of focus group interviewing is the prevalence of group dynamics. Through group dynamics the participants are able to stimulate, support and generate discussion and more data on the topic being discussed. Also, one of the primary goals with focus group interviewing is to create a liberal climate in order for participants to contribute openly their experiences and opinions. At the same time, the researcher needs to make sure that the participants do not drift into chatting, thus assigning little reference to the designated themes of the focus group interview (David & Sutton, 2004:92; Flick, 2009:195).

With regard to the advantages applicable to focus group interviewing, the following are considered as important reasons to select focus group interviewing as data collection method:

- Owing to members' interactive discussions, focus group interviewing enhances the possibility of understanding why people think the way they do.
- Members of the group can raise ideas and opinions not foreseen by the interviewer thus broadening the scope of relevant data applicable to the phenomenon of study.
- Interviewees can be challenged, often by other members of the group, about their replies thus deepening the scope of relevant data applicable to the phenomenon of study.
- The interactions found in group dynamics are closer to real-life processes of sense-making and acquiring understanding.
- Focus group interviewing generates discussion and reveals both the meanings that people read into the discussion topic and how they negotiate those meanings.
- Focus group interviewing stimulates and supports participants to remember events which can result in data leading beyond the answers of the single interviewee.
- Focus group interviewing generates diversity and differences, either within or between groups.
- Focus group interviewing is low in cost and rich in data

(Bryman, 2004:247, 248; Flick, 2009:204).

Focus group interviewing requires distinctive skills on the part of the researchers as interviewers, who need to be able to:

- Remember the questions they need to ask;
- Ask questions at appropriate times;
- Bring the conversation around to their own topics of interest without disrupting the natural flow of conversation;
- Sense when the topic of enquiry has been exhausted;
- Help the participants to make links between the topics being discussed;
- Manage the duration of the interview and evaluate the analytic relevance of the information as it is being produced by the different participants;
- Ensure researchers know what was said and who said it by video recording rather than tape recording the focus group interview

(Gibson & Brown, 2009:88; Walliman, 2006:98, 99).

By considering everything which was discussed here with regard to the skills required and the arrangement, purpose and advantages of focus group interviewing, and with reference to the focus on classroom management strategies for constructive discipline to ensure optimal learning, two focus group interviews were conducted in this study. One focus group interview was conducted with seven teacher participants and one focus group interview with ten Grade 3 to 7 learners. The focus group interview with the ten learners provided insight into the learners' interpretation of and responses to the classroom management strategies that teachers apply in order to arrange for constructive discipline enabling learners to learn optimally. The focus group interview with the seven teacher participants concentrated on classroom management problems and the processes of teaching learners self-discipline. For the focus-group interviews with teachers and learners interview guides were used (Appendix H & I). These interview guides were used only as guidelines and did not prevent participants from discussing other issues they considered as important. As anticipated the interaction between the interviewees with the two focus group interviews resulted in discussions that were more detailed and ranged more widely than the individual interviews mentioned above.

4.5.2.3 A final word on the advantages and disadvantages of interviewing as data collection method

Whether individually conducted or by means of a focus group approach, the major advantages and weaknesses of interviewing can be enumerated in a general way. The salient merits of the interview method are as follows:

- More information in greater depth can be obtained.
- The researcher as interviewer by his or her own skill can overcome any resistance of the participants.
- The interview method can be made to yield an almost perfect sample of the general population.
- There is greater flexibility in this method as the opportunity to restructure questions is always there, especially in the case of semi-structured and unstructured interviewing.
- The observation method can simultaneously be applied while recording verbal answers to the various questions.
- Personal information is easily obtained with interviewing.
- Samples can be controlled more effectively as no difficulty arises with regard to the missing returns and non-response generally remains very low.
- A situation of non-response generally remains limited as the interviewer can to a large extent control which person will answer the question as opposed to the situation with a mailed questionnaire approach.
- The interviewer may catch the participant off-guard and thus may secure the most spontaneous reactions than would be the case if mailed questionnaires were used.
- The language of the interview can be adapted to the ability or educational level of the person interviewed and as such misinterpretations concerning questions can be avoided.
- The interviewer can collect supplementary information about the participant's personal characteristics and environment which is often of great value in interpreting results.

(Kothari, 2004:98, 99; Milena *et al.*, 2008:1279; Burns & Grove, 2003:285; De Vos, 2002:302)

Considering the two kinds of interviewing discussed and the three structural possibilities of these interviewing types, individual in-depth and focus group interviewing were considered the most appropriate methods to collect meaningful information in order to address the research problem on classroom management strategies for constructive discipline to ensure optimal learning.

4.5.2.4 Preparing for the interview

The researcher's decisions about where to conduct an interview are based on practical considerations rather than analytical decisions. Considerations with regard to the venue may include convenience for the interviewee or interviewer, the suitability of the environment for recording the interview and the level of privacy that the particular venue offers (King & Horrocks, 2010:67, 68).

Aspects to consider when preparing and conducting the interview relate firstly to attending to the following logistical matters linked to pre-planning initiatives:

- Contact the participants to negotiate an interview date, a start and end time for the interview, and a specific location for conducting the interview. This must be done at the participant's convenience.
- The location chosen for the interview should be free of noisy distractions. It must be one that permits the interviewer and interviewee to talk in privacy. The location should also make the participant feel comfortable and secure. It is therefore crucial to obtain confirmation that a room conducive to proper interviewing is available and reserved for that particular date and time.
- Contact the participant at least one day before the interview as a courtesy reminder and reschedule the interview, if necessary, in case the participant needs to change the date, time, or location. Inform the participant in advance about the aspects to be discussed in the interview.
- Test the recording equipment to make certain it works and ensure that all equipment such as power cords and extra batteries are available (Gibson & Brown, 2009:97; Saldana *et al.*, 2011:43, 44, 47 ; Turner, 2010:757, 759; Lichtman, 2010:161).

On the date of the scheduled interview researchers should be alert to the following arrangements:

- Arrive at the location with sufficient time to ensure that the venue in which the interview will be conducted is available.
- If necessary, rearrange any furniture in the room, such as chairs and tables, to enable conversation to take place in comfort.
- At the beginning of the interview, thank the participant for his or her time and willingness to be interviewed.
- Confirm the end time of the interview or ascertain how much time the participant can afford (which may be different from what the participant originally specified) and honour that time limit.
- Proceed to dealing with informed consent documents.
- Ask for permission to use the voice recorder and test it to ensure that everything is in working order.
- At the end of the interview, thank the participant for his/her time but keep the voice recorder running because during the closure period, small-talk may continue, and the participant may bring up additional thoughts worth considering as valuable data (Saldana *et al.*, 2011:49, 53; De Vos, 2002:293; Turner, 2010:757).

Finally, with regard to the relationship between the researcher and the participant, underlying and unspoken power dynamics might exist between the researcher and a participant during the interview. Power dynamics can relate to what might be perceived as the researcher being an expert persona with enhanced status, while the participant might be perceived as an “expert” persona who has information which the researcher wants and needs. The researcher was able to minimise the situation of being “an expert persona” by adopting a passive attitude. Semi-structured interviews with open ended questions were used, thus giving participants the opportunity to discuss their experiences. Furthermore a trusting and good rapport established with the teachers over the years assisted in the creation of a pleasant atmosphere. By being courteous, respectful and non judgemental the researcher was able extract valuable information from the participants.

The following need to be considered by the researcher when interviewing a participant:

- The possible difference between the interviewer and interviewee's ages, genders, ethnicities, social classes and educational backgrounds which can potentially increase power relationships and imbalances;
- The researcher entering the interview with an attitude of courtesy and respect;
- The goal is to establish an atmosphere and working relationship of comfort, security, and equity;
- The participant assisting the researcher by generously giving of his or her time and experiences;
- The adoption of appropriate tones with the participants and interviewees and treating them as experts in what they know (Saldana *et al.*, 2011:48; Gubrium & Holstein, 2001:182).

4.6 DATA ANALYSIS

Qualitative research, unlike quantitative research, does not involve counting or numbers. It is based on information expressed in words. Essential activities pertaining to qualitative data analysis relates to the actions of data reduction, data display, and the drawing and verification of conclusions (Walliman, 2006:132).

4.6.1 Steps in qualitative data analysis

Marshall and Rossman (2006:154) define qualitative data analysis as a search for general statements about relationships and statements. Analysis involves using generalised themes to look at the relationships between the components of a data set. According to Walliman (2006:132), steps in analysing data qualitatively pertains to a preliminary analysis during data collection, the consideration of typologies and taxonomies, the achievement of pattern coding, memos and an interim summary, and a final main analysis during and after the data collection stage. These steps for data analysis as suggested by Walliman (2006) are discussed next.

- Preliminary analysis during data collection

While field research is conducted it is important to keep a critical attitude to the type and amount of data being collected, and the assumptions that the researcher makes at this stage. It is easier to structure the information while the details are fresh in the mind to identify gaps and to allow new ideas and hypotheses to develop. The assumptions and biases made by the researcher are now challenged. The process of data reduction and analysis should be sequential and a continuous procedure. It should be simple in the early stages of data collection, and becoming more complex as the investigation develops. One page summaries can be made of the result of contacts. A standardised set of headings will prompt the ordering of the information which may include the contact details of participants, the main issues discussed, a summary of information acquired, interesting issues raised and new questions that emerged (Walliman, 2006:132, 133).

- Typologies and taxonomies

Coding operation is usually done at this stage through which the categories of data are transformed into symbols that may be tabulated and counted (Kothari, 2004:18). A valuable step is to organise the shapeless mass of data by building typologies and taxonomies as the data accumulates. This is done by ordering by type or properties, thereby forming sub-groups within the general category, for example, the learners in the classroom can be divided into serious learners and easily distracted learners. This can help to organise unstructured material and to identify patterns in the data.

Next, noting the difference in terms of behaviour patterns between these categories can help generate the kind of analysis that will form the basis for the development of explanations and conclusions, introducing the development of a coding system. Codes as labels or tags used to allocate units of meaning to the collected data helps the researcher to organise piles of data in the form of notes, observation, transcripts and documents. Coding provides the first step in conceptualisation and helps to prevent data overload resulting from unprocessed data. The

process of coding is analytical and this requires the researcher to review, select, interpret and summarise the information without distorting it (Walliman, 2006:134).

- Pattern coding, memos and interim summary

The next stage of analysis is to look for patterns and themes, and explanations of why and how events occurred. The coded information is thereafter arranged into more compact and meaningful groupings to represent pattern coding as the process of reduction of data into smaller analytical units such as pertinent themes, important causes or explanations, salient relationships among people and emerging concepts. This allows the researcher to develop an understanding of the situation studied and to test the initial explanations or answers to the research questions (Walliman, 2006:135). Compiling memos is a good way to explore links between data and to record and develop intuitions and ideas. The activity of writing memos is continued throughout the research study.

Traditional text-based reports are lengthy and difficult to grasp quickly because the information is spread over many pages. Graphical methods of data display and analysis are therefore functional for a quick glance at research findings. Two categories of graphics displays are used in this regard, namely matrices and networks. Matrices as two-dimensional arrangements of rows and columns are functional in summarising a substantial amount of information whereas networks as maps and charts are used to display data that are made up of blocks (nodes) that are connected by links (Walliman, 2006:136).

In this study the researcher used Walliman's steps to analyse the retrieved data. The analysis was sequential and data collection actions moved from simple to complex as the investigation developed. A standard set of headings assisted the researcher to order the information. Subsequently, the researcher began with coding the categories of data. The data was transformed into symbols. The typologies and taxonomies were built as the data accumulated. The data was also distributed into subgroups according to type or properties. The coded information was thereafter reduced into smaller analytical units such as themes, relationships and concepts.

In addition, data collected on classroom management strategies for constructive discipline to ensure optimal learning were also analysed using commonly applied qualitative research data analysis methods. The researcher's aim was to draw conclusions and advance beyond the specific case studied. In this regard data analysis was based on what Leedy & Ormrod (2005:136) calls pattern matching logic which involves the following steps:

- Organisation of details. Relevant facts are arranged in a logical order.
- Categorisation of data. The data are clustered into meaningful groups.
- Identification of patterns. Themes and patterns that characterise the case are unravelled.
- Synthesis and generalisations. An overall picture of the case is constructed.

4.6.2 Interview schedules and interview analysis sheets

Interview schedules were used to ensure that all relevant matter was dealt with during the interviews. The interview schedules consisted of the themes or questions that the researcher was going to deal with during the interviews. Three interview schedules, namely one for the individual interviews with the school management team members (Appendix G), one with the group of teachers (Appendix H) and one with the group of learners (Appendix I) were used. The aspects that were discussed in the individual interviews with the school management team as were reflected in the interview schedule (Appendix G) and consisted of questions on classroom management practices. The content of the interview schedule for the focus group interview with teachers (Appendix H) consisted of questions on classroom management problems and successes and encouraging learners to be self-disciplined. The focus group interview schedule with the ten Grade 3 to 7 learners (Appendix I) provided insight into the learners' interpretation of and responses to the classroom management strategies that teachers apply in order to arrange for constructive discipline enabling learners to learn optimally.

Apart from referring to an interview schedule during the interview, it is useful to create a set of analytic notes to accompany each interview. These notes may include outlines of the following:

- Any problem faced with the previous interview, for example, the intelligibility of particular questions, the length of the interview, the focus of the discussion and the way in which the discussion is kept on track;
- Any particular useful aspects of the interview such as questions that worked well, or answers that were especially valuable;
- Any points that were similar to points made in previous interviews;
- Any points that were different from points made in previous interviews;
- Ways of improving the interview process based on experience gained during the previous interviews (Gibson & Brown, 2009:95, 96).

Analysis sheets help the researchers to amend the research process as the analysis of the interview conducted is considered. A standard analysis sheet is used to compare the different interviews. Using analysis sheets is functional to ensure that the research process is focused on the analysis of data, and to compare newly collected data with the data collected from the other interviewees. In the present research study the researcher made use of data analysis sheets. The analysis sheet consisted of standardised questions to be completed, namely the participant's name, the date and location of the conducted interview, the name of the interviewer, the salient questions asked and the responses to these questions, and similarities and differences in the responses provided by interviewees. The data reflected on the analysis sheets represented the data collected during the individual and focus group interviews.

4.7 TRUSTWORTHINESS AND TRANSFERABILITY

Trustworthiness and transferability relate to decisions made during the research design stage because decisions at the design stage forecast what the researcher intends to do when the conducting the study (Marshall & Rossman, 2011:41).

To capture the concerns for credibility, dependability and transferability of the research, the following set of procedures will help ensure that these standards of trustworthiness are met:

- For credibility it is urged that qualitative researchers are in the setting for a long period of prolonged engagement.
- Share data and interpretations with participants (member checks).
- Triangulate by gathering data from multiple sources, through multiple methods, and using multiple theoretical lenses.
- Discuss emergent findings with critical friends to ensure that analyses are grounded in the data (peer debriefing)
(Marshall & Rossman, 2011:40).

Trustworthiness focuses on the context of data collection and the methods of generating data rather than on its inherent “truthfulness”. This helps researcher to reflect in detail on how data is generated and on its importance for the quality of the data itself (Gibson & Brown, 2009:59). According to Marshall and Rossman (2011:40) the aspects relevant to trustworthiness that help ensure the rigour and usefulness of a qualitative study, relate to the following procedures:

- Triangulation;
- Searching for disconfirming evidence;
- Engaging in reflexivity;
- Member checking;
- Prolonged engagement in the field;
- Collaboration with senior management and participants;
- Developing an audit trail;
- Peer debriefing.

The research design ensures the building of trustworthiness and credibility into the qualitative research. The four objectives for building the trustworthiness and credibility of a qualitative study are being methodical, truth value, applicability which is ensured by the strategy of transferability. These four objectives are discussed next, followed by an explanation of how the objectives were realised in this study on classroom management strategies for constructive discipline to ensure optimal learning.

4.7.1 Methodical Approach

The qualitative research was conducted methodically by following an orderly set of research procedures in order to minimise disorganized work. Being methodical also included avoiding unexplained bias or deliberate distortion in carrying out the research (Yin, 2010:20).

4.7.2 Truth value

Participants were given an opportunity to refuse to participate in the project. This ensured that the data collection sessions involved only those who were genuinely willing to participate and offer data freely (Shenton, 2004:66). Participants were encouraged to be candid from the outset of each session. The researcher aimed to establish a rapport with the participant right at the beginning of data collection. Where appropriate, the independent status of the researcher was also emphasised allowing participants to contribute ideas and talk of their experiences without fear of losing credibility in the eyes of managers of the organisation.

4.7.3 Applicability ensured by the strategy of transferability

As key terms in qualitative research, trustworthiness and transferability mean that the research must be done in an accessible manner and that the research procedures must be transparent. The researcher must describe and document the qualitative research procedures so that other people can review and comprehend these procedures. Research data need to be made available for inspection insofar as that other persons, peers, colleagues and researchers should be able to inspect the work done by the researcher and the evidence that was used to support the findings and conclusions (Yin, 2010:19).

Systematic data analysis, making sense from multiple sources and testing the evidence for consistency across different sources strengthened the research findings allowing for transferability (Yin, 2010:20). To ensure transferability, the researcher provided sufficient detail of the context of the fieldwork for a reader to be able to decide whether the prevailing environment was similar to another situation and whether the findings could justifiably be

applied to the other setting (Shenton, 2004:63). The degree to which the results of research are repeatable is based on the following:

- Stability – the degree to which a measure is stable over time;
- Internal reliability – the degree to which the indicators that make up the scale or index are consistent;
- Inter observer consistency - the degree to which there is consistency in the decisions of several “observers” in their recording of observations or translation of data into categories (Walliman, 2006:213).

4.7.4 Increasing the reliability of findings

Determining reliability and remains a main goal of every researcher, whether the research entails a quantitative or a qualitative approach (Marshall & Rossman, 2011:41).

The following strategies were used to ensure the trustworthiness and transferability of this study on classroom management strategies for constructive discipline to ensure optimal learning. A reasonable data collection period of two months provided opportunities for on-going data analysis, triangulation, interpretation and recommendations. During the two months the participants were observed in their natural settings. The fact that the participants were observed in their natural setting increased the internal validity of the research. In their natural settings participants felt relaxed, trusting and secure. In an environment that they are familiar and comfortable with, namely their own classroom and school, participants were able to express their views freely, thus a true reflection of classroom management strategies for constructive discipline was revealed. To increase the reliability of observational evidence, in this case study the observation was done by the researcher and an additional observer. The video camera was used to record observations and interviews. This helped to provide accurate records and to clarify the input made by the different participants, thus enhancing the reliability of the research.

The trustworthiness of this research was established by the use of multiple sources i.e. literature study, observation and interviewing. The literature study served as a basis for the empirical

investigation which included observation of classrooms and in-depth individual and focus group interviews. All these data collection methods as sources of evidence were reviewed and analysed in order to achieve triangulation. Triangulation allowed for cross-validation among data sources, data collection strategies, and time periods. To find regularities, the researcher compared the different sources, situations and methods to see whether the same pattern kept recurring. This reliance on corroboration among different methods served to enhance the reliability of this investigation on classroom management strategies for constructive discipline to ensure optimal learning.

The researcher made certain that measures of trustworthiness were observed throughout this study on classroom management strategies for constructive discipline to ensure optimal learning. The research was done methodically by following an orderly set of research procedures. This assisted in avoiding bias or distorting the data collection. The researcher obtained detailed field notes by recording and transcribing the conducted interviews. In this manner the reliability of the data collected was further enhanced. The data were analysed through the technique of pattern matching logic. Matching patterns as a result strengthened the internal reliability of the research. Systematically analysing the data and testing the evidence for consistency strengthened the research findings and allowed for transferability. The topics, themes and categories extracted through qualitative content data analysis were confirmed with the participants. Participants were asked to review and verify the transcript on what was heard and seen during the interviews and observations. Concrete, precise descriptions from the observation and interviews formed the main features for the identification of patterns in the data.

4.8 ETHICAL CONSIDERATIONS

Ethics in social research address issues that concern the behaviour of social researchers and the consequences that their research brings to the people they study. Ethical considerations place the research participants, rather than the researcher, at the centre of the research design when deciding what are appropriate and acceptable conduct (Henn, Weinstein & Foard, 2009:78, 79). The general aim of ethical guidelines is to protect the research participants, other interested

parties and the researchers themselves so as to maintain professional research standards, promote public confidence in research and minimise legal risk (Gibson & Brown, 2009:60).

Ethical research practice is grounded in four moral principles, namely autonomy and self-determination, non maleficence, beneficence, and justice (Marshall & Rossman, 2011:47; Tayie, 2005:115).

- Basic to the principle of autonomy and self-determination is the demand that the researcher respects the rights, values and decisions of other people. The participants' privacy, anonymity and right to participate or not is illustrated by the use of informed consent.
- The principle of non-maleficence emphasises that intentionally inflicting harm on another is not negotiable.
- The principle of beneficence, considered with non-maleficence, demand a positive obligation to remove existing harm and to grant benefits to others. The researcher must weigh the harmful risks of research against its possible benefits and do whatever he/she reasonably can to ensure that participants are not harmed by participating in the study.
- The principle of justice refers to distributive justice whereby special attention is paid to rectifying past societal injustices, maintaining that people who are equal in pertinent aspects should be treated equally.

Two main perspectives of considering ethical issues in the conduct of research pertains to the value of honesty, frankness and personal integrity and the ethical responsibilities to the aspects of research, such as anonymity, confidentiality, consent, privacy and courtesy (Walliman, 2006:148). In the following paragraphs these issues and their applicability to this study on classroom management strategies for constructive discipline are explained.

4.8.1 Anonymity and confidentiality

According to Henn *et al.* (2009:107) it is the researcher's responsibility to safeguard the privacy and identity of their research participants and settings as well as to ensure that their research

participants do not suffer harm from the research. Confidentiality is an attempt to remove from the research records any identifying features of the research participants. The implication is that the researcher holds the data in confidence and keeps them from public scrutiny (Henn *et al.*, 2009:49; David & Sutton, 2004:19). The anonymity of participants is also protected at all times.

Fundamental safeguards against the practice of unethical research relate to the following:

- The bounds of the research are negotiated with research participants;
- The privacy and identity of all research participants and research settings are safeguarded.
- Researchers ensure that their research participants do not suffer any harm or embarrassment from the research.
- Research is carried out in a manner that does not preclude further/future academic research (Henn *et al.*, 2009:107).

In this empirical investigation on classroom management strategies for constructive discipline the researcher employed steps to ensure that the anonymity of the participants is maintained and the data collected are held in confidence. The participants were given the assurance that that data collected will be treated as confidential. Thus, the participants' request for privacy was assured and the anonymity of the participants was protected at all times. The researcher also ensured that the participants did not suffer harm or embarrassment doing the research. The participants could abandon their participation in the investigation if this proved to be difficult. Participants were assigned identifiable codes. The likelihood of participants being personally identified was kept to a minimum. Thus, this study on classroom management strategies for constructive discipline guaranteed confidentiality whereby the researcher could identify a given person's response but promised not to do so publicly. Ostensibly, the researcher's responsibility for assuring confidentiality did not end once the data had been analysed and the study concluded.

4.8.2 Informed consent

Informed consent refers to the knowing consent of individuals to participate as an exercise of their choice, free from any element of fraud, deceit, duress, or unfair incentive or manipulation (David & Sutton, 2004:18).

The participant is the key focus of research and needs to be informed of certain issues pertaining to the research. The doctrine of informed consent advocates that participants are not deceived into participating in the research project. The decision to take part in a research study depends on the quality of the information participants receive about the research. This allows the prospective participants to make a fair assessment of the research study so that they can give informed consent. The form that this information takes depends on the nature of the research process and the context (Walliman, 2006:154).

Allmark (2002:13) and Silverman (2005:258) maintain that the following need to be considered when acquiring informed consent:

- Give information about the research which is relevant to participants' decisions about whether to participate.
- Make sure that participants understand that information.
- Ensure that participation is voluntary (e.g. by requiring written consent).
- Where participants are not competent to agree (e.g. small children), obtain consent by proxy (e.g. from their parents, or someone competent to do so).
- The person giving the consent should be adequately informed.
- The consent is given voluntarily.

In this research on classroom management strategies for constructive discipline the ethical norms of voluntary participation and no harm to participants were formalised in the concept of informed consent. Informed consent from the school Principal and all the other participating teachers and learners was obtained. Apart from a letter to the official of the Department of Education of KwaZulu-Natal requesting permission to conduct the research at a primary school in one of the

districts of the KwaZulu-Natal province (Appendix A) and school Principal (Appendix B), letters of informed consent were obtained from all the adult participants (Appendix C), and learner participants (Appendix E). All participating individuals were fully informed of the purpose of the study in advance and were given an option to discontinue their participation at any time during the research process.

4.8.3 Privacy

Issues surrounding privacy are very complex and involve many subtleties, including the mode in which research is carried out and the relations that are established between the researcher and the research participants (Henn *et al.*, 2009:97).

Participants have a right to know whether their privacy will be maintained and who will gain access to their information. There are two ways to guarantee privacy, namely, by assuring anonymity and by guaranteeing confidentiality. A promise of anonymity is a guarantee that a given respondent cannot possibly be connected to any particular response. Following the principle of informed consent, permission needs to be gained in order to “invade” the privacy of individuals participating in the study (Tayie, 2005:120).

In this research study on classroom management strategies for constructive discipline, the right of participants to privacy was respected. Under no circumstances are participants’ names revealed. In order to keep the nature and quality of participants’ performance strictly confidential, a code number was given to each participant and the written documents was labelled with that number.

4.8.4 Concealment and deception

Concealment and deception techniques are encountered in many research investigations. Concealment is the withholding of certain information from the participants. Deception occurs when the participants are deliberately provided with false information (Emanuel, Grady, Crouch, Lie, Miller & Wendler, 2008:316; Wimmer & Dominick, 2006:73). Considered

comprehensively, concealment is a less upsetting ethical problem if enough information is provided to participants through informed consent.

In this research on classroom management strategies for constructive discipline the participants were informed in advance regarding the nature of the investigation, the data collection instruments and the interpretation and publication of the findings which were based on the data which had been collected. There was no methodology necessary to mislead the participants about the purpose and nature of this study. Emphasis on building trust is prominent in literature on qualitative data collection measures and attempts at deception are explained as both methodologically risky and morally unacceptable (Forrester, 2010:114). The researcher had been part of the school establishment for eighteen years and had built a foundation of trust and honesty with all role players and stakeholders on the research site, including the participants selected for this study.

4.9 CONCLUSION

This chapter presented the methodology and design of the empirical investigation for this study on classroom management strategies for constructive discipline. The research design, research sample, strategies for data collection and data analysis, trustworthiness of the research and ethical considerations were described. It was also explained how the purposive sampling of participants enabled the researcher to obtain in-depth information about the topic under investigation. The researcher was acknowledged as the key instrument in the collection of data by means of observation and interviewing with the aim of pursuing a detailed and rich description of the phenomenon under investigation in a trustworthy and ethically sound manner. Hence, a holistic understanding of classroom management strategies for constructive discipline to ensure optimal learning was developed.

It was clear from this chapter that the research design represented the plans and procedures for conducting research. The choice of research approach is contingent on the aim of the research and it is important to consider the research methods and research sample carefully because these aspects determine the quality of data collection. In this chapter on research methodology used in

the empirical investigation the setting was prepared for discussion of the research findings. The following chapter will include the research findings on the empirical investigation based on an analysis and interpretation of the data that were obtained through observation and interviewing actions.

CHAPTER 5

RESEARCH FINDINGS ON THE QUALITATIVE INVESTIGATION

5.1 INTRODUCTION

In this chapter the research findings from the empirical investigation will be outlined. The findings are based on addressing the research problem and the sub-questions as outlined in Chapter 1, paragraph 1.4. The aim of this research study to investigate how classroom management strategies for constructive discipline can be developed to ensure optimal learning is outlined in Chapter 4, paragraph 4.2. Chapter 2 reviewed classroom management strategies and Chapter 3 reviewed discipline and order for effective teaching and optimal learning.

In this chapter the research findings based on an analysis of the data will be discussed. This chapter includes an in-depth interpretation of the qualitative data collected. The data obtained from the focus group interviews and individual interviews are analysed, compared and interpreted. The observation of classroom management strategies is also presented. The literature review findings reached from the research questions are further investigated by means of an empirical content-specific investigation. Thus this empirical investigation addresses the following research questions as postulated in Chapter 1, paragraph 1.4:

- What does a positive classroom environment for optimal learning entail?
- How does preventative discipline contribute to effective classroom management for successful teaching and learning?
- How does teacher preparedness and teachers' knowledge of their subject matter contribute towards effective classroom management?
- What classroom management strategies can be used to ensure constructive discipline for optimal learning?

5.2 RESEARCH SITE PROFILE

The target population for this study is a primary school located in the Zululand region in KwaZulu-Natal. The Zululand region is made up of three districts: Empangeni, Obonjeni and Vryheid. The primary school selected as the research site is established within the Empangeni District. The Empangeni district is a semi-urban orientated environment with a population density of 526-1192 persons per square kilometres (Department of City Development, 2009:3).

The researcher used a single case, a school located in the Zululand region in KwaZulu-Natal. This unit of investigation was ideal for finding answers to the postulated research questions on classroom management strategies for constructive discipline to ensure optimal learning. Positive discipline is practised at the research site, teachers are knowledgeable and have orderly and well managed classrooms, and the researcher was able to collect data from multiple sources and examine a diverse sample of classroom practices ranging from Grade 3 to 7.

This research site is a multicultural school with 753 learners, 21 teachers employed by the Department of Education, 7 teachers employed by the School Governing Body and 2 administration and support staff members. The management team consisted of the school principal, deputy school principal and three Heads of Department.

Table 5.1: Presentation of learners at the research site

Number of learners	Indian	Black	Coloured
753	48%	45%	7%

There is a total number of 753 learners. The school is multicultural in that there are 48% Indian, 45% black and 7% coloured learners.

The research site strives to develop a congenial and orderly school environment in which learners from diverse background are encouraged to achieve the set outcomes and maximise their skills,

knowledge and values. The vision of the school is to strive for excellence and to provide quality education programmes. Learners from Brackenham and the surrounding residential areas namely Aquadene, Nsleni, Esikhawini, Mzingazi and Empangeni are enrolled at the school.

The infrastructure is excellent and consists of nineteen classrooms, specialist rooms which include the science laboratory, technology centre, computer room, media centre, an administration block, vegetable gardens, paddock area, automated gates, and a closed circuit television security system. There is an effective and efficient school management team driven by a deep commitment to achieve quality education and excellent results. This team is headed by a highly efficient school principal. The core building block of the institution is the dedicated teachers who have contributed positively towards creating a high performing school.

The selection of the site was also motivated by the fact that the specific research site is highly rated with regard to learner achievement in the secondary school, fostered by effective discipline measures at the primary school level. The school has an excellent track record with regard to maintaining and sustaining learner discipline and this is due to having competent, dedicated and conscientious staff members. The motto of the school is “Educating for excellence”. The school functions efficiently and effectively and is able to realise its educational and social goals. The prefect component, scholar patrol team and media centre prefects play an important role in the management of the school. The school has a year plan, term plan and daily planner as well as a school based assessment plan. A code of conduct for teachers and learners is reviewed and maintained on a yearly basis.

In terms of leadership and communication there is excellent communication between the parents and school through meetings, circulars, e-mail, telephonic and the message books of learners. School policies with regard to subjects, assessments, discipline, late-coming, use of the sick room, excursions, prefect selection, absenteeism, leave taking, special leave, school fees, injuries/incidents, ground duty and homework are reviewed annually. Integrated quality management system (IQMS) auditing is a continuous process and is carried out throughout the year.

To ensure that the school is effectively managed many committees and sub-committees have been established. There are committees established for school management, administration, junior phase and senior phase departments, subjects, grades, excursions, environmental issues, health and safety aspects, remedial measures, staff development, fundraising for prom and mini debutants, tuck shop, sports, timetabling, learner teacher support material (LTSM), examination, stock control and for a prefect component. These committees are headed by a chairperson and structured meetings are held regularly to co-ordinate activities. A staff briefing session which is compulsory for all staff to attend is held daily at 07:30.

The school governing body is properly instituted and fully operational. The members of the school governing body play a major role in the governance of the school and also assisting the school to achieving its educational and social goals. Hence, a positive contribution is made by the school governing body with regard to school policies, finances, the maintenance of the school infrastructure, learner welfare, staff development, the school hall project and fund raising.

In terms of the quality of teaching and learning and teacher development the following is evident; quality planning and well-structured schemes of work (work schedules, lesson plans and daily planner) with clear objectives and strategies, upgrading of teacher qualifications, monitoring of learners' work by the school management team, workshops and seminars for teacher development, relief teachers, provision for a structured reading and record of progress available for each learner per term, remedial teaching in mathematics and reading and the use of computer technology in teaching.

The curriculum and the availability of resources play a pivotal role. The quality of the curriculum is enhanced through a range of extra and co-curricular activities that include the following: debates, show and tell demonstrations, speeches, spell-a-thon endeavours, sports clubs; volley ball, cricket, netball, chess, entrepreneurship; market days, external examinations; Olympiad, Kaste, Amesa and Challenga exams, and a "Go green" environmental club.

Learners gain relevant knowledge, constructive skills, positive attitudes and appropriate values owing to the following: the status of a health promoting school, learners who participate in

external examinations and competitions, assessments and examination; a detailed specific testing programme, membership of the South African National Cancer Association (SANCA), Arbor Day/Readathon celebration, recycling initiatives and being trained as drug-wise marshals.

The research site has excellent participation of learners in every sphere of human activity ranging from academic engagement to participation in cultural activities. Learners participate and achieve distinctions in external examinations and competitions such as the Science Astronomical Quiz, the Kaste Examination, and the Olympiad examination. Significant participation has been witnessed at the provincial and national level in chess. Learners have excelled in cultural activities such as public speaking, debates, Eisteddfod, show and tell, singing, dancing and drama. The site has also been declared as a Health Promoting School and a safe haven for Orphans and vulnerable children (OVC). Furthermore creating awareness to social misdemeanours has encouraged the participation and enrolment of learners into The South African National Council on Alcoholism and Drug Dependence (SANCA) programmes. Learners participate in assisting the community by raising funds for the Hospice, The Cancer Association of South Africa (CANSA) and the collection of food hampers for the cleaning staff.

5.3 PROFILE OF PARTICIPANTS

From this research site, 22 participants representing different categories of stakeholder representation were selected to represent the research sample. Participants were qualified teachers who were selected purposively to yield the best information on the topic under investigation. They were chosen as participants because they are qualified and knowledgeable about classroom management strategies and its effectiveness to improve learning. The participants had experience of two and more years in primary school teaching and had established classrooms that were well organised and orderly. The teachers selected as participants were teaching Grades 3 to 7 learners.

Table 5.2: Profile of participant teachers

TEACHER	EXPERIENCE	TEACHER QUALIFICATION	GENDER
A1	33 YEARS	DIPLOMA SENIOR PRIMARY DIPLOMA SPECIALEDUCATION FOR MENTALLY HANDICAPPED BA HONOURS	MALE
A2	18 YEARS	HIGHER EDUCATION DIPLOMA	MALE
A3	12 YEARS	HIGHER EDUCATION DIPLOMA	FEMALE
B1	18 YEARS	HIGHER EDUCATION DIPLOMA	FEMALE
B2	30 YEARS	FOUNDATION PHASE EDUCATION DIPLOMA BACHELOR OF ARTS BACHELOR OF EDUCATION	FEMALE
B3	29 YEARS	JUNIOR SECONDARY EDUCATION DIPLOMA RESOURCE CENTRE MANAGEMENT DPLOMA	FEMALE
B4	10 YEARS	BA DEGREE HIGHER EDUCATION DIPLOMA BACHELOR OF EDUCATION POST GRADUATE DIPLOMA IN EDUCATION MANAGEMENT AND LEADERSHIP	FEMALE
B5	9 YEARS	NPDE ACE BACHELOR OF EDUCATION	FEMALE
B6	18 YEARS	HIGHER EDUCATION DIPLOMA	MALE
B7	13 YEARS	B.PAED (PRIMARY) BSC HONOURS IN GEOGRAPHY	MALE
B8	15 YEARS	BA DEGREE HIGHER EDUCATION DIPLOMA HONOURS IN PSYCHOLOGY	FEMALE

Cresswell (2007:125) describes purposive sampling as selecting information rich participants for an in-depth study. In Table 5.2 it can be seen that all the participants have for a number of years been exposed to the establishment of classroom management strategies for constructive discipline to ensure optimal learning.

The school principal of the selected research site is highly qualified and a specialist in the special education of mentally handicapped learners and has 33 years teaching experience and 15 years of management experience in public schools. The junior primary and senior primary Head of Department were selected because they were able to provide the researcher with in-depth knowledge on classroom management practices of teachers. Individual in-depth interviews were conducted with these three members of the school management team. These participants are distinguished as Teacher A1, Teacher A2 and Teacher A3.

A semi-structured focus group interview was conducted with the group of teachers. Seven teachers were purposively selected taking into consideration the number of years of service and the disciplined and orderly manner in which they manage their classes. It should be acknowledged that teachers were able to contribute by providing valuable information about the phenomenon of study, namely the establishment of classroom management strategies for constructive discipline to ensure optimal learning. The participants have set up classrooms which are conducive to learning to take place, have a constructive discipline policy and have demonstrated high standards in terms of curriculum delivery. They were in a position to provide rich information that enabled the researcher to achieve the objectives of the study. These participants are distinguished as Teacher B1, Teacher B2, Teacher B3, Teacher B4, Teacher B5, Teacher B6 and Teacher B7. An in-depth interview was conducted with a senior phase teacher on classroom management strategies utilised in the classroom. This senior phase teacher is distinguished as Teacher B8.

Table 5.3: Profile of participant learners

LEARNER	GRADE
C1	5
C2	4
C3	4
C4	6
C5	6
C6	5
C7	7
C8	7
C9	3
C10	3
C11	7

A focus group interview was held with ten learners ranging from Grade 3 to 7. The learners have first-hand experiences and insight into the classroom management practices. As was pointed out in paragraphs 1.6 and 4.4, all participants were purposefully selected based on their active involvement in creating an orderly and disciplined classroom for the development of optimal learning. Learners were distinguished as Learner C1, Learner C2, Learner C3, Learner C4, Learner C5, Learner C6, Learner C7, Learner C8, Learner C9 and Learner C10. An in-depth interview was conducted with a senior phase learner on classroom management strategies utilised in the classroom. This learner was distinguished as Learner C11. In total five individual in-depth interviews and 2 focus group interviews were conducted. The first focus group interview consisted of seven teacher participants and the second focus group interview consisted of ten learner participants.

5.4 DISCUSSION OF FINDINGS

Nine categories emerged from an analysis of the encoded data collected via individual and focus group interviewing. Data analysis was carried out as outlined in Paragraph 1.6.2.3 and extended on in Paragraph 4.6. The researcher used pattern matching logic to analyse encoded data. This involved the organisation of details where relevant facts were arranged in a logical order. Thereafter the data was categorised and patterns and themes were identified. After unravelling the themes and patterns the overall picture of the case was revealed through synthesis and generalisation. The researcher advanced further by drawing conclusions that may have implications beyond the case studied.

The nine categories which emerged represent aspects pertaining to classroom management strategies for constructive discipline to ensure optimal learning. The nine categories related to the following: the need for discipline and order in the classroom, creating a classroom environment for optimal learning, preventative discipline contributing to effective classroom management, learner motivation, maintaining discipline and order in the classroom, communication, teacher preparedness and adequate knowledge preventing behaviour problems and increasing learner behaviour, classroom management strategies implemented by the teacher for optimal learning, and the role of the school management team in the training of novice and inexperienced teachers. The nine categories are discussed next.

5.4.1 The need for discipline and order in the classroom

During the individual and focus group interviews all teachers agreed that in order for teaching and learning to be successful there must be order in the classroom. A teacher cannot teach in a chaotic environment. To achieve order, learners need to be disciplined at all times because *'ultimately, for effective teaching, discipline is necessary'* (Teacher B5). Teacher participants agreed that one cannot have order and discipline without effective classroom management. To support this statement Teacher A3 added that the main purpose of classroom management *'is to create order and to ensure effective teaching and learning.'* Hence, classroom management ensures that the learners are disciplined, the class is effectively managed and the curriculum is

delivered according to curriculum assessment policy statements (CAPS). In this regard participant teachers shared the opinion that discipline and order are present in every constructive setting *'whether it is the family setting, educational setting or even in a work setting, there is always a need for structure'* (Teacher B8). Where there is structure, boundaries are in place. Learners understand the boundaries set by the teacher and as a result are able to manage their time and tasks.

A positive learning environment is the key to discipline and order in the classroom. Teacher participants identified aspects such as a predetermined code of conduct in the classroom, the fostering of respect for one another, and experiencing the classroom as a safe environment to contribute to positive discipline. With regard to learners who are poorly disciplined, teachers ensured that learners know what is expected of them. They are provided with guidelines on what is expected, what they can do and what they cannot do. As a result learners benefit from routines, boundaries and formulating their own rules. There are *'clear guidelines regarding routines, boundaries and classroom rules'* (Teacher B7). Participants indicated that learners' ideas are taken into consideration when formalising the discipline policy, rules, consequences and rewards. *'Instead of the teacher doing this for the class it is better to ask for the learner to cooperate or give ideas with regard to classroom rules and the repercussion if they transgress'* (Teacher B3).

A classroom *'conducive for learning is created by learners and teachers'* (Learner C11). Participants reveal that learners are given a chance to voice their opinion. When the teacher listens then learners tend to listen to the teacher as well, rules are followed and friendships develop. As a result the classroom automatically becomes a warm and caring place to work in. Learner C11 pointed out that in his class learners do not have a *'bad attitude towards each other'* and they listen to each other. In addition they *'don't speak rudely to each other or about each other.'* One learner mentioned that it is important not to *'make anyone feel bad or laugh when any learner makes a mistake or pick on their character'* (Learner C4). In the class setting where order and discipline prevail *'friendship plays a big time role'* (Learner C11).

Teacher participants identified that respect is a very important positive reinforcement strategy that can be used to motivate and enhance learner self-image. *'It works well in the class ... you*

show respect then you are likely to get that from the learner in return (Teacher B5). Respect must be *‘demonstrated for peers and teachers as well’* (Teacher B6). Morals and values play an important role and if teachers want their learners to behave in a certain way learners have to be rewarded. Learners *‘feel emotionally safe in a safe environment. They want to give of their best’* (Teacher B1).

Teacher participants agreed that if learners are *‘willing to take ownership then they are also developing their leadership skills’* (Teacher B3). Learners play a major role in creating a classroom climate which is conducive to learning. They have a sense of pride and treat their classroom similar to the home environment. They respect all living and non-living items in the classroom. At the same instance there must be structure in the classroom. Desks must be arranged properly and strategically positioned. If the classroom is disorganised and untidy *‘learners tend to behave in the same disorganised manner that represents disorder and chaos’* (Teacher B1).

Teacher participants emphasised that for effective teaching, discipline and order is necessary in every constructive setting. It is also without any doubt that learners enjoy working in a safe environment. Teachers try to get more control and by getting the discipline right they are one step closer to achieving their goals.

5.4.2 Creating a classroom environment for constructive discipline to ensure optimal learning

According to Arthur-Kelly (2007:124) physical settings create a set of expectations about socially expected behavioural repertoires which influence learners’ behaviour, attitude and expectations. The findings from this research study on constructive discipline for optimal learning indicate that all teachers agreed that the learning environment must be highly structured to arrange for constructive discipline which is conducive to learning. In this regard learners must be introduced to a learning environment in which the functionality of all aspects pertaining to this learning environment such as desk arrangements, wall charts and open windows are explained to them. As learners initially socialise with their parents at home and are entering school from a totally different environment, the classroom as constructive learning environment must be clear to them

in terms of, for example, *'why desks are set in a certain way, why certain charts are on the wall, why windows must be open, why sufficient light, why the teacher is in front of the class and why is there a desk for each learner'* (Teacher A1). It was emphasised that the quality of the classroom environment determines the quality of constructive discipline which impacts on the learning and teaching that is going to take place in the classroom. As the classroom is set up to accommodate learners who learn, the teacher must make sure that by creating a classroom environment, *'it has to depict the seriousness of education, it has to be a classroom full of knowledge'* (Teacher A1). To arrange for such a learning environment characterised by constructive discipline, the classrooms must depict certain features including being clean and ventilated, windows open, lights on, the learners occupied with enough resources for the day.

It was clear from the individual and focus group interviews that the classroom is purposely designed to support constructive discipline by promoting learning and positive behaviour in the classroom. Participants emphasised the importance of arranging furniture to achieve specific outcomes. A classroom purposely arranged assists in facilitating effective teaching and learning in the classroom. Most classrooms have a similar classroom design and arrangement of furniture. In arranging their classrooms for constructive discipline and successful learning, participant teachers took several factors into consideration such as the use of space, storage, the action zone, the positioning of the teacher's table, and the activity boundary. In this regard participants explained crucial areas in the classroom such as that there are *'no go zones and areas where you can have free discussions'* (Teacher A1), *'a focus area in each classroom'* (Teacher B1), and the front of the class which includes *'the chalk board, clock, teacher's table, wall charts'* (Learner C4). The teacher's desk is placed in an unobtrusive spot which is deliberately not placed in front of the chalkboard but in the front left or right of the class to ensure no interference with the teacher's movement so that the teacher *'is able to reach the learners' desks in a matter of seconds'* (Teacher A3). To ensure neatness and order learners' books, tests and teachers' documents and worksheets are stored in cubicles.

The two basic seating patterns most commonly used at the research site are rows and clusters. The arrangement accommodates both a teacher-centred and learner-centred approach in that *'the learners' desks are arranged in four rows, desks in pairs and in an orderly fashion'* (Learner

C4), with the chalkboard in the centre front of the classroom. This arrangement limits learner interaction and caters for independent work and high on-task behaviour. The cluster arrangement is used to cater for group activities or cooperative learning. Learners sit in groups of four, five or six, depending on the activity as determined by the aim of the lesson. Thus the design of the class is changed depending on the seating arrangement as directed by the lesson aim and *'maybe creativity in your plan'* (Teacher B1). Classroom design impacts positively on the learning which takes place in the classroom. It determines the level of learner engagement with the learning material and supports learning and positive behaviour. All of these contribute to constructive discipline in the classroom.

It was evident that activity boundaries were clearly demarcated in the design of the classrooms at the research site. Provision was made for a reading corner where *'learners who finish their tasks are given the opportunity to read so that they are fully occupied for the rest of the period'* (Teacher B8). Teacher B1 added that focus areas like the reading corner will be a quiet place with no distraction where *'you will have maybe your role play area ... a fantasy place.'* It was clear from the investigation that the teachers created opportunities for learner creativity which in itself contributed to constructive discipline in that learners were willingly fully occupied.

Learner participants reported that charts are used as a teaching resource in their classrooms. The charts are colourful, clear and relevant and capture learners' attention so that they focus on the lesson which improves discipline. The interest level of learners is increased and helps improve learning with the creation of a classroom climate, motivating learners to interact with the learning material. *'Charts are arranged logically ... posted on the wall for a purpose ... regularly changed ... must brighten the appearance of the classroom'* (Teacher A1). If charts are being used it is very important that they are applicable to the subject matter which is being taught. One teacher mentioned that she avoids posting charts in front of the classroom as weaker learners and those that possibly have Attention Deficit Hyperactivity Disorder (ADHD) focus on the charts rather than the chalkboard which impacts on constructive discipline and successful learning. Charts chosen must always be appropriate for the lesson that is being taught and thereafter displayed on the wall in such a way that all learners of varying heights can see what is written on the charts. This improves learner attention and thus constructive discipline.

Linked to creating a positive classroom climate is the involvement of learners in decorating their own classroom. This is demonstrated when learners' work is displayed which they appreciate and which serves as motivation for perseverance. In the life skills period, for example, learners are involved in making puppets and *'if you stick the puppet at the back of the class, they are very happy'* (Teacher A3). Some of these learners are very creative and they *'feel proud to see their work displayed on the wall'* (Teacher A3). In this manner a motivational learning environment is created that contributes to constructive discipline in the sense of fostering intrinsic motivation which encourages learners to stay focused on the lesson.

It was clear from the data collected that a positive learning environment is created by the purposeful arrangement of furniture and the functional consideration of room design and physical space to accommodate either group or individual activities. It was evident that teachers aimed to establish a positive classroom climate by creating an environment characteristic of constructive discipline that maximised opportunities for optimal learning.

5.4.3 Preventative discipline contributes to effective classroom management

The participants agreed that classrooms with discipline problems are the cause of poor results. Teacher participants implemented preventative strategies to optimise learning and attain educational goals. They identified the following three preventative strategies to keep learners engaged in the activity, namely instructional strategies, lesson planning, and formulating rules, routines and procedures.

5.4.3.1 Instructional strategies used by teachers to keep learners engaged in the activity

It was clear that teacher participants structured their lessons using effective strategies to aid with constructive discipline. One of the ways they optimise learning is by varying the activities and engaging the learners so that they do not become bored and frustrated. Learners engage in a lesson *'which is more interactive ... where he or she is busy, engaged in an activity and at the same time there are fun lessons'* (Teacher A2). In addition teachers *'use colourful media ... the projection of educational games ... captivates learners through the use of colour, visual and*

audio effects' (Teacher A2). One teacher mentioned that in order to help learners develop mathematical skills, maths 24, snakes and ladder, addition and subtraction games, multiplication and card games are made available to learners. *'For maths 24, learners could work in groups or place the cards on the table. The objective is to see which learners could get through the 24 first. This could assist in identifying learners that are quick in learning the game and also get these learners involved in competition'* (Teacher A2). Participants were of the opinion that these interactive media not only improve learner attention and concentration but also enhance the quality of constructive discipline.

The cognitive level of learners is taken into consideration before trying to engage the learner in the activity. If there is no connection between the level of the learner and delivery of instruction then learners tend to experience problems trying to connect with the learning material. *'Therefore the teacher must be simple in the delivery of instruction'* (Teacher A1). Furthermore, detailed instructions are given to learners which often become routine. The instructions include the objective of the lesson and step by step guidelines on the introduction, activities and conclusion of the lesson. Teacher participants emphasised that it makes it easier for learners to achieve their goal and gain skills and knowledge if they are aware in advance of the quantity of time allocated for the activity. At the start of the lesson an enquiry is made on how knowledgeable learners are on the subject matter. *'We cannot assume that a learner is a blank slate and thereafter start teaching the rest of the learners'* (Teacher A1). Learners become bored if activities included in the lesson plan do not take into consideration the cognitive level of learners or if the delivery of instruction lacks simplicity. This impacts negatively on teaching and learning and teachers cannot have order and discipline in the classroom.

Cooperative learning or group work enhances social skills and encourages learner responsibility. Participant learners reported that they prefer *'interactive lessons where we get to give out the answer ... not just writing notes'* (Learner C11). One participant teacher mentioned that to achieve a common goal *'every member of the group must have something to do and every one must be involved'* (Teacher A3). Apart from being assigned a duty to perform, learners also enjoy discussing issues and accessing the learning content while engaging in the activity. Participant teachers agreed that learners also respond positively to choral activities or recitation, response

cards, reading of poems and stories. *'Recitation as an instructional strategy is often used during reinforcement of concepts'* (Teacher A3). These stimulating activities assist in the creation of constructive discipline and as a result maximise learner engagement during instruction time.

In order to make lessons meaningful a wide selection of resources is projected into the lesson. *'Different resources are used in the junior primary classrooms, for example, the use of real objects, charts, fraction pieces'* (Teacher A3). Participants established that resources brought by learners reflected their background and interests and was taken into consideration when developing lessons. *'Illustrations of learners' work are displayed demonstrating their creativity'* (Teacher A2). Participant teachers affirmed that effective teaching and instructional strategies present in every constructive setting is used to improve the academic performance of learners. Learners are motivated to engage in the learning activities instead of exhibiting negative behaviour.

5.4.3.2 Lesson preparation

The research findings revealed that by intensifying the preparation of lessons learner involvement is maximised. With learner engagement, instructional time increases and new learning opportunities are created. Furthermore the participants acknowledged that although lesson plans are time consuming they do epitomise the degree of discipline in the classroom.

If learners are actively engaged in the task then it is difficult for them to engage in inappropriate behaviour such as talking to other learners, leaving their seats, ignoring instructions or playing with stationery. To engage learners meaningfully, *'teachers must be thoroughly prepared'* (Teacher A3) and the teacher *'needs to ensure that at the beginning of the lesson learners are well informed about the activities and the possible outcomes of the lesson'* (Teacher A2). In this regard one participant mentioned that *'we need to be creative in our planning of our lessons ... I need to get their [learners'] attention ... our learners are technologically minded and creativity with technology plays a major role in preventing discipline problems'* (Teacher B3). Teacher participants were of the opinion that if you have a variety of activities and vary your teaching style you will capture your learner's attention as well as get them motivated and excited. *'If you*

perform the same thing every day and expect it to work, it is not going to work' (Teacher B6). Participants revealed that they provided activities such as reading material, fun worksheets, crosswords puzzles, maths games for learners who finish the activity expeditiously. Teacher B4 pointed out that with regard to high achievers, *'we also ensure that our high flyers are not neglected. We provide them with enrichment activities once they finish their activity or work at a faster pace or they get bored in the classroom.'*

Participants agreed that a positive classroom climate is created by taking into consideration factors such as the varying abilities of learners, learners' home environment, learning barriers, the time of day for the specific period, and also the availability of learning material. It was clear that the effort that was put into the planning of lessons decreased the need for disciplinary measures and helped learners to develop self-discipline. This as a result led to discipline and order in the learning environment.

5.4.3.3 Formulating rules

Findings from the research revealed that participants utilised preventative strategies rather than punitive disciplinary measures to curb problematic behaviour. The formation of rules was seen by participants as the key preventative measure to help learners to decide on what is appropriate and inappropriate behaviour. In this regard it was pointed out that the teacher does not become autocratic to the extent of writing down the rules and stating *'right you have the following'* (Teacher A1). Instead it was important to involve the learner in *'formulating the rules and then they would cooperate because they are involved in the decision making'* (Teacher B3). In this regard a participant teacher added that *'it is not necessary for them to make rules to suit their needs but to make themselves comfortable in a situation where learning and teaching takes place'* (Teacher A1). Furthermore *'emphasis is placed on structure and knowing one's boundaries for even in a family set up there are limits'* (Teacher B8).

One participant stated that *'it is obvious in any democratic country the first rule is derived from the constitution. Any law in classrooms as well has to be in line with the constitution which is based on the principles of democracy'* (Teacher A1). Democracy gives you the right but attached

with it is responsibility and consequence for your action. *'So when you are building a classroom environment, you need to allow for a certain degree of consultation with the learners in the class'* (Teacher A1). To this code of conduct Teacher B4 added that their approach was to *'ensure that democratically we lay down our rules together with the learners and if they are familiar with that then it is possible to move forward'* (Teacher B4). Learners followed rules which make sense to them. One of the participants acknowledged the importance of ensuring that learners take ownership for good behaviour by involving them in the formulation of classroom rules and regulations. The teacher emphasised that one is not going to get the full co-operation of the learner unless the learner is involved in the formulation of the rules and consequences for transgressing. *'They are more likely to co-operate although not fully but most of the time'* (Teacher A2).

During the interviews learner participants enlightened the researcher on the procedure which was used in formulating rules for their classroom. *'We sat around the table and we talked about rules and having a good classroom'* (Learner C9). *'Brainstorming the problem areas was also part of the process'* (Learner C7). Learner C8 pointed out that the *'teacher discussed with the learners some of the problems they experienced'*. Thereafter they worked out the rules that applied to their classroom. Learners were given the opportunity to respond if they had a problem in terms of the acceptance of rules. Rules are kept to a minimum of five and linked to the whole school discipline plan. The learners were orientated and the rules became official. One learner recalled that the *'teacher worked hand in hand with us [learners] to come up with the classroom rules and we were all happy'* (Learner C5).

Learner participants reported that they have a structured discipline policy and any case of misdemeanour is non-negotiable. Learners found transgressing any rules receive demerits. *'If we talk continuously or break the rules we sit in detention or our parents are called to school'* (Learner C4). Learners are constantly reminded about the rules each term. One teacher pointed out *'regularly reinforce what needs to be done, how it needs to be done, and what are the repercussions'* (Teacher B7). This reminder is necessary because some teachers allow certain types of behaviour while others do not and this brings disorder to the classroom. Teacher participants agreed that although rules were implemented, enforcing consequences for

inappropriate behaviour was not consistently and constantly applied, but represented mere threats in many instances. With regard to these mere threats not manifesting in action taking, one participant teacher emphasised as follows: *'We are always doing it... You know I am going to put your name in the demerit book and I am going to give you demerits ... but we do not do that, or.... I am going to write to your parents'* (Teacher B5). Teacher B6 indicated that learners do not want parents to be informed of their ill-discipline and would rather be dealt with or punished at school. One of the ways to curb problems is to inform parents as soon as the discipline problem occurs. Teacher B1 stated that *'the strategies you want to use as a teacher is the demerit system, code of conduct, continuity in enforcing rules, reminding consistently that this is what we expect from learners.'*

It was clear from the data obtained that the formulation of rules is one of the preventative strategies used to construct a disciplined environment. If the discipline policy is compiled correctly then learners and teachers will take ownership of it. Eventually rules will determine the effectiveness of the learning environment.

5.4.3.4 Routines and procedures

The learning environment has to be highly structured for constructive discipline to be present. Participant teachers implemented procedures which addressed aspects such as arriving in and exiting the class, making transitions, turning in homework, going to the sickroom, late coming, distribution of books, office referrals and going to the restroom. These procedures were pre-planned, implemented and consistently monitored.

Entering the classroom

The findings from the research revealed that learners follow standard procedures at the start of the day for the following actions: entering the classroom, during seating, morning duty, movement to specialist rooms such as computer room, media centre or science laboratory, requesting assistance and distribution of books. The findings also revealed the concerted efforts of fostering appropriate behaviour relating to being polite, acting considerately towards fellow

humans and taking responsibility for a clean and neat environment. All of these are done by applying constructive discipline strategies that ensure order and symbiosis in a civilised micro-environment.

The day begins *'with assembly and thereafter we line up, girls and boys on separate sides'* (Learner C11). Line formation is compulsory outside the classroom and when entering the classroom. *'Learners cannot enter their classroom without being organised, they have to wait in two straight lines, according to height order'* (Teacher A3). The girls enter the classroom first and then the boys. Thereafter *'learners position themselves in readiness for greeting when their teacher or any other staff member enters the classroom'* (Teacher A2). *'After greeting the teacher, the register is marked and then the learners automatically start to count'* (Teacher A3). Furthermore when learners are dismissed for break they leave the classroom row by row, form their lines and move towards the school grounds.

Learners are in charge of different duties. They *'arrange and clean the classes'* (Learner C3) in groups. *'Windows are opened to ensure that sufficient light enters the class'* (Teacher A1). Noise made while moving the classroom furniture is kept to a minimum. *'Before breaks and prior to going home we [learners] make certain that the classroom is neat'* (Learner C5). *'Litter must be picked up so that our classroom stays neat'* (Learner C4).

All classroom duties are *'assigned to specific learners who are capable of carrying out the given task'* (Teacher A1). *'Even if a learner experiences problems, they need to be well informed of the routine and procedures'* (Teacher A2). Overall there are *'fixed structures and rules to assist with the instructions'*. Subsequently, these structures are not haphazardly done. Teacher participants have set procedures regarding movement and request for assistance. *'There are simple clear guidelines for learners to follow'* (Teacher A1). *'The routine of the learner raising his or her hand to get attention ensures that learners do not walk out of their places unnecessarily. A learner leaving his or her place will result in discipline problems'* (Teacher A2). Furthermore *'before leaving the class we must have a permission card in our possession'* (Learner C5).

Procedure for sickroom

The findings from the research revealed that teachers have a set procedure with regard to the use of the sick room. The sickroom is a temporary housing for the sick for '*germs breed rapidly*' (Teacher A1). This set procedure is focused on rules and regulations to sustain the physical health of all learners and to provide additional teaching and learning assistance to learners recovering from illness.

Participants provided information on the procedures implemented in the classroom. The class teacher or subject teacher identifies the learner '*that is genuinely sick*' (Teacher A1) or if a learner is unwell '*we tell our teacher*' (Learner C11). *The learner is sent to the office with a sick note* (Teacher 3). The teacher provides relevant information by '*writing a sick note to explain the symptoms*' (Learner C3). Learner C4 pointed out '*we do not go to the sickroom frequently, only when we are really sick.*' Learner C8 added that in her class normally '*the teacher takes the learner who is sick to the office*'. Hence, the teacher has to '*personally bring the learner to the school nurse*' (Teacher A1).

A member of the administrative staff or the school nurse monitors the learner and '*if the learner is very ill the parent is phoned and the learner is placed in the sickroom until the parent comes*' (Learner C2). Also if any person discovers that a learner is sick, the learner is taken to the office. '*We are not permitted to keep the learner in the school the entire day neither are we permitted to administer any medication. It is against the education policy. So you are now placed in the situation where you have got a learner that is sick and the learner is left the entire day at school and without medication the learner's condition may get worst*' (Teacher A1). Parents are immediately contacted and the parent is advised to take the learner to the doctor or the hospital. Subsequently the '*school management makes sure that the learner receives proper medical treatment at home and follow up is done*' (Teacher A1).

One learner mentioned that if a learner is unwell to come to school '*go to the doctor and try and get a cure for your illness because you do not want the illness to spread to the rest of the class*' (Learner C4). Learner C3 explained the arrangement with regard to the number of days absent

from school owing to illness. The arrangement related to the regulation that learners, *'if they are absent for more than three days they bring a doctor's note'*. When learners are absent from school for a period of time they are provided with extra, additional support to complete their work. In this regard Learner C7 reported as follows: *'When the learner comes back after being gone for long the teacher allows him to complete the notes or if there is a test or exam ... to photocopy the work'*.

Use of rest room

Participants revealed that the first few days at the beginning of the new school year is crucial with regard to practising routines and following procedures. These routines and procedures are pre-planned and implemented. In all trained classes the learner visits the toilet during breaks. Should a learner want to go to the toilet during instruction time, *'the routine is to raise his or her hand and wait to be spoken to by the teacher unless it is an emergency'* (Teacher A2). *'When a learner wants to go to the toilet or is very thirsty the teacher sends him with a permission card to the taps or the toilets'* (Learner C11). Learners are also requested to carry their water bottles to school.

A common problem brought to light during the research is that learners choose to use the rest room often during instruction times. To counteract this tendency impacting negatively on instruction time, participant teachers encouraged learners to utilise the toilet during the breaks. On the other hand *'there are learners with medical problems who should not be deprived'* (Teacher A1). During an emergency learners raise their hands, and then receive permission from the teacher to visit the rest room. Hence, *'maximum time is spent on learning activities... routines and procedures really help maintain discipline'* (Teacher A2).

Requests and referrals to the office

According to the participants, if a learner transgresses any rules then the approach is correctional rather than punitive. The findings from the research revealed that teachers are faced during instruction time with problems such as excessive talking and noise, movement, sleeping, creating opportunities to leave the classroom and demonstrating a lack of interest. If the discipline

strategies used by participants fail then the learner is referred to the Head of Department. Parents are informed of the learner's inappropriate behaviour. *'Teachers often need help from the parent because discipline begins at home ...occasionally we are forced by circumstances to call the parent to school'* (Teacher A3).

Participants also indicated that learners often proceed to the office to visit the sickroom, hand over absentee files, collect stationery, purchase uniforms or pay school fees. If a learner is sent to the office the teacher sends a note granting permission. Furthermore *'if the learner needs to go on an errand, the learner is given a permission card or note from the teacher'* (Teacher A2). *'We get permission cards, without that we are sent back to our class immediately'* (Learner C11). *'If there is a big problem the teacher sends us to the Principal or the Deputy Principal'* (Learner C8). One participant teacher mentioned that *'it is not easy to discipline young learners and it does not mean that you can change a learner's behaviour'* (Teacher A3).

It was clear that participants followed set procedures regarding office requests or referrals. Permission was needed from class teachers before visiting the office or if the learner has taken ill, or has been involved in serious misdemeanours. If procedures are not followed it impacts on the quality of constructive discipline.

Distribution of books

Participants were of the opinion that effectively implementing procedures such as the passing out and collecting of books can make a difference when conducting a lesson effectively. Learner participants agreed that for the procedure to work the teacher needs to monitor the distribution process consistently. *'Each class has two or three learners to pass out books and after the lesson is over the learners collect the books and place them neatly in the labelled cubicles'* (Teacher A3). The use of labelled cubicles helped with the distribution of books and benefited even the younger learners in the junior classes.

Learner C4 explained the procedure with book distribution in their class, namely that they have *'four learners, two to pass out and two to collect the books'*. Books are *'passed and collected at*

the end of each period but if we are learning for a test the books are collected the following day' (Learner C4). The learners' books '*remain with learners*' when furnished with homework (Learner C3). The implementation of rules and regulations with book distribution is not only conducive to order and sufficient time for instruction in the classroom, but also serves as motivation and praise for behaving responsibly. In this regard it was pointed out that at the end of each term the duty of distributing and collecting books is swapped so that all learners have an opportunity to perform a task. One of the learner participants pointed out that '*it is a privilege to be given a task in class ...if you misbehave your duty is taken away*' (Learner C3).

Participants found that the task of distributing and collecting books can be carried out automatically and smoothly if learners on duty know what is expected of them. This efficiency supports and strengthens constructive discipline.

Procedure for emergency or crisis situations

Participants agreed that learners need to follow procedure when faced with an emergency situation. As a result of effectively communicating the procedure, danger and disruptions are minimised while learners are guided through the transition.

From the focus group interview with learners it was clear that learners are familiar with procedures in times of crises. In the case of '*an emergency or crisis we must remain calm and be in control of the situation*' (Learner C5). An evacuation drill was carried out to familiarise learners with the procedure. Learner C4 explained that during drills they are taught to '*leave our stuff and quietly line up outside our classroom in height order*'. The monitor's responsibility is to take the evacuation register with him or her and assist with the evacuation. '*Once we learners are moved safely to the far end of the school ground the teacher does the roll call*' (Learner C4).

Teachers prepare learners for emergencies that may arise. '*If there is an emergency or crisis we must not scream, shout or run*' (Learner C5). '*It causes a state of panic, causing others to trip and fall*' (Learner C3). '*We must report the problem to the teacher or we must evacuate the class leaving our belongings on the desks*' (Learner C9). '*If there is a natural disaster we move under*

our desk to take cover or move to the school grounds' (Learner C7). Learners are instructed to *'remain calm if there is a crisis in the classroom'* (Learner C1).

It was clear that learners were aware they may face a crisis situation at any time and therefore need to follow procedures. The exit to safer grounds, the marking of the evacuation register, the arrangement of lines, and creating a condition of calmness among learners reduced the confusion and panic in learners which contributed to the sustaining of order and eventual sustained teaching and learning.

Late coming

The general feeling among the participants was that late coming affects the quality of work and therefore learners must be punctual to participate in the organised activities. Teachers felt that they were preparing the learner *'for the real world and we need to instil proper values in our learners'* (Teacher A1). Many learners arrive late, miss the morning assembly and at times the start of the first period. If there is a pattern of late-coming the teacher assesses the situation and consults with the parent. *'If it is a transport problem, then it needs to be rectified'* (Teacher A1).

Prefects are *'doing late coming duty on a daily basis at the gates'* (Learner C11). Late coming incidents are recorded in a journal and a letter of enquiry is sent to the parent. The letter indicates the time the learner presented himself or herself at school and parents are requested to provide reasons for the learner's late arrival at school. *'Our parent signs it and thereafter it is handed to the teacher'* (Learner C1). *'In our class our teacher talks in private so that the learner does not get embarrassed'* (Learner C4) and *'our teacher always investigates reasons for being late'* (Learner C6). At the junior primary level *'late coming is not severe. It does happen occasionally with a small number of learners coming from the outskirts of the town'* (Teacher A3).

Participants agreed that learner punctuality and attendance is crucial for learner engagement in the learning process. Parents were made aware of the problem of late coming and its effects on the learning process.

5.4.4 Teacher preparedness and adequate knowledge of the subject matter as prevention of behaviour problems and encouragement of positive learner behaviour

Participants found that effective instructional strategies helped prevent academic and behaviour problems and increased learner achievement. If the teacher is not well prepared at the outset of the lesson, he or she is going to *'fumble with getting the attention of the learners'* (Teacher A2). Effective instructional strategies impacts positively thus ensuring constructive discipline in the learning environment.

An aspect of classroom management which is *'extremely crucial is lesson planning'* (Teacher A2). The following is taken into consideration when planning a lesson: *'introduction, activities, capturing learners' attention and taking into account the likes of learners'* (Teacher C6). Participants agreed that a captivating introduction allows learners to settle down. In this regard Teacher A2 emphasised the value of using an ice breaker to ensure that learners pay attention. She explained as follows: *'An ice breaker captures the learners' attention and sets the tone for the rest of the lesson'* (Teacher A2). Once a pattern develops, it is noticed that learners *'become well prepared in terms of the expectation of a lesson'* (Teacher A1). One participant mentioned that teachers should always anticipate the outcomes when planning their lessons. She explained that it is very important to bear in mind *'when planning your lesson what are you going to achieve or what you hope to achieve by the end of the lesson'* (Teacher B2). Participant teachers use *'modern methods of teaching'* (Teacher A2) to access the curriculum and to supplement the existing didactical resources with the *'interesting workbooks from the Department for most of the subjects'*. Teacher A3 confirmed this approach of supplementing existing learning material by emphasising that *'the library centre is also adequately stocked with resources which can be incorporated into the lesson plan'* (Teacher A3).

To arrange for constructive discipline in the sense of ensuring that each and every learner is meaningfully involved in the lesson, the teacher needs to ensure that *'lessons are tailor made to suit all levels of learners in the classroom'* (Teacher A2). Lessons must be structured to suit *'the learner's experience and must not be totally strange to what the teacher is talking about'* (Teacher B6). In this regard participant teachers shared the opinion that teachers should *'build on*

what learners know and thereafter move to the unknown' (Teacher B6). Factors which a teacher has to consider are *'the demographics, where learners are coming from, what they know and the objectives of the lesson*' (Teacher B2). If the teacher knows that the learner comes from a poverty stricken area then he/she will plan a lesson to accommodate the experiences of those learners. Also the economic situation *'that this learner comes to school without eating or bringing lunch or the socio-economic background that the learner comes from a broken home*' (Teacher A1) needs to be considered for lesson engagement. It was clear from the interviews with teachers that they were in agreement that teachers have to know their learners' socio-economic background thoroughly before preparing a lesson.

Teachers often prepare lessons with which the learners cannot identify. The priority is to make sure that learners show interest in what is being taught. There is *'no reason to prepare a lengthy lesson*' (Teacher B7). One participant in particular mentioned that *'how deep you proceed into the curriculum delivery is left to the teacher*' (Teacher A1). Sufficient content is needed to stimulate the learner and to *'allow for free discussion, otherwise the learner suffers*' (Teacher A1).

Being knowledgeable of the subject is the best discipline tool and aids in the formation of constructive discipline. Participants revealed that if teachers know what they are talking about *'learners respect you for that but when you go over there and fumble and then they say this sir does not know himself*' (Teacher B3). One participant also mentioned the well-developed judgemental abilities of learners with regard to good quality teaching in that *'children are innocent but accurate in their judgements ... they can size you up in a minute... this teacher is going to be messing around*' (Teacher B2). Closely related to learners' ability to evaluate the teaching abilities of their teachers are their competencies in accessing and using the internet for acquiring subject-related content. In this regard participants pointed out that it has been discovered that *'some learners in our classes are fully aware of the content being taught and often log into the internet and search the websites*' (Teacher B4). The concern is how many of our teachers *'actually search the internet and for additional information and how the additional knowledge impacts on the subject*' (Teacher B6). Teacher B5 reports that she always does her research prior to teaching. *'I did the national anthem the day before and before I could give that*

worksheet to them I researched. There were some questions I did not know the answer so I went onto Google got the information, read, understood it and taught it to the learners. They were so impressed because most of them did not know the significance and how they incorporated the anthem of the past and present’ (Teacher B6). If a teacher knows what he or she is doing for the day then that will eliminate any problems. ‘Bottom line we are role models to learners and they look up to us and we should not embarrass ourselves by not knowing our subject matter’ (Teacher B3). In addition, ‘if the teacher is excited about the subject matter then the learners are engaged with the teacher and the content’ (Teacher B8).

Related to having expert knowledge of their subjects, participants pointed out that teacher preparedness includes the importance of taking into consideration the concentration ability levels of learners. Learners easily access the content when tasks are broken into smaller tasks. Furthermore lessons which allow learner interaction appeals to learners and is taken into consideration when preparing lessons. One of the participants mentioned that she does not *‘spend much time on discussion because you tend to lose them halfway through the lesson’ (Teacher B8)*. Teachers also need to take into consideration the comprehensive conditions prevailing that relate to the lesson to be conducted because when learners *‘come into the class after physical education lessons, it is difficult to sit down and concentrate’ (Teacher B8)*. If the task involves critical thinking the teacher then performs that exercise during the earlier periods. For this reason the teacher prefers to have language lessons in the morning. During the latter part of day the learners are generally tired and they cannot concentrate. Teacher participants pointed out that a teacher has to *‘captivate the interest of the learner and if it is irrelevant there is going to be discipline problems’ (Teacher A1)*. Learners are of varying abilities and therefore *“one needs to understand that every learner is unique’ (Teacher A1) and ‘cater for multiple intelligence levels in the classroom’ (Teacher A2)*. Learners may be *‘placed in groups but where necessary the teacher should concentrate purely on the ability of the individual learner’ (Teacher A1)*.

Teacher preparedness for the specific lesson may be assessed in terms of learner work quality, learner assessments, attitude, and content of the lesson, relevance and time. When the lesson is completed the teacher needs to evaluate learners and rate them according to those learners who understood the sections and those who need help *‘so they can have extra help or the lesson could*

be re-taught' (Teacher A2). Learners who finish their work speedily are provided with enrichment exercises and remediation is attempted after testing a section. Homework for learners is generally a *'small piece of work to ensure that there is consolidation of work'* (Teacher A2).

With regard to the importance of teachers having good lesson management skills Teacher A1 stated that the *'underlying principles of management of classrooms rest on the principle of effective teaching'* and if you do not have proper management skills you tend to lose out in terms of instructions. *'It is absolutely necessary for the teachers to be well prepared in the morning and at the same time manage the teaching situation to the best of their ability using rules and regulations'* (Teacher A1). In classes *'where the teacher is thoroughly prepared, you will notice that those classrooms are silent. There is a certain degree of noise level which will be classified as good noise where healthy discussion is taking place, where the actual lessons are well directed and well planned'* (Teacher A2). Participant teachers agreed that *'there is a direct correlation between being well prepared and managing one's class well and with healthy discipline. One compliments the other'* (Teacher A1). *'Problems such as misbehaving, getting up from their seats, visiting the rest room, speaking without permission can be avoided if learners are fully occupied'* (Teacher A3). There are times when learners misbehave, often seeking individual attention which is exacerbated by a large number of learners in one class. Unfortunately teachers *'can only work with one group of learners at a time'* (Teacher B8).

It was clear from the research findings that constructive discipline is ensured through preparing effective lessons with introductions that capture learners' attention immediately, use of effective resources, physical proximity of the teacher, in-depth research of subject matter, evaluation of lessons and inclusion of remediation enrichment and homework activities to ensure that optimal learning is achieved.

5.4.5 Learner motivation

According to the participants, highly motivated learners seek opportunities to display their talents and interest while developing high self-esteem and confidence. Environments that are conducive

to such developmental possibilities for learners relate closely to developing and sustaining a climate of constructive discipline.

5.4.5.1 Extrinsic and intrinsic motivation

Teacher participants at the research site displayed positive relationships with their learners even though some of them are boisterous at times with regard to maintaining discipline. Learners are praised and motivated consistently. When learners achieved good results and came up with *'innovative and creative ideas and ask for suggestions teachers always reward them with positive words'* (Teacher A2). Teachers also awarded tokens such as a certificate, stickers, sweets, or chocolates to learners. In most cases a *'well done or congratulatory message or comment'* (Teacher A2) given to the learner also motivates the child. Similarly *'posting the learners' work up on the wall'* (Teacher A2) is another means of encouraging and motivating learners.

Positive reinforcement, can take the form of a *'thank you, a hug, a bit of extra time in a subject for example art'* (Teacher A1). Recognition must be given by the teacher when it comes to behaviour change, *'If it is not recognised it will definitely lead to bad behaviour but if you reinforce simple good behaviour you will notice that they will become better in the process'* (Teacher A1). The importance of maintaining a school climate in which learners know that their good work and behaviour will be acknowledged was emphasised by participant teachers as being crucial. In this regard Teacher A3 explained as follows: *'We praise them, we give the rewards. If a learner has done well for example, gained total in a spelling test, the learner knows that he or she will get a gold sticker'* (Teacher A3). A board with learners' names is posted at the back of the class where *'stickers are attached for good progress or behaviour'* (Teacher A3).

Learner participants shared some of their experiences during the focus group interview session. One participant mentioned that *'you get stars in your books which encourage the learners to do more'* (Learner C11), while another informed that *'our teacher tells stories to help motivate us and to help us believe that we can do the work'* (Learner C5). Another learner participant emphasised that learners enjoyed the learning security at the research site. They are assisted additionally when encountering problems with learning. Learner C2 explained as follows: *'If we*

are having problems to understand our work our teacher calls us to her table to explain the work to us' (Learner C2). Learner participants also pointed to their teachers' efforts of ensuring interesting and exciting learning situations. Learner C9 explained that their teacher *'makes it fun for us to learn by playing games with us'*. Another learner participant emphasised their teacher's approach of motivating learners by pointing to the efforts of disabled people achieving well in relation to people not being disabled. In this regard Learner C9 explained that their teacher *'shows us projects done by people who are disabled and that inspired us to do more stuff'* (Learner C7). Furthermore one learner participant also shared that in their class they have *'a thought for the day and it motivates our class to do better'* (Learner C7). It was clear from the interviews with all participants that teachers at the research site practise intrinsic and extrinsic motivation by using a variety of methods and incentives so that constructive discipline is sustained in order to arrange for optimal learning conditions.

5.4.5.2 Motivating learners through the assignment of duties

Participants agreed that learners are motivated through the positivity which emerges from entrusting duties and responsibilities to them. Learners *'build their own character in terms of being responsible about things. You can also praise them for the way they carry out their responsibility. That motivates other learners'* (Teacher B5).

Encouraging and motivating the quieter, shy learners is the responsibility of the teacher. It is important to rotate duties so that the less confident and the learner with low esteem may be given an opportunity. One of the participants pointed out that one learner in the Grade 6 *'is very reserved but I always try to give him duties'* (Teacher B3). Also with group work, you know the quiet learner can be later identified as a leader. They may seem more *'confident in a group activity than being alone and singled out to do a specific duty'* (Teacher B4). Teacher B5 added further that he usually gives the duty of being a monitor *'to the poorly behaved learner and I rotate it with them. They are so excited and they become better learners'* (Teacher B5).

Teacher B1 pointed out that he has a *'personal relationship with each and every learner'*. It is important that to *'know each and everyone's likes and dislikes'* (Teacher B5). Participants found

that with the ones that are not so well behaved, you tend to anticipate problems and you are prepared for these learners. To develop learners' leadership skills as well as their self-esteem learners are given an opportunity to attend a leadership camp. The quieter learners during camp enjoy interacting with the counsellors and staff and are able to perform their tasks responsibly. You see a different side of the learners on camp. They tend to behave and react differently in a rigid, strict and disciplined environment. Given the opportunity the *'quieter ones could rise and shine'* (Teacher B3) and knowing them is *'the amount of time spent with them'* (Teacher B6). There are so many teachers who *'see their learners for one period and it is difficult to spend quality time with these learners'* (Teacher B3). Participants pointed out that there is a small percentage of learners who have leadership qualities and others love to have the opportunity. To overcome this teachers try different tactics. Having smaller classes helps and rotating duties at least every term to include as many learners as possible is a good strategy. In this way the teacher *'gives the learner the opportunity to be involved in the different duties and to work out their differences.'* Teachers may not realise that *'the person on duty in the last term might be the best'* (Teacher B6). With regard to leadership skills and being difficult to identify these skills easily in learners that are introverts, participant teachers were in agreement that *'the quiet ones just surprise you when they get to do their duty... they just shine ... and with regret you say why did I not give this learner the opportunity'* (Teacher B2).

Teachers meet throughout the year to discuss learner progress, remedial problems and strategies for learners' progress and development. The importance of regular communication between teachers about learners' progress and especially also their progress from one year to another was emphasised and explained by teacher participants. One teacher participant stated that *'continued cooperation from junior and senior primary teachers is needed with regard to learners as they move from year to year'* (Teacher B6). Teacher participants emphasised that during such orientation meetings between teachers however *'we tend to concentrate on the academic work all the time. We do not tell the teacher that this learner needs a certain amount of support ... he needs to be sustained ... this is what the learner is capable of or this learner can barely file all his stuff properly'* (Teacher B3). It is however very important that this additional information on learners also be conveyed between teachers so that teachers teaching these learners in following years understand what their modus operandi should be with individual learners. In this regard

Teacher B4 explained that *'if you mentor your learners in class and are teaching them those things, then you are entrusting them with that duty, ensuring leadership skills as well'*.

With regard to leadership-related duties assigned to learners and according to Teacher B1 learners enjoy *'handing out books, putting on charts, opening the windows, and being involved in other classroom duties'* such as distributing worksheets, arrangement of desks and litter control. Participant teachers were in agreement on learners' positive approach to classroom duties by means of which learners can practise their leadership skills. Participant teachers pointed to the different classroom management tasks which learners are eager to fulfil: *'They love cleaning the class'* (Teacher B1), *'putting up charts'* (Teacher B3), *'errand duty'* (Teacher B2). *'They like to be in charge of their teacher's stuff, bag, table and cupboard. It makes them to feel good about themselves'* (Teacher B7). *'Some of them like to be the treasurer in the class. You have a few learners who love to work with finances'* (Teacher B6). *'They do their duties to impress the teacher, to be proud of them, to show his or her teacher I can do this duty'* (Teacher B7). *'When they line up outside the classroom, learners are in charge of lines as well, one in front and one at the back of the line'*(Teacher B3).

The platform for constructive discipline is created and sustained by increasing learner motivation through providing learners with opportunities to take responsibility for different classroom activity assignments, rotation of these duties and encouraging duty execution through group work. Opportunities are created for the less confident learner, the shy quiet learner to interact with other learners of varying personalities, abilities and talents in group activities.

5.4.6 The role played by the school management team in the development of teachers as managers of constructive discipline

It was clear from the interviews with teachers that the school management team at the research site trains novice teachers who have entered the profession recently and who are inexperienced in this specific environment. The main objective is to assist teachers to become leaders and to develop classroom management strategies that would assist in maintaining discipline and order for optimal learning conditions.

5.4.6.1 Training of novice and inexperienced teachers

It was clear from the empirical investigation that teachers at the research site receive training on aspects such as the creation of a learning environment, establishing and sustaining rules and procedures, developing strategies to deal with behavioural problems, preparedness for each lesson, adequate knowledge of the learning content and preventative discipline. Participant teachers pointed out that novice teachers are inducted into the system since many of them have arrived with minimum skills on how to manage the classroom effectively. The novice teacher is introduced to the general aspects of school life and a study of the '*Educators Act*' (Teacher A1). The importance of a proper induction programme for managing constructive discipline and contributing to an orderly environment conducive to teaching and learning was evident because when assessing teachers you still have the opportunity of '*attaining subject advisors but the first step will definitely be induction*' (Teacher A1).

Teacher participants pointed out teachers function at different levels. There are teachers who manage their classrooms properly but this is not necessarily based on experience. You may get a new teacher coming into the system, well trained, who has a passion for the job and may be able to manage the classroom better than the teacher who has been in the profession for many years. In general, however, it was observed that not all teachers '*are trained adequately in terms of management of classrooms*' (Teacher A1). In certain instances teachers who studied through correspondence colleges and because of its short duration in terms of teaching practice and experiential methodology are not adequately prepared to become effective teachers. In these circumstances '*the study that they have obtained is based purely on theoretical knowledge. Therefore when you enter those classes you find that management problems are added compared to those teachers that have gone through proper training*' (Teacher A1). One of the teacher participants pointed out that one of the main problems is that a large percentage of teachers study through correspondence colleges and '*have not gone for adequate practical teacher training*' (Teacher A2) as opposed to students from teacher training centres who complete their practice teaching adequately by being assessed by tutors or lecturers. These student teachers '*learn the classroom management techniques and what is expected*' (Teacher A2).

Teacher B8 pointed to the crucial value of the support from school management for all teachers, because teachers want to feel that they are valued and not alone in any given situation. It was stressed that at the research site, teachers always have the assistance of the school management team. In this regard Teacher B8 explained as follows: *'We have an open policy with our managers which are quite refreshing. We are always encouraged to come forth with any issues that we have to share. It is a learning process both ways not just from one level'*. One teacher participant pointed out that management members hold a number of workshops on classroom management and teachers are assisted by their peers and the Heads of Department on issues concerning discipline and order in the class.

Participants revealed that they act as mentors and guides until the teacher is absorbed into the system. The open door policy allows teachers to reflect on the classroom practices so that discipline problems and learning can be optimised in the classroom.

5.4.6.2 Monitoring and evaluating teachers

At the research site the monitoring of teachers for the sake of ensuring constructive discipline for optimal learning takes place at different levels. In this regard *'the core function of the HOD is the delivering of lessons and assessments at school level'* (Teacher A1). To support this statement by Teacher A1 the other teacher participants confirmed that the first level of contact is between the Head of Department and the teacher. Pastoral care is administered whereby the teacher is first given the necessary knowledge and skills on how to function at school. Thereafter the teachers are then released at different levels. They are monitored on a daily basis formally and informally by senior management. Heads of Department visit the teacher at several times per year, depending on the developmental needs of the teacher. Requests for teachers' records are made to ensure that all the planning is done for the term. There are also visits of an *'unannounced nature by the Head of Department, Deputy Principal or the Principal at any given time'* (Teacher A2). Participant teachers were in agreement that from such appraisal initiatives, and in terms of classroom practice *'it gives you general knowledge in terms of whether the teacher knows the curriculum, classroom delivery, discipline and school rules'* (Teacher A1).

Observation is carried out informally to check whether learners are *'fully occupied, learners are disciplined and work is being done in the classroom'* (Teacher A2). Every morning before the start of the school day every teacher has to submit a daily lesson plan. The lesson plan includes resources that a teacher is going to use, for example, if they are going to teach the concept of capacity, they ask the learners to bring empty containers. Senior management and Heads of Department visit the teacher *'to observe lessons, classroom setup, cleanliness, discipline and routines'* (Teacher A3). With regard to theory and practice, and implementing what is stated on paper, one teacher participant pointed out that many teachers have wonderful books and files in terms of their lesson plans but in terms of practical curriculum delivery or lesson delivery they do struggle at times. The reason for this ambiguity relates to *'large numbers in the classes causing potential discipline problems which affects teachers' performance ... the curriculum sometimes suffers and is not accomplished'* (Teacher A2).

Monitoring and evaluation of teachers take place throughout the school year through observation, records, learners' work and assessments in the form of audits, class visits, analysis of results, learner feedback. There are support structures in place for teacher development. The department strategy of evaluating teachers according to the Integrated Quality Management System (IQMS) is in operation at the research site. The school uses IQMS as a tool to determine the development needs of individual teachers. Audits are administered at different levels at the school. The Head of each Department (HOD) in collaboration with senior management monitors and evaluates the teachers according to a list of criteria which includes aspects on the classroom environment, lesson presentation, assessments, teacher records and learner workbooks. The HODs in collaboration with the school management team also provide pastoral care, guidance and support to teachers when learners are faced with behavioural challenges in the classroom.

Organisation of the classroom environment

Participant teachers were of the opinion that learner expectation and behaviour change in an environment which is set up for constructive learning. At the research site the presence of constructive discipline in the sense of concerted order was evident insofar as that most of the classes are designed to cater for group work, independent work, and peer learning and have an

action zone which facilitates teacher movement. A list of criteria is made available to teachers ranging from the arrangement of furniture to the distribution of learning material. Teachers have appropriate charts posted on walls for reinforcement and the consolidation of skills being taught. Classroom limits are established through rules and procedures. There is evidence of rules being posted in the front of the classroom. Teachers use the classroom design to encourage peer or cooperative learning. Learners are diverse and with varying abilities, therefore teachers seat learners strategically so that they benefit from their peers. Teachers are evaluated, bringing to surface areas for development, or problems that they have encountered and the changes that they can make to facilitate constructive discipline for optimal learning in the classroom.

The question that each teacher has to find a positive answer to is the condition of their classroom for productiveness, namely '*is it conducive for teaching a learner?*' (Teacher A1). In order to find a definite answer to this question, the school management team '*evaluates the classroom and reports their findings to the teacher*' (Teacher A1). The report provides feedback on the general neatness of the classroom, functioning of switches, workable fans, cupboard locks, neatness of teacher table, availability of table cloths, and establishment of a nature corner, posting of duty list, maps and relevant charts on the wall. Furthermore exercise books are arranged neatly in the cubicles and the classroom is set up in terms of '*strong, weak and medium level learners*' (Teacher A2). All of these arrangements represent measures of constructive discipline that promote optimal learning.

Evaluating assessments

Participant teachers indicated that evaluation is carried out mainly to ascertain whether the learner has grasped the concept or skill. Evaluation takes place through the administration of tests, oral or practical activity, research assignments, paired or group structures, age appropriate activities, following of instructions, presentation, projects, experiments, quizzes, role play and environmental based assessments. Teachers are responsible for marking the assessments, providing feedback on learner performance, analysing the tests, teaching of concepts, and individual testing. Scores earned during informal and formal evaluation assist teachers in

identifying individual needs of learners and preparing appropriate instruction that caters for all learners. Recommendations are made for gifted learners; they need to be motivated and tested.

The core level of evaluation takes place when the learners are assessed. Learners are given an opportunity to learn and the *'assessment focuses on whether the learner has grasped the content. This is the most important aspect of classroom management that is evaluated'* (Teacher A1). With the introduction of Curriculum Assessment Policy Statements (CAPS) the type of assessment has changed. We are administering *'tests and exams every term and our results are shown in our reports'* (Learner C6). We use *'both formal and informal assessment'* (Teacher A3). The assessment programme comprises of research based assessments. Most of them are *'tests which are administered in the classroom'* (Teacher C11). Furthermore we also do homework assessment, *'the home environment is assessed, whether the task has been completed and supervised by the parent'* (Teacher A1).

'Classroom based testing is of a formal nature' (Teacher A2). All tasks are marked and analysed before handing it back to the learners. This feedback gives an indication of how the learner performed in the test. If there is a need, concepts are taught again. With reference to informal assessments, *'we make sure that we give them work every day, just to check if taught concepts are understood and for formal assessment we give learners projects'* (Teacher A3). Research done by learners is assessed including the use of reference books in the library and searching the internet. *'Skills and knowledge are tested and developed when learners are asked to elaborate on a given topic to research'* (Teacher A2). *'Assessments and tests are set according to the learners abilities'* (Teacher A1). Participant teachers pointed out however that *'more needs to be done in terms of testing the learners'* (Teacher A2). A matter of concern raised in the interviews was the fact that a lot of emphasis has been placed on learners with special needs, to the detriment of gifted learners. Teacher A2 emphasised that *'not much as has been done to motivate and to test learners that are gifted ...these learners need specialised education in certain learning areas'* (Teacher A2).

One teacher participant mentioned that in the past only the content was evaluated whereas currently not only the engagement with the curriculum is evaluated but also the social interaction

of learners with the teacher and with peers. Therefore assessments are designed to accomplish this objective. *'At the group level to see how learners can work together in order to produce a piece of work but at the same time you need to assess learners to see how independently they can work'* (Learner A1). Learners are not paired off or grouped in any particular race but are paired to represent groups with mixed abilities, races and genders. The teacher ensures that specific topics *'help learners to develop or strengthen current values that learners have'* (Teacher A2). As a result learners are given the chance of adopting good values which points to constructive discipline enhancing optimal learning and sustained symbiosis.

The participants main objective of evaluating assessments is to improve instruction through clearly defined objectives, the design of appropriate tasks, the implementation of rules during assessments, the delivery of explicit instruction, the conduct of pre-assessment, and the assessment of learning abilities of learners. Formal assessment allows teachers to identify problem areas with their instructional approach with the aim of improving on these instructional approaches for the sake of optimal learning.

5.4.7 Maintaining discipline and order in the classroom

It was clear to the researcher that the research site uses concerted strategies to manage constructive discipline and order in the classroom. Rules have been negotiated together with the consequences and this helps to promote positive behaviour. In order to assist learners with problematic behaviour it was crucial to find out if the learners' behaviour was consistent or just specific to a particular teacher. The family background of the learners also influences learner behaviour and attitude towards teachers. There are definite procedures to arrange for constructive discipline which is followed by the teachers; warnings, demerits, intervention from the Head of Department and parent consultation with senior management. The learner is referred to the school's Institution-level Support Team (ILST) committee, and recommendations are made for intervention from the Psychological Guidance & Special Education Services (PGSES).

Teacher participants pointed out that intervention from the Heads of Departments is short term. Parental involvement is crucial; structures are put in place to monitor and enforce rules which can

help modify learner behaviour. Certain parents do however not accept this and are in denial that their children display inappropriate behaviour. To counteract these conditions, a guidance counsellor in schools can make a difference; learners' misbehaviour and parents' denial of their children's misbehaviour can be dealt with at these specialised levels. At times the teacher is forced to ignore the misdemeanours of learners owing to the time factor. A plan for different levels of transgression needs to be formulated. Skills are needed to recognise leaders and potential leaders and they need to be equipped with tools to handle learners with different abilities and different behaviour patterns. Teachers can benefit through constant staff development events on issues regarding maintaining constructive discipline in the classroom.

An important aspect with regard to a learner's inappropriate behaviour raised during the focus group interview with teachers was to determine whether the specific learner's inappropriate behaviour is consistent. It was pointed out as being crucial to speak to the other subject teachers to know if the inappropriate behaviour of a learner is not specific to the one teacher. It was also emphasised as of crucial importance to ascertain home background conditions influencing learners' behaviour because *'most of the time unfortunately with the learners we teach we discover that a lot of them come from dysfunctional families and you know emotionally the only outlet for a learner that age is to misbehave'* (Teacher B8). If teachers understand the problems at home, they can assist the parent for even though teachers do not change the situation, by just being sensitive to the learner's physiological and medical needs, teachers assist with promoting constructive discipline which enhances the potential for optimal learning.

Three warnings or demerits are given for inappropriate behaviour depending on the seriousness of the offence. The default approach in addressing inappropriate learner behaviour is to study the pattern of how many times the misdemeanour has occurred and then take it further to the Head of Department. With regard to a structured approach to address inappropriate learner behaviour which relies substantially on parents' moral support, Teacher B4 confirmed that such an approach is being followed at the research site. In her own words she confirmed as follows: *'I think we follow protocol. You know as much as what is required from uswe need the Heads of Department to step in ... and the parents ... more often than not the intervention is very short. So it is my opinion that parental involvement is extremely important and is a way of getting the*

learners to behave' (Teacher B4). With regard to parents' moral support for sustained discipline, participants agreed that you can get in touch with parents, inform them of the behaviour problems and advise them how they can assist the learner at home. A meeting can also be arranged and services of the education department can be requested.

Participants pointed out however that some parents are in denial with regard to their children's inappropriate behaviour and this is a barrier to constructive discipline. Teacher B2 emphasised that some parents *'do not know about their children's discipline problems... there are parents who are very unrealistic... their children have a problem but they fail to accept it; they do not support us [teachers] in our endeavour to get help from outside agencies'* (Teacher B3). Teacher B2 confirmed the desperate situation of not having the support of parents by emphasising that with *'a sense of denial, you cannot progress; you need to get all parties involved'* (Teacher B2). In order to handle transgression of behaviour, Teacher B2 stated that a plan for different levels of transgression is needed to compensate with contingency plans so that *'when the one plan of action does not work, we try the next'* (Teacher B2). Participant teachers were in agreement that at the research site special techniques for ensuring constructive discipline for optimal learning, accompanied by constant staff development initiatives, are applied. However, one teacher participant was of the opinion that staff development initiatives are mainly focused on learner misbehaviour instead of capacitating teachers with information about dealing with specific forms of inappropriate behaviour. Teacher B2 explained as follows: *'Not enough is done in terms of guiding our teachers, you know, or providing our teachers with tools needed to handle learners with different abilities, different behaviour patterns. I think it is generalised. We need more personal information'*.

Teacher B7 stated that teachers are involved intensively in administration, classroom management, curriculum delivery, curricular and co-curricular activities, and coordinating fundraising activities. It takes time to receive help from the department; documentation needs to be filled in and protocol followed before securing aid from the department. Instead of using time to attend to learners' academic needs, teachers tend to spend more time on behavioural problems at school. The result is that teachers experience the situation of *'not enough time in the school day and not enough manpower at school to assist you'* (Teacher B6). However, what was evident

from the focus group interview with teachers is that teachers' approach to arranging constructive discipline within the class situation can assist with time management. In this regard Teacher B1 emphasised that functionality '*depends on your discipline style ... you might carry problems home*' (Teacher B1) if your approach to managing discipline in the classroom is not in order. What was emphasised was that teachers may seek assistance from parents, the Psychological Guidance & Special Education Services Team (ILST) or social workers.

A learner trying to create discipline problems in the classroom is sent to the Head of Department; the parent is contacted and behaviour is discussed. There are steps involved in trying to rectify the learner's behaviour problem. The only problem is it takes a long period of time. Time passes before the correction is done. Often learners have to move on to the next grade without the behavioural problem being satisfactorily addressed. Teacher participants were in agreement that proper assistance in how to address learners' inappropriate behaviour is crucial. In this regard the important assistance of a guidance counsellor was emphasised as non-negotiable. Teacher B6 explained as follows: '*We definitely need a guidance counsellor. It is nice to have a teacher solely responsible for dealing with these because if you have a whole curriculum or syllabus and you have certain time frame to have that completed. It becomes a lot difficult to have that achieved plus attend to all discipline problems*'

5.4.8 Communication

It was clear from the empirical research that proper communication served as an important tool to arrange for constructive discipline in the specific school environment. It was clear from the research findings that tools such as homework message books, letters, circulars, telephonic correspondence, SMS, E-mail are used to communicate important information to parents. The teachers pointed out that the learning process is affected if there is a breakdown in terms of communication. Ultimately it is the '*relationship with the parent that will dictate to you how effective the system is*' (Teacher A1).

According to Teacher A1 communication takes place at different levels at the school. If it is of a general nature then the Principal sends a letter to the parent informing him or her of the activities

at the school. General meetings are held with the community, parent component and school governing body. In this manner teachers are able to communicate and stay in contact with the parents. In terms of proper communication and involving all stakeholders, the arrangement is that at the beginning and end of each term, the research site with all stakeholders *‘have an assembly and the highlights for the year will be discussed’* (Learner C5). Parents are informed of the tests marks through the message book and term reports containing a detailed analysis of that specific of the learners’ performance. If *‘the learner is discovered to be performing poorly, parents intervene, thus positively influencing their child’* (Teacher A1).

With regard to proper communication about assessment procedures, parents are informed in advance of the assessment programme prevailing at the research site. Notice is sent to parents informing them on the programme for tests, assignments and examinations. With regard to these communication arrangements on assessment procedures, a learner participant pointed out that in their class their teacher *‘uses her vocals as an order of communication and also uses written communication’* (Learner C8). Learner C4 elaborated by explaining that *‘criteria is given for each project and learners know what is required’*. By means of systematic procedures for carrying out proper assessment arrangements, learners are *‘prepared for their tests... revision tests are administered before they write the exam or test’* (Learner C2). Notices about forthcoming tests and assessments are posted on the board so that learners can remember and prepare adequately. In addition to proper communication, learner C11 pointed out that they *‘also receive a homework time table’*.

A parents’ meeting is scheduled *‘once a term and may be generalised or specific’* (Teacher A1). If there is an urgent matter that needs to be discussed a formal letter is sent by means of the message book inviting the parents to school requesting the parent to call at the school. If there is no response, the parent is *‘contacted via telephonic correspondence or an SMS is sent to the parent’* (Teacher A2).

Within the organisational day-to-day functioning structure of the school there are *‘class meetings to solve problems’* (Learner C6). One learner participant explained the procedure with regard to addressing learning problems in that teachers normally have a discussion every week with each

class on matters such as *'what sections we did not understand ... or behavioural problems... brainstorm ideas on how to keep the class in unity'* (Learner C8). The normal procedure followed when a discipline-related problem in class has to be addressed was explained as follows by Learner C11: *'The entire class is addressed if there is a problem; the teacher does not use names, this is to prevent gossip... the teachers usually discuss the problem and try to find solutions with the class'* (Learner C11). The procedure of determining all the relevant facts that relate to a discipline incident in order to solve the incident was clearly explained by the different learner participants. Their explanations served to confirm the proper measures to deal with inappropriate behaviour at the research site which relates to constructive discipline for optimal learning. Learner participants explained teachers' approach to solving a discipline-related problem as follows: *'In our class the teacher asks us for witnesses and the learners involved in causing the problem ... if the story does not correspond or if the learners give many different stories she will find a way to deal with it'* (Learner C5). *'Our teacher usually takes the learners and witnesses away to prevent the rest of the class from jumping and talking out of turn and if the stories do not correspond they have to write a report'* (Learner C9).

5.4 9 Strategies for optimal learning

Strategies that are developed at the research site for effective classroom management by means of which constructive discipline is arranged to ensure optimal learning, relates to the creation of a powerful learning environment in terms of setting limits in the classroom, formulating rules and consequences, delivery of the curriculum effectively through planning, implementation and evaluation, preventative discipline strategies, motivating learners and building trusting relationships between learners and teachers.

With regard to creating a powerful learning environment, participant teachers pointed out that the most important factor is that the teacher must be methodological, an expert in order to disseminate and convey knowledge effectively and must also have passion for the teaching profession. Passion for the profession was defined as *'realising who is in front of him or her... that the learner is the most important person in the learning environment'* (Teacher A2). Learners are diverse. Teachers need to communicate with parents to understand learner attitude and

behaviour. Teachers '*need to know every learner in the class*' (Teacher A3) to prevent discipline problems by developing positive relationships with learners. Autocratic and permissive teaching styles should be avoided for learners to be willing to co-operate.

With regard to rules and regulations to ensure appropriate conditions for the specific situation, classrooms must be '*conducive to learning*' (Teacher A3). Learner C11 pointed out that in his class their books are up to date, tests is completed, learners listen to what the teacher is saying and they do not disrupt the lesson. They do not leave their seats without their teacher's permission and the learners are engaged in their work. The classroom is neat and tidy with no litter on the floors or tables.

Participant teachers agreed that the most important strategy for effective teaching and learning to take place is through thorough preparation of lessons. Without being properly prepared for every lesson, '*basically little or no learning will take place*' (Teacher A1). Proper preparation included that teachers must make sure that '*learners are occupied, provided with adequate resources and know what to do*' (Teacher A3). Teachers must ensure that they have a good knowledge of all the learners by studying the records on learners of the previous year. Also by testing learners on their reading, mathematical knowledge and life skills '*teachers can gauge at what level each learner in the class is performing*' (Teacher A2). Teachers must possess the technical knowledge to know which learning material to give to learners with a low Intelligence Quotient (IQ) because it is important for the teacher to make sure she knows what to do with this group of learners within an inclusive education environment. In this way '*it becomes easy for the teacher to walk forward with the whole class not leaving anyone behind*' (Teacher A3). There is also a need for assistant teachers to assist with activities that requires intense guidance.

With regard to constructive discipline in terms of executing constant and consistent assessment, Teacher A2 proposed that a lesson evaluation sheet be completed every day although it is a long tedious process. Once the lesson is completed the teacher records the skills achieved by the learners on the evaluation grid. An evaluation grid serves as means to aid constructive discipline in pursuit of continuous learner development because if evaluation is not done on a daily or weekly basis a gap may develop with learners struggling to be fully prepared for high school.

Teacher A2 emphasised the lack of properly skilled youth with *'poor maths, accounting graduates because of low achieving matriculated learners'* (Teacher A2) which can also be attributed to not determining and not addressing learning gaps in primary school.

With regard to preventative discipline strategies to foster proper learner behaviour, participants emphasised the importance of teachers understanding the learners allocated to them, what problems these learners are experiencing and the reasons for misbehaving. The importance of a guidance counsellor to get to the root of a learner's learning and behavioural problems was stressed in the light of teachers not being competent to deal with some of the learners' behavioural problems. Addressing each learner's distinct problems in a professional way is important to ensure each learner *'being moulded into a citizen that is fitting for the country...they [learners] are going to become adults and if we do not find solutions at the foundation level, then imagine what type of citizens they are going to become'* (Teacher B3).

With regard to curriculum delivery it was stressed that teachers must be proactive and use twenty first century teaching methods. Such teaching pertains to collaborating initiatives with other teachers in terms of managing the classroom. At the research site teachers have *'a peer and management member to assist with professional development'* (Teacher A3). On a weekly basis teachers need to perform self-evaluation and get colleagues to evaluate lessons and make recommendations. In this way teachers can improve, but *'as long as teachers fear criticism from their colleagues in terms of professional teaching and learning then learners will continue to struggle'* (Teacher A2).

5.5 CONCLUSION

The research findings reveal that the participants create a positive classroom environment in which constructive discipline prevails by organising the physical environment in terms of the room design and arrangement of furniture, activity boundaries, availability of resources, and display of learners' work, and the creation of a classroom climate conducive to optimal learning.

Participants used instructional strategies such as research, group or paired activity, simulation, visual representation, educational games, cooperative learning, coral activities to engage learners in the activities and to enhance constructive discipline and increase learner achievement. The formulation of rules and consequences for misbehaviour also took precedence at the start of the school year. Emphasis was placed on structure and learners knowing their boundaries. According to the participants, routine procedures prevented discipline problems relating to arriving in and exiting the class, making transitions, submitting homework, going to the sickroom, coming late, distributing of books, office referrals, going to the restroom and so on. These procedures were pre-planned, implemented and consistently monitored by the participants.

With regard to teacher preparedness and teachers' knowledge of their subject matter, participants agreed that this affected discipline in the classroom. The importance of curriculum delivery highlighted the need for effective lesson plans, implementation and evaluation. Emphasis was placed on employing a teaching style that catered for multiple intelligence and the demographics of the learners. Knowledge of subject matter was seen as being of paramount importance and teachers should, therefore, become proactive and consult the internet for content material regard to curriculum deliver. Participants also saw the need for monitoring and evaluating teachers' facilitation of the learning material.

Chapter 6 will focus on a summary representing the integration of findings from the literature study and the empirical investigation. This will be followed by the deduction of conclusions emanating from the interpretation of the integrated literature and empirical investigation. These conclusions will serve as answers to the formulated research questions. Recommendations will be made regarding the classroom management strategies to ensure discipline and order for optimal learning.

CHAPTER 6

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

The focus of the study was to determine how classroom management strategies can be developed to ensure discipline and order for optimal learning. Without effective classroom management strategies teachers are unable to create, implement and maintain a classroom environment that supports learning. The research was pursued to identify strategies that novice and experienced teachers can use to ensure that constructive discipline for optimal learning is prevalent in the classroom environment. The problem investigated in this study is how classroom management strategies may be developed to ensure constructive discipline for optimal learning.

This study sought to achieve the following specific objectives flowing from the research aims as stated in Paragraph 1.5:

- Determine the experiences of teachers regarding classroom management related discipline;
- Analyse and discuss how preventive discipline such as proper structure, proper communication and consistent motivation contribute to constructive discipline and effective classroom management;
- Provide guidelines for the development of classroom management strategies that supports constructive discipline for optimal learning;
- Make recommendations pertaining to constructive discipline for effective classroom management for consideration by novice and experienced teachers.

The aim of the research was to provide guidelines and recommendations with regard to classroom management strategies for novice and experienced teachers pertaining to constructive discipline for effective classroom management to ensure optimal learning. This is based on the literature reviews in Chapters 2 and 3 and the research findings in Chapter 5. Recommendations are also made for further study. The limitations of the study are also highlighted.

6.2 SUMMARY OF THE STUDY

In Chapter 1 an orientation to the study is provided. It brings into context the problems faced by teachers in a typical South African classroom owing to learners' diverse cultures and the introduction of outcomes based education. The difficulties faced by the teacher are established as well as how teachers deal with unacceptable behaviour. The chapter highlights research based strategies such as establishing and maintaining rules, dealing with misbehaviour and the use of motivational strategies to establish and maintain a disciplined and orderly environment (par. 1.2). It also brings to surface that high on-task rates and achievement are prevalent in classrooms where the teacher implements a systematic approach from the beginning of the year (par. 1.2.7). The discussion also reflects on strategies such as organising material, instruction for high performance in learners and assessing curriculum delivery to develop teachers' teaching skills. It also establishes that advanced lesson development is achieved by the overlapping of activities, and that the smoothness and momentum of the lesson achieved through a plan of action and group alerting is used to engage all learners. The main objective of group management strategies is to create high quality learning environments, high levels of work, and a minimum of off-task behaviour.

Chapter 1 presents a discussion on strategies such as the planning of activities, conveying procedural expectations, sequencing procedural expectations, pacing, monitoring and feedback for conserving teaching and learning time. In order to motivate learners, teaching strategies were designed taking into consideration learner interest, relevance of learning material, intrinsic and extrinsic motivation and learner expectancy of success (par.1.2.2). The chapter also highlights the need for novice and experienced teacher to acquire training and practice in discipline models such as the reality therapy model, teacher effectiveness training model, Kounin's model of instructional management and Jones's model of positive classroom management in order to manage learner behaviour constructively (par. 1. 3).

An in-depth literature study was conducted in Chapter 2 to examine classroom management strategies to establish discipline and order for optimal learning. In order to minimise negative behaviour and create a positive learning environment, the research sought to explore preventative

strategies. In this chapter it is stressed that researchers see the purpose of classroom management as being twofold: firstly, the process of organising and conducting classroom activities free of behaviour problems, and secondly, the establishment and maintenance of the classroom environment so that educational goals can be achieved (par. 2.2). It is clarified that teachers are required to take on the role of leader and facilitator and to produce outcomes such as creating positive learning, establishing classroom routines and expectations, engaging learners in the learning process, improving circular, instructional, and assessment practices (par. 2.2). It is confirmed that maximum success is gained when the teacher takes on the role of a democratic leader and classroom conductor as well as implementing strategies of prevention, intervention and problem solving (par. 2.2). Furthermore, research revealed that without a grounded theoretical approach to classroom management teachers are prone to deal with ill-behaviour haphazardly, instead of basing their approaches on sound knowledge of how to create maximum opportunities for optimal learning.

Chapter 2 also examines the creation of a constructive socio-economic environment (par 2.4) by focusing specifically on the classroom as a learning environment (par 2.4.1), creating a positive classroom climate and establishing a positive teacher-learner relationship (par. 2.4.3). Certain elements play an important preventative role. With regard to constructive discipline the emphasis is placed on the following elements; quality of teacher-learner relationship, organisation of the physical environment and parameters of co-operation for success. To build trust between teacher and learner strategies such as classroom meetings (par. 2.5.1), teacher proximity (par. 2.5.2) and the use of non-contingent reinforcement were discussed in Chapter 2.

To enhance motivation strategies, feedback (par 2.6.1), intrinsic and extrinsic motivation (par. 2.6.2), co-operative learning (par. 2.6.3), delivery of instruction (par. 2.6.4), effective use of time (par. 2.6.5) and limit setting (par. 2.6.6) were incorporated into the management structure of the classroom. Emphasis is placed in this chapter on the organisation of the physical environment, and parameters and boundaries to assist teachers to facilitate the learning process. The room design and the seating arrangement for learners (par. 2.7.2) were seen as important components in the learning process. To prevent discipline problems, parameters or boundaries that were highlighted as constructive discipline approaches were firstly created by the use of scheduling to

provide learners with direction and create an awareness of what is required in terms of assessments (par. 2.8.1), transition activities to help learners switch to new activities smoothly without incidents of behaviour problems (par. 2.8.2), instructional procedures to arrange for effective communication to accomplish each task (par. 2.8.3), and monitoring learners while they accessed the learning content and establishing effective classroom agreement in order to promote learning co-operation (par. 2.8.4).

In Chapter 3 the focus is on the consideration of different discipline related models to ensure healthy order in the classroom in order for optimal learning to be realised. To facilitate self-discipline and responsibility in learners the principles of the democratic discipline model (par. 3.8.1), the model of choice theory (par. 3.8.2), reality therapy, lead management and the model of teacher effectiveness training (par. 3.8.3) are included in the classroom discipline plan. It is established that the three most important strategies that a teacher can apply to ensure positive discipline is by developing a classroom discipline policy, adopting the antecedent-based approach and through proper communication. By drawing up a discipline policy learners know what is expected from them and in this way a fair and consistent way of promoting behaviour and dealing with misbehaviour is established. The antecedent approach focuses on teachers using strategies such as the physical proximity of the teacher, smooth movement to activity areas, eye contact, providing learners with opportunities to respond to academic material and the choice of activities. Furthermore the benefits of proper communication is reflected in Chapter 3 as being important for building positive relationships with challenging learners. It is stressed that effective communication assists teachers to present complex content in a simple manner, to communicate knowledge, skills and attitudes, to outline the objectives and outcomes of the lesson and to adapt instruction to the learners' levels of knowledge and skills.

In order to prevent behaviour problems from escalating, practical strategies are advocated to assist teachers. Instead of teacher-learner confrontation, or the lesson not progressing, teachers can be alerted to triggers (par. 3.10.2), reinforce calm and on-task behaviour (par. 3.10.1), teach learner academic survival skills and set learners up for success (par. 3.10.12). Reasons for problem behaviour included learners being exposed to difficult activities, insufficient time to complete tasks, anxiety about forthcoming examinations, inability to comprehend instructions

and the fear of making mistakes. The research indicates that these triggers may be prevented by offering choices, extending the time for the completion of assignments, assisting learners and peer learning. Topics of interest, increased opportunities for cooperative learning and adjusting instructions to the level of learners motivate learners to stay on-task (par. 3.10.2). It was also shown that by reinforcing calm and on-task behaviour positive discipline is maintained. Furthermore, teachers applied verbal praise or assisted learners to keep learners on-task. As a result learners displayed socially appropriate behaviour when they were provided with positive comments, a touch, gesture or smile and the close proximity of their teachers (par. 3.10.1). It was also recognised that learners who were taught survival skills tend to be actively engaged in the lesson and not threatened with disruptive behaviour. To enable learners to access the learning content, the use of guided notes with key words, terminologies, summary points and response cards, books on tape, paragraphs and vocabulary lists were advocated (par. 3.10.12).

Finally, Chapter 3 outlines how teachers can respond to incidents of misbehaviour in a professional and humane manner. These included preserving the dignity of learners by not publicly humiliating or insulting them with negative comments, through private correction of behaviour, and lastly, by identifying the causes of misbehaviour in order to improve learner performance (par 3.11).

Data from the literature study (Chapters 1, 2 and 3) provided a theoretical framework for conducting the empirical investigation (Chapters 4 and 5) to determine the impact of the main research problem within the qualitative paradigm. The data were collected by means of individual and focus group interviews (par. 4.5.2). Individual interviews were conducted with the three members of the school management team. In addition, focus group interviews were conducted with seven teachers from within the school and a focus group interview was held with ten learners from Grades 3 to 7. Individual interviews were conducted with a teacher and a learner (par. 4.5.2.2). Various ethical measures such as informed consent, voluntary participation, and permission to record interviews, anonymity and confidentiality were considered to ensure that the participants' rights were protected (par. 4.8). Accordingly, the interviews were videotaped and transcribed as per verbatim (par. 4.7.4). Truth value, applicability, consistency and neutrality were employed to ensure the trustworthiness of the empirical findings (section 4.7). The

interview transcripts were then analysed and themes, categories and sub-categories were identified (par. 4.6.1). This content analysis process assisted the researcher to reach viable findings in order to answer the research questions satisfactorily.

The research findings are discussed in Chapter 5. The categories which emerged represent aspects pertaining to classroom management strategies for constructive discipline to ensure optimal learning. It was ascertained during the interviews that classroom management and discipline cannot be separated and should be present in every constructive setting. It was also established that routines, boundaries and a discipline policy are key components determining the quality of the learning environment for constructive discipline to be ensured. By learners taking ownership they also develop their leadership skills and are responsible for creating a classroom climate which is conducive to learning (par. 5.4.2).

Teachers emphasised that the learning environment must be purposely designed to arrange for constructive discipline. Arranging furniture was seen as important to achieve specific outcomes and seating patterns that were commonly used were rows and clusters. This arrangement limits learner interaction and caters for independent work and high on-task behaviour (par. 5.4.2). Research findings also revealed that by intensifying the preparation of lessons learner involvement is maximised. With learner engagement, instructional time increases and new opportunities are created. Furthermore exhibiting learner achievements was seen as motivation for perseverance. Hence a motivated learning environment contributed to constructive discipline in the sense of fostering intrinsic motivation which encouraged learners to stay focused on the lesson (par. 5.4.2).

Teacher participants incorporated the following preventative measures to keeping learners engaged in the activities: instructional strategies, lesson planning, and formulating rules, routines and procedures (par.5.4.2). Teachers indicated that learning was optimised by varying the activities, utilising colourful and interactive media such as games with visual and audio effects. The interactive media did not only improve learner attention but also enhanced the quality of constructive discipline (par.5.4.3.1). Furthermore it was discovered that the cognitive level of learners be taken into consideration before engaging them in the activity, simple delivery of

instruction and detailed instruction was applied so that learners were able to connect with the learning material and learner inattentiveness could be prevented. Time demarcated for the activity, co-operative learning for the enhancement of social skills and learner responsibility, use of resources brought by learners captured and heightened the academic performance of learners (par 5.4.3.1).

The research findings also revealed that lesson preparation should include creativity, a variety of activities and different teaching styles in order to achieve the outcomes of the lesson, capture the learners' attention, motivate and eradicate discipline problems. Participants agreed that a positive classroom climate is created by taking into consideration factors such as the varying abilities of learners, home environments, learning barriers, time periods and the availability of learning material (par. 5.4.3.2).

Participants utilised preventative strategies rather than punitive disciplinary measures to curb problem behaviour. A structured discipline policy was seen as an important component for effective classroom management. The teacher did not become autocratic and produce the rules; instead, learners were involved in the decision making process and were able to formulate and incorporate the rules into the class system. Participants acknowledged that they did not gain the full collaboration unless the learners were included in formulating the rules and the consequences of transgressions (par. 5.4.3.3). Although rules were implemented, enforcing the consequences of the transgressions was not consistent. It was also shown that problems could be curbed by informing parents as soon as the discipline problem occurred. It was clear from the data obtained that the formulation of rules was one of the preventative strategies used to construct a disciplined environment (par.5.4.3.3).

Participants implemented procedures crucial to creating a constructive learning environment. Arranging conditions in which each individual learner knows and understands the code of conduct with regard to specific situations was important. These procedures pertained to arriving and exiting the class in a manner which did not impact on instruction time, making transition for quick completion of tasks, procedures for submitting homework, going to the sickroom, late coming, distribution of books, office referrals and visits to the rest room (par.5.4.3.4). Lesson

planning was a crucial element in the delivery of the curriculum taking into consideration capturing the learners' attention and setting the tone for the rest of the lesson. Modern methods of teaching were used to access the curriculum. The lessons were tailored to suit all levels of learning in the classroom. Factors which a teacher had to consider were demographics, what the learners knew and the objectives of the lesson (par. 5.4.4). Teacher participants determined aspects such as learners' experiences, socio economic background of learners, being knowledgeable about the subject and catering for multiple intelligence levels of learners as being crucial for constructive discipline to ensure optimal learning (par. 5.4.4).

Furthermore the empirical investigation revealed that learners developed their self-esteem and confidence when they were involved in a variety of activities and as a result assisted in developing a climate for constructive discipline (par. 5.4.5). Learners responded positively when exposed to positive reinforcement such as inspirational stories, efforts of disabled people, thoughts for the day, receiving individual tuition by teachers and being exposed to exciting games. These methods and incentives were utilised so that constructive discipline was sustained in order to arrange for optimal learning conditions (par. 5.4.5.2).

In addition the research investigation revealed that the shy, quieter learner was motivated when entrusted with duties and responsibilities. They were assisted through the rotation of duties, being placed in an out-of-classroom situation and in a less strict, rigid and discipline environment (par. 5.4.5.2). The research also revealed that because of subject specialisation, class teachers did not spend adequate time to develop leadership skills in learners. Furthermore, instead of only a small percentage of learners developing leadership qualities, it was emphasised as more functional to have small class numbers in which the rotation of duties could motivate learners to improved behaviour even further. However, it was clear that large numbers in the classroom made it difficult for the teacher to identify leadership skills in learners who were introverts (par.5.4.5.2).

Communication also played a pivotal role in constructive discipline for optimal learning. It was emphasised that meetings were held with teachers to discuss learner progress, remedial problems and strategies for learner development. This geared teachers to understand what the modus

operandi should be with individual learners and the positive gains of mentoring and entrusting them with duties and opportunities to develop their leadership skills (par.5.4.5.2).

Communication with parents was a useful tool when arranging for constructive discipline (par. 5.4.8). Homework and message books, circulars, telephonic correspondence, SMS, and email were used to communicate important information to parents. It was also acknowledged that the learning process was affected when there was a breakdown in terms of communication and the relationship with the parents dictated how effective the system was. Meetings were also held with parents to discuss behaviour, progress and attendance. Furthermore, the annual highlights and activities of the school were discussed at the beginning of the year at meetings, assemblies and through circulars (par. 5.4.8).

Through communication parents were informed in advance of the assessment programme (par 5.4.8). Notices were sent to parents informing them about the programme for tests, assignments and examinations. Criteria were also stated for each project so that learners knew what was required. Notices about upcoming tests and assessments are posted on the board so that learners could prepare adequately (par 5.4.8). Test marks were conveyed through message books and at the end of term a composite report on learner achievement in the different subjects was sent to the parents. If the learner was discovered to have performed poorly the parents were requested to intervene and assist the learner to make positive changes.

One other strategy of involving parents as primary teachers of their children to contribute to constructive discipline for optimal learning was the arrangement that parents meetings were scheduled once a term and had to take on a generalised or specific format. For urgent matters letters were sent by means of a message book requesting the parent to call at school. If no response contact was made via telephonic correspondence, an SMS was sent to the parents (par. 5.4.8). Within the organisational day-to-day functioning of the school times class meetings were held to solve problems, discuss behaviour or assist with sections which were not understood (par. 5.4.8).

6.3 CONCLUSIONS OF THE STUDY

It is clear that in order for optimal learning to take place in the classroom there needs to be constructive discipline. The teacher utilises effective classroom management strategies to construct a learning environment that ensures that discipline and order are prevalent in the classroom. From the summary of the findings of the literature study and the empirical investigation, classroom management strategies to arrange for constructive discipline that support optimal learning relate to the following:

- In order for optimal learning to take place there must be discipline and order that is arranged through a structured environment. This is a positive learning environment and is inclusive of the code of conduct, respect and security which is experienced by learners owing to well-communicated rules and regulations (par. 5.4.1). A structured discipline policy is synonymous with constructive discipline (par.5.4.3.3). There must be clear guidelines regarding routines, boundaries and classroom rules. Classroom limits are established through rules and procedures and evidence of the existence of rules must be posted at the front of the classroom (par.5.4.6.2). To prevent behaviour problems learners must be involved in formulating the rules and are most likely to cooperate since they are involved in the decision making (par.5.4.3.3). The teacher's responsibility is to encourage learners to take ownership for their own behaviour, curb problems and inform parents of learner transgression.
- The purposeful arrangement of the classroom environment reflects the seriousness of education (par. 5.4.2). A classroom purposely arranged assists in facilitating effective teaching and learning and achieves optimal results. In arranging the classroom environment for constructive discipline, the following factors should be taken into consideration: the use of space, storage, the action zone, the positioning of the teacher table and the activity boundaries. Classroom design impacts positively on the learning which takes place in the classroom; it determines the level of learner engagement with the learning material and supports learning and positive behaviour (par. 5.4.2). A positive classroom climate is enhanced when learners are given an opportunity to decorate their own classroom and display their efforts. In this manner a motivational

learning environment is created thus contributing to constructive discipline (par. 5.4.2). A classroom conducive to learning is created by learners and teachers. Mutual trust and respect play a pivotal role. When the teacher listens, then learners listen to their teacher, rules are followed and trust and respect develop. Hence, learners do not have negative attitudes to each other in a class setting where order and discipline prevail (par. 5.4.1).

- The learning environment must be highly structured in terms of a code of conduct for constructive discipline and optimal learning to occur. Teachers implement procedures which addressed aspects such as arriving in and exiting the class, making transitions, submitting homework, visiting the sickroom, coming late, distributing books, office referrals and visiting the rest room (par.5.4.3.4).
- Learner motivation is a key component in achieving optimal learning. Highly motivated learners seek opportunities to excel. Learners are motivated through encouraging positive relationship between teachers and learners which is manifested in praising consistently, rewarding with positive words, using tokens, posting up learner's work and delivering congratulatory messages and comments (par.5.4.5.1). Positive reinforcement motivates and enhances learner self-image and in this way forges optimal learning (par. 5.4.1). Learners are also motivated through the positivity which emerges from entrusting duties and responsibilities especially during group work. Rotation of duty gives the less confident an opportunity to excel (par. 4.4.5.2).
- Strategies for learner engagement and sustained learner involvement in the lesson must be maximized. Apart from teachers being thoroughly prepared, learners need to be informed at the beginning of the lesson of the activities and possible outcomes. There needs to be creativity in the lesson in order to get the attention of the learners (par.5.4.3.2). Optimise learning by varying the activities and engaging the learner. Media, such as educational games capture learner attention through the use of colour, visual and audio effects (par. 5.4.3.1). Teachers vary their teaching styles and use different activities to sustain learner attention such as choral activities, recitation, response cards, and reading poems and stories. These activities assist in the creation of constructive discipline and as a result of learner engagement, teaching and learning is maximised (par.5.4.3.1). For learners to engage in the learning material the cognitive level of learners must be taken into consideration. There must be a connection between

the level of the learner and the delivery of instruction. Simple detailed instruction regarding the objectives of the lesson, introduction, activities and conclusion of the lesson must be given. Also, there is a need to enquire how knowledgeable learners are about the subject matter (par. 5.4.3.1). A positive classroom climate is created by taking into consideration the varying abilities, home environment, learning barriers, time period and the availability of material (par. 5.4.3.2).

- Crucial to classroom management and optimal learning is teacher preparedness and adequate knowledge of subject matter. Being knowledgeable is the best discipline tool and aids in optimising learning. Teachers include introductory activities, anticipate outcomes of the lesson, use modern methods to access the curriculum and supplement the existing didactic resources with interesting material (par. 5.4.4). Furthermore the teacher takes into consideration the concentration ability of learners when preparing lessons (par. 5.4.4).
- Effective instructional strategies present in every constructive setting are used to improve the academic performance. In order to make lessons meaningful a wide selection of resources is projected into the lesson (par. 5.4.3.1). Cooperative learning or group work enhances social skills and encourages learner responsibility (par. 5.4.3.1). Teachers use classroom design to encourage peer and cooperative learning. Learners are diverse and have varying abilities, therefore teacher's seat learners strategically as they benefit from interaction with their peers (par. 5.4.6.2).
- Teachers are evaluated bringing to surface areas for development and changes needed to facilitate constructive discipline for optimal learning in the classroom (par. 5.4.6.2). Teacher must be methodological and possess expertise in order to disseminate and convey knowledge effectively. Lessons must be evaluated on a daily basis in pursuit of continuous learner development (par. 5.4.9). Autocratic and permissive teaching styles must be avoided (par. 5.4.9). Teachers should address each learner's problems in professional ways to mould them into responsible citizens (par. 5.4.9).

6.4 RECOMMENDATIONS

The following recommendations are made for novice and experienced teachers to use effective classroom management strategies to ensure constructive discipline for optimal learning.

Teachers as classroom managers

- Teachers must become effective leaders in order to motivate learners intrinsically to achieve constructive discipline (par. 2.1; 2.2).
- The teacher's role is to orchestrate and manage the classroom using preventative strategies to establish discipline and order for optimal learning (par. 2.1; 5.4.2; 5.4.3.3).
- Teachers must establish and maintain a positive classroom environment so that educational goals can be accomplished (par. 2.1; 5.4.1).

Teachers as reflective practitioners

- Teacher quality must be assessed by reflecting if the learning environment engages all learners actively and meaningfully (par. 2.3).
- Educational practices must be analysed and understood in order to improve them (par. 2.3).
- Professional reflections should be shared with colleagues through mentoring partnerships (par. 2.3).
- Peer tutoring and collaboration with colleagues should be encouraged (par. 2.3).

Constructive discipline through curriculum application and instruction

- Learning tasks, advance instruction and guidance should be designed as new skills are being mastered (par. 2.3).
- Learner strengths and abilities must be assessed (par. 2.3).

- Active engagement of learners can be implemented by increasing learner opportunities to respond, utilising direct instruction techniques, implementing peer tutoring, utilising computer based instruction and providing guided notes (par. 2.3).
- Feedback and information to learners should be provided on a daily basis in order to maintain a positive approach to behaviour and the curriculum materials presented (par. 2.3).
- Content enhancement techniques such as advance organisers, visual displays, mnemonics devices and story maps should be used (par. 3.3).
- Cooperative learning, peer orientated and mediated strategies to motivate and develop learner self-esteem and social abilities should be used (par. 2.3).

Organization of the physical environment for constructive discipline

- Physical environments should be highly structured in order for constructive discipline for teaching and learning to take place (par. 5.4.2).
- The physical environment for group and individual activities should be arranged (par. 2.3; par. 5.4.2).
- Scanning, smooth transitions, organised deskwork and mobility must be implemented (par. 2.3).
- Seating arrangements should permit freedom of movement for both teacher and learner (par. 2.3).
- The seating arrangements should periodically be changed so that learners may benefit from being strategically placed (par. 2.3; 3.9.5; 5.4.6.2).

Constructive discipline through feedback and communication

- Feedback both verbal and nonverbal should be provided for the development of individual competencies and progress. Feedback can be received from learning materials, teachers, rubrics and results (par. 2.6.1).

- Communicate expected learning outcomes to enable learners to achieve the desired results in terms of skills, knowledge and attitudes. Learners should be informed of the objectives and provided with clear guidelines on what is expected of them in terms of time, focus, purpose, objective, lesson pace (par. 2.6.3).
- Structure learning experiences for optimal learning by including age appropriate activities, setting clear behaviour expectations, engaging learners through simulation, experiments, lecturing, cooperative learning, manipulation, visual representation and games. Furthermore, provide constant feedback on the extent of success with engagement in all of these activities (par. 2.6.3; 3.9.2; 5.4.3.1).
- To increase success with communication, lesson presentation must be varied by using questioning as an ice breaker, varying the types of questions, limiting lectures to 15 minutes and dividing the time into lecture, group work and report back.
- Fair and viable limits should be set through negotiable rules and procedures. Teachers should indicate consequences for breaking limits, prioritise the most essential rules for maintaining an acceptable classroom environment and provide constant feedback about successes with the meeting of these rules (par. 2.6.5).

Maintaining constructive discipline with classroom engagements

- Schedules containing information about programmes and activities to assist learners from the beginning of the school day to the end should be posted on classroom notice boards. Strict schedules providing predictability and routines for constructive discipline should be adhered to (par 2.8.1).
- Smooth transition during activities should be maintained to decrease noise levels and reduce behaviour problems. Visual aids, bells and buzzers should be used to clearly mark the time for transitions and are useful for achieving constructive discipline (par. 2.8.1).
- Teachers should communicate classroom procedures for each activity and time should be allocated for direct instruction, working time and individual silent time. Academic procedures such as planning lessons, implementing plans, and evaluating the outcomes of the lesson should be established (par. 2.8.3).

Constructive discipline for order in the classroom

- Teachers should develop positive discipline policies consisting of rules, consequences for breaking rules and rewards when rules are followed (par. 3.9.1; 2.5.2; 5.4.2).
- Contingency contracts between learners and teachers should be drawn up to promote effective teaching and learning in the classroom (par. 3.9.4).
- Classrooms must be arranged to provide optimal visibility during instruction time. Moving during instruction time helps keep all learners in full view. Learners must be able to see the teacher, blackboard displays, presentations, charts and class activities (par. 3.9.5).
- Physical appearance of the classroom should represent its occupants and learning activities. Murals, bulletin boards, artwork, posters, learner projects and papers should be available. Learners' work must be selected and displayed in a fair and consistent manner. Learners' names should appear on desks, books, artwork, project and stationery (par. 3.9.6).
- Learning activities should be varied, otherwise learners become bored and frustrated. A variety of material must be used to accommodate learners with diverse skills (par. 3.9.7; 5.4.3.2).
- Teachers should use reinforcement strategies such as token reinforces, touches, social rewards in the form of praise, high fives, the designation of special helpers, activities such as five minutes free time, extra time for computer work and the provision of feedback to parents about learners' daily behaviour (par. 3.9.8; 5.4.5.1).

Constructive discipline for obtained and sustained learner attention

- For optimal learning to take place a well-planned series of lessons is needed to involve individual learners actively. The following should be taken into consideration when planning lessons: learners' interests and needs, their backgrounds, the subject matter and skills to be practised, the variety of the learning material, the learning styles of learners, the intelligences of the learners and the sequence of learning experiences (par. 3.9.10; 5.4.2).

- Learners should be encouraged to work together in groups and to depend on each other for support (par. 3.9.11; 5.4.3.1).
- Teachers should respond individually to misbehaviour rather than to the whole class. All learners must be treated equitably with regard to misbehaviour, assessment, results, religion, ethnic background and age. Equal access to information, material and teacher support should be provided (par. 3.9.12).
- Teachers must be consistent when allocating time to use the rest room, procedures for absent learners, time to complete homework, assignments, learners with special needs and when enforcing rules (par. 3.9.14; 5.4.3.4).

Constructive discipline as behavioural escalation prevention

- Good behaviour must be maintained by using reinforcement through verbal praise or task assistance when learners work calmly and being-on-task (par.3.10.1; 5.4.5.1).
- Teachers must be alert for triggers of problem behaviour which include difficult activities, less time, anxiety about tests and examinations, lack of comprehending abilities and fear of making mistakes (par. 3.10.2).
- Unusual behaviour such as when learners appear distraught, anxious or preoccupied or try to escape challenging task demands should be countered. Teachers should communicate continuously with learners and provide them with options before disruptions occur (par.3.10.3).
- It is important to remain calm in provoking situations and to disengage from confrontation by redirecting the learners' attention to given tasks (par. 3.10.4).
- Agitated learners who are difficult to redirect should be provided with the option of moving to a quiet area to work or be assigned an alternate task so that learning may continue.
- Learners should be debriefed in private where they should be informed about problems and the consequences of unsatisfactory behaviour.

6.5 SUGGESTIONS FOR FURTHER STUDY

Based on this study, the following recommendations are made for further study:

- Further studies on constructive discipline through effective classroom management strategies should include a wide range of public and private schools so that similarities and differences of the phenomenon can be established.
- This study was conducted specifically in a semi-urban school. Further case studies on the same phenomenon could be researched in rural and urban environments in different districts so that findings can contribute to a more comprehensive understanding of the quality of learning and teaching based on constructive discipline.
- Research-based strategies and guidelines on constructive discipline are needed for parents and teachers to assist learners with barriers to learning owing to discipline-related hindrances.
- Further auxiliary research relating to parental involvement on aspects of extending constructive discipline to include supervision of homework and assessments and motivating learners is required.

6.6 LIMITATIONS OF THE STUDY

The limitations of the study include the following:

- This study entailed eliciting the viewpoints of the school principal, teachers and learners regarding classroom management strategies in a semi-urban primary school and the viewpoints of only these participants were included in this study.
- This study focused on classroom management strategies in a semi-urban school. Accordingly, rural and urban schools were not part of the study and the findings can therefore, not be generalised to all schools.
- The research study was based on a qualitative method which was a case study on the classroom management strategies for optimal learning that demonstrated both its strengths and limitations. The small sample was not aimed at generalisation but at being

exploratory. The strength, however, lies in the fact that the analysis of data provided a rich source of information. Purposive sampling also allowed for a selection of participants viewed as rich sources of information.

- This study was limited to primary school teachers only. Other studies may reveal different expectations from secondary school teachers. Hence, a study that probes what classroom management strategies for constructive discipline for optimal learning is utilised by secondary school teachers should be undertaken.

6.7 CONCLUDING REMARKS

It is evident that if a range of classroom management strategies is used effectively it would influence and support learner achievement. Classroom management strategies for optimal learning were determined by collecting relevant data from information rich participants by means of individual and focus group interviews. The research was able to explore what a positive classroom environment in terms of constructive discipline entails. It was clear that constructive discipline as preventative discipline contributes to effective classroom management. It was further clear that constructive discipline entails proper communication and motivation based on teacher preparedness and knowledge of subject matter. The research also revealed that constructive discipline pertained to participant teachers creating a positive classroom environment by organizing the physical environment, using instructional strategies, limit setting, routine and procedures and curriculum delivery. The high quality learning experienced by learners increased with instructional engagement and decreased discipline problems. For effective teaching discipline and order is necessary in every constructive setting and therefore constructive discipline through effective classroom management strategies need to be implemented to optimise learning and attaining educational goals.

REFERENCES

- Alberto, P. A. & Troutman, A. C. 2006. *Applied behaviour analysis for teachers*. 7thed. Upper Saddle River, New Jersey: Prentice Hall.
- Allen, R. & Rose, R. 1986. *Common sense discipline: what to say and do when kids need help*. Ft. Worth, Texas: Worthy.
- Allmark, P. 2002. The ethics of research with children. *Nurse Researcher*, 10(2): 7-19.
- Arends, R. I. 1998. *Learning to teach*, 4th ed. Boston, MA: McGraw- Hill.
- Aricak, T. 2005. A systematic approach model in diagnosing and solving discipline problems in classrooms. 27th ISPA Colloquium. July 13-17: Athens-Greece.
- Arthur-Kelly, M., Lyons, G., Butterfield, N. & Gordon, C. 2007. *Classroom management: creating positive learning environment*. Australia: Nelson.
- Belvel, P. S. 2010. *Rethinking classroom management strategies for prevention, intervention and problem solving*. California: Sage.
- Biggam, J. 2011. *Succeeding with your master's dissertation: A step-by-step handbook*. Berkshire, GBR: Open University Press.
- Boulden, W. T. 2010. The Behaviour Intervention Support Team (BIST) Program. *Underlying Theories*, 19(1): 17-21.
- Burden, P. R. 1995. *Classroom management and Discipline*. White Plains, New York: Longman.
- Burns, N. & Grove, S. 2003. *Understanding nursing research*. 3rd ed. Philadelphia: Saunders.

- Brown, D. M. 2003. Learner-centred conditions that ensure students' success in learning. *Education*, 124(1): 99-107.
- Brown, W. K. & Vigilante, A. R. 2005. *Effective classroom discipline*. William Gladden Foundation.
- Bryman, A. 2004. *Social research methods*. 2nd ed. Oxford: Oxford University Press.
- Capizzi, A. M. 2009. Designing and evaluating a supportive classroom management plan. *Focus on exceptional children*, 42(3): 1-12.
- Cauley, K. M., Pannozzo, G. & Cauley, K. 2007. *Annual Editions: Educational Psychology*. Dushkin: McGraw Hill.
- Coetzee, S. A., Van Niekerk E. J. & Wydeman J. L. 2008. *An educator's guide to effective classroom management*. Pretoria: Van Schaik.
- Cooper, P. J. & Simonds, C. J. 2003. Communication for the classroom teacher. *Journal of the American Medical Association*, 298(1): 94, 8.
- Creemers, B. P. M. 1994. *The effective classroom*. London: Cassell.
- Cresswell, J. W. 2007. *Qualitative inquiry and research design: choosing among five approaches*. 2nd ed. California: Sage.
- David, M. & Sutton, C. D. 2004. *Social Research: The Basics*. London: Sage.

- Department of city development. 2009. *Key statistics and information on the Umhlatuze Municipality are*. [Online]
<http://www.richemp.org.za/TulipuMhlathuzeInternet/repository/Downloads/VPN/Linux/SLED10/Readme/2009%20Demographic%20Data.pdf>. (Accessed on 24 November 2010)
- Department of Education. 2000. *The alternatives to corporal punishment: The guide for educators*. Pretoria: Department of Education.
- De Vos, A. S. 2002. Qualitative data analysis and interpretation. In: AS De Vos (ed.). *Research at grassroots levels. For the Social Sciences and Human Service Professionals*. Pretoria: Van Schaik.
- DiGiulio, R. 2000. *Positive classroom management*. Thousand Oaks: Corwin Press.
- Doyle, W. 1986. Classroom organization and management. In W.C. Wittrock (ed), *Handbook of research on teaching*. 3rd ed. New York: Macmillan.
- Dunn, R., Martin, C., Faure, L., Markus, D., Pedota, P., Sookdoo, G., Stock, J. & Terry, B. 2010. No light at the end of tunnel vision: steps for improving lesson plans. *The Clearing House*, 85: 194 – 206.
- Dupper, D. R. & Montgomery, D. A. E. 2008. Corporal punishment in U.S. public schools: A continuing challenge for school social workers. *Children & Schools*, 30(4): 243-250.
- Edwards, H. E & Watts, V. 2004. *Classroom discipline and management: an Australasian perspective*. Australia: Wiley.
- Emanuel, E. J., Grady, C., Crouch, R. A., Lie, R., Miller, F. & Wendler, D. 2008. *The oxford textbook of clinical research ethics*. New York: Oxford University Press.

- Emmer, E. T., Evertson, C. M. & Anderson, L. M. 1980. Effective classroom management at the beginning of the school year. *The Elementary School Journal*, 80(5): 219 –231.
- Epstein, M., Atkins, M., Cullinan, D., Kutash, K. & Weaver, R. 2008. *Reducing behaviour problems in the elementary school classroom. A practice guide*. U.S. Department of Education: Institute of Education Sciences.
- Erdoğan, M., Kurşun, E., Şişman, G.T., Saltan, F., Gök, A. & Yıldız, I. 2010. A qualitative study on classroom management and classroom discipline problems, reasons, and solutions: A case of information Technologies. *Class Educational Sciences: Theory & Practice*, 10(2): 881-891.
- Everston, C. M. & Emmer, E. T. 1982. Effective management at the beginning of the school year in junior high classes. *Journal of Educational Psychology*, 74(4): 485-498.
- Evertson, C., Emmer, E. & Worsham, M. 2003. Classroom management for elementary school teachers. 5th ed. Boston: Allyn and Bacon.
- Everston, C. M. & Harris, A. H. 1992. What we know about managing classrooms. *Educational leadership*, 49(7): 44-78.
- Evertson, C. M. & Neal, K. W. 2006. Looking into learning- centred classrooms: Implications for classroom management. *National Education Association Publications*, 2-19.
- Evertson, C. M. & Weinstein, C. S. 2006. *Classroom management as a field of inquiry*. In C. M. Evertson & C. S. Weinstein (Eds.), *Handbook of classroom management: Research practice and contemporary issues*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Farmer, T. W., Goforth, J. B., Hives, J., Aaron, A., Jackson, F. & Sgammato, A. 2006. Competence enhancement behaviour management. *Preventing school failure*, 50(3): 39-44.

- Fisher, W. W., Deleon, I. G., Rodriguez, C. V. & Keeney K. M. 2004. Enhancing the effects of extinction on attention- maintained behaviour through non contingent delivering of attention or stimuli identified via a competing stimulus assessment. *Journal of applied behaviour analysis*, 37(2):171–184.
- Flick, U. 2009. *An introduction to qualitative research*. 4th ed. London: Sage.
- Forrester, M. A. 2010. *Doing qualitative research in psychology: A practical guide*. London: Sage.
- Foster, S. L., Brennan, P., Biglan, A., Wang, L. & Al-Ghaith, S. 2002. Preventing behaviour problems: What works? *Educational Practices Series*, 8.
- Freiberg, H. J. (i). 2002. Essential skills for new teachers. *Educational leadership*, 59(6): 56– 60.
- Freiberg, H. J. & Lamb. S. M. 2009. Dimensions of Person-Centred Classroom Management. *Theory Into Practice*, 48(2): 99–105.
- Freiberg, K. L. 2002. Annual editions: Educating exceptional children. *Journal of Emotional and Behavioural Disorders*, 14: 31-40.
- Gibson, W. J. & Brown, A. 2009. *Working with Qualitative Data*. London: Sage.
- Gillham, B. 2010. *Case study research methods*. London: Continuum International Publishing.
- Gilman, R., Huebner, E.S. & Furlong, M. J. 2009. *Handbook of positive psychology in schools*. UK: Routledge.
- Gongola, L. & Sweeney, J. 2007. Managing classroom behaviours: Tools to facilitate behaviour interventions in the general education setting. *Autism Advocate*, 48(3): 30-34.

- Gubrium, J. F. & Holstein, J. A. 2001. *Handbook of Interview: Context and Method*. USA: Sage.
- Gravetter, F. J. & Forzano, L. B. 2012. *Research methods for the behavioural sciences*. 4th ed. USA: Wadsworth.
- Green, S. 2000. *Research Methods in Health, Social and Early Years Care*. United Kingdom: Stanley Thomes.
- Groundwater-Smith, S. 2001. Building research capability to inform practice. Paper presented to the ISATT Conference, Faro Portugal, 21-25 September, Portugal.
- Hall, P. S. & Hall, N. D. 2003. Building relationships with challenging children. *Educational leadership*, 61(1): 60 - 63.
- Hebblethwaite, D. 2010. Effective teaching strategies in the culturally diverse classroom. *Interdisciplinary Journal of Contemporary Research in business*, 2(8).
- Henn, M., Weinstein, M. & Foard, N. 2009. *A critical introduction to social research*. 2nd ed. London: Sage.
- Henning, E. S., Van Rensburg, W. & Smit, B. 2004. *Finding your way in qualitative research*. Pretoria: Van Schaik.
- Hiltz, S. & Goldman, R. 2005. *Learning together online: Research on asynchronous learning network*. New Jersey: Lawrence Erlbaum Associate.
- Hinkel, E. 2011. *Handbook of research in second language teaching and learning*, Volume 2. USA: Routledge.
- Hinton, M. L. 2006. Assessment: A personal classroom management approach. *ATA Magazine*.87(2): 4-9.

- Howard, P. 2000. *The Owner's Manual for the Brain*. New York: Bard Press.
- Jacob, M., Vakalisa, N. & Gawe, N. 2004. *Teaching–Learning Dynamics: A participative approach for OBE*. 3rded. Sandown: Heinemann.
- Jha, N. K. 2008. *Research Methodology*. Chandigarh: Global Media.
- Johnson, D. D., Rice, M. P., Edgington, W. D. & Williams, P. 2005. For the uninitiated: How to succeed in classroom. *Kappa Delta PI Record*, 42(1): 28-32.
- Johnson, D. W, Johnson, R. T. & Smith, K. A. 2000. Constructive controversy: Effective techniques for stimulating college students. *Change*, 32(1): 28-37.
- Joubert, H. J. & Prinsloo, J. J. 2001. *Education law: practical guide for educators*. Pretoria: McGraw Hill Schaik.
- Kauchak, D. & Eggen, P. 2008. *Introduction to teaching: Becoming a professional*, 3rd ed. Upper Saddle River, NJ: Pearson Education.
- Kariuki, C. 2009. Professional development for 21st century teachers: Effective classroom management. Thesis (M.ED) - Jackson State University.
- Karp, B. 2010. Verbal de-escalation in the classroom. *Reclaiming children and youth: The Journal of Strength-based. Interventions*, 12(3): 181-185.
- Kerr, M. & Nelson, M. 2010. *Strategies for addressing behaviour problems in the classroom*. 6th ed. Upper Saddle River, NJ: Pearson.
- Khalsa, S. S. 2007. *Teaching disciplines and Self – discipline: Effective strategies, anecdotes and lessons for successful classroom*. USA: Corwin Press.

- Khoza, V. 2002. Schools safe havens or site of violence. *Agenda: Empowering women for gender equity. Special Issue: What Future Can we Make: Education, Youth and HIV/AIDS*, 53(1): 75-80.
- King, N. & Horrock, C. 2010. *Interviews in qualitative research*. London: Sage.
- Kothari, C. R. 2004. *Research Methodology: Methods and Techniques*. 2nd ed. India: New Age International.
- Koza, W. & Smith, J. 2004. *Managing an early childhood classroom: Literacy, language & learning*. USA: Shell Educational Publishing.
- Kraft, M. A. 2010. From ringmaster to conductor. Ten simple techniques can turn an unruly class into a productive one. *Kappan*, 91(7): 44-47.
- Krech, P. R., Kulinna, P. H. & Cothran, D. 2010. Development of short-form version of the physical education classroom instrument: Measuring secondary pupil's disruptive behaviour. *Physical education & sport pedagogy*, 15(3): 209 – 225.
- Kyle, P. & Rogien, L. 2004. *Opportunities and options in classroom management: preventive strategies*. Boston: Allyn & Bacon.
- Landrum, T. S., Lingo, A. S. & Scott, T. M. 2011. Classroom misbehaviour is predictable and preventable, *Phi Delta Kappan*, 93(2): 30-34.
- Larrivee, B. 2000. Transforming Teaching Practice: becoming the critically reflective teacher. *Reflective Practice*, 3: 293.
- Leedy, P. D. & Ormrod, J. E. 2005. *Practical research: planning and design*. 8th ed. New Jersey: Pearson Prentice Hall.

- Lennon, S. 2009. Maintaining discipline: conceptualizations towards the understanding and controlling of classroom behaviour. Doctor of Education Thesis (D.Ed) - Valdosta State University.
- Lens, W., Lacante M., Vansteenkiste, M. & Herrera, D. 2005. Study persistence and academic achievement as a function of the type of competing tendencies. *European Journal of Psychology of Education*, 20(3): 275-287.
- LePage, P., Darling-Hammond, L. & Akar, H. 2005. Classroom Management. *Preparing teachers for a changing world: What teachers should learn and be able to do?* San Francisco: Jossey in Bass.
- Lichtman, M. 2006. *Qualitative research in education: A user's guide*. California: Sage.
- Lichtman, M. 2010. *Qualitative Research in Education: A User's guide*. 2nd ed. USA: Sage.
- Little, S. G. & Akin-Little, A. 2008. Psychology's contributions to classroom. *Psychology in the Schools*, 45(3): 217-226.
- Luton, L. S. 2010. *Qualitative research approaches for public administration*. USA: M.E. Sharpe.
- Malmgren, K. W., Trezek, B. J. & Paul, P. V. 2005. Models of classroom management as applied to the secondary classroom. *The Clearing House*, 79 (1): 36-39.
- Marais, P. & Meier, C. 2010. Disruptive behaviour in the foundation phase of schooling. *South African Journal of Education*. 30(1): 41-57.
- Marcketti, S. B. 2007. Design piracy: Student perceptions of a constructive controversy. *College Student Journal*, 41 (4): 1046-1054.

- Marlow, E. 2002. *Reading and quality discipline in the classroom*. US Dept of Education.
- Marshall, C. & Rossman, G. B. 2006. *Designing qualitative research*. London: Sage.
- Marshall, C. & Rossman, G. B. 2011. *Designing Qualitative Research*. 5th ed. USA: Sage.
- Marzano R. J. 2003. *Classroom management that Works: research-based strategies for every teacher*. Alexandria, VA: ASCD.
- Mather, N. & Goldstein, S. 2001. *Learning disabilities and challenging behaviours: a guide to intervention and classroom management*. Baltimore: Paul H. Brookes Publishing.
- Mc Combs, B. L. & Miller, L. 2007. *Learner-centred classroom practices and assessments: Maximising student motivation, learners and achievement*. California: Corwin Press.
- McQueen, T. 1992. *Essentials of classroom management and discipline*. New York: Harper Collins Publications.
- Meidl, T. & Meidl, C. 2011. Curriculum integration and adaptation: individualizing pedagogy for linguistically and culturally diverse students. *Current Issues in Education*, 14(1). Retrieved from <http://cie.asu.edu/>
- Milena, Z. R., Dainora, G. & Alin, S. 2008. Qualitative Research Methods: A comparison between focus-group and in-depth interview. *Annals of Faculty of Economics*, 4(1): 1279-1283.
- Miller, G. & Hall, T. 2005. *Classroom management*. Wakefield, MA: National Centre on Accessing the General Curriculum.

- Miller, T. & Bell, L. 2002. Consenting to what? Issues of access, gate keeping, and informed consent, in Mauthner M., Birch M., Jessop J. & T. Miller, 2nd ed. *Ethics in Qualitative Research*, 3: 53-69.
- Moore, D. A., Bain, K., Fulton, D., Sautner, B. & Souveny, D. 2008. *Supporting positive behaviour in Alberta Schools: A classroom Approach*. Alberta Education. Learning and Teaching Resources Branch.
- Moore, K. D. 2009. *Effective instructional strategies from theory to practice*. 2nd ed. Los Angeles: Sage.
- Mosoge, M. J., Van Vuuren, H. & Coombs, L. A. 2005. *Educational development*. North West University: Platinum Press.
- Muijs, D. & Reynold, D. 2005. *Effective teaching: evidence and practice*. 2nd ed. London: Sage.
- Neuman, W. L. 2006. *Social research methods: Quantitative and quantitative approaches*. 6th ed. Boston: Pearson.
- O' Donohue, W. T. & Fisher J. E. 2008. *Cognitive behaviour theory: Applying empirically supported techniques in your practice*. 2nd ed. USA: John Wiley.
- O' Ferrall, M. E. B., Green, A. & Hanna, F. 2010. Classroom Management strategies for difficult students: promoting change through relationships. *Middle School Journal*, 41(4): 4-11.
- Oliver, R. M. 2007. *Improving student outcomes in general and special education with effective classroom management practices*. Washington: National Comprehensive Centre for Teacher Quality.

- Oliver, R. M. & Reschly, D. J. 2007. *Teacher preparation and professional development*. National comprehension centre for teacher quality. Washington: National Academy Press.
- Ollendick, T. H. & Schroeder, C. S. 2003. *Encyclopaedia of clinical child and paediatric psychology*. New York: Kluwer Academic.
- Oosthuizen, I. J. 2003. *Aspects of educational law*. Pretoria: Van Schaik.
- Oosthuizen, I. J., Wolhuter, C. C. & du Toit, P. 2003. Preventive or punitive disciplinary measures in South African schools: Which should be favoured? *Koers*, 68(4): 457-479.
- Orb, A., Eisenhauer, L. & Wynaden, D. 2001. Ethics in qualitative research. *Journal of nursing scholarship*, 33(1): 93-96.
- Palumbo, A. & Sanacore, J. 2007. Classroom management: help for the beginning secondary school teacher. *The Clearing House*, 81(2): 67-70.
- Patton, M. Q. 2002. *Qualitative evaluation and research methods*. 3rd ed. London: Sage.
- Peace Corps. 2008. Idea Book Series: *Classroom Management*. Washington: Peace Corps.
- Pedota, P. 2007. *Strategies for effective classroom management in the secondary setting*. New York: Heldref Publications.
- Petress, K. C. 2004. The benefits of group study. *Education*, 124(4): 587.
- Pickett, L. & Fraser, B. J. 2010. Creating and assessing positive classroom learning environments. *Childhood Education*, 86(5): 321-326.

- Pienaar, G. 2003. A different approach to classroom discipline problems. *Educare*, 32(1, 2): 261–274.
- Pienaar, G. E. 2006. Creating a learning environment conducive to the effective mediation of learning. in M.M. Nieman and R.B. Monyai, *The educator as mediator of learning*, Pretoria: Van Schaik Publishers.
- Richmond, V. P. & Mc Croskey, J. C. 2000. *Nonverbal behaviour in interpersonal relations*. Boston: Allyn and Bacon.
- Roscoe, K. & Orr, K. 2010. Frontloading classroom management. *The science teacher*, 77(5): 43-48.
- Rossman, G. B. & Rallis, S. F. 2003. *Learning in the field: An introduction to quality research*. 2nd ed. California: Sage.
- Rubio, C. M. 2009. Effective teachers - professional and personal skills. *Revista de la Facultad de Educación de Albacete*, 24: 35-46.
- Ryan, K., Cooper J. M. & Tauer, S. 2008. *Teaching for student learning: becoming a master teacher*. Boston: Houghton Mifflin.
- Salameh, K. M., Al-Omari, A. & Jumia'an, I. F. 2011. Classroom management skills among beginning teachers' in Jordan: preparation and performance. *International Journal of Applied Educational Studies*, 10 (1).
- Saldana, J., Leavy, P. & Beretvas, N. 2011. *Fundamentals of Qualitative Research*. USA: Oxford University Press.
- Sandholtz, J. H. 2011. Preservice teachers' conceptions of effective and ineffective teaching practices. *Teacher Education Quarterly*, 38(3): 27-47.

- Savage, T. V. & Savage, M. K. 2010. *Successful classroom management and discipline: Teaching self-control and responsibility*. 3rd ed. Los Angeles: Sage.
- Scarlett, W. G., Ponte, I. C. & Singh, J. P. 2009. *Approaches to behaviour and classroom management: Integrating discipline and care*. Los Angeles: Sage.
- Sebag, R. 2010. Behavior management through self-advocacy. *Teaching Exceptional Children*, 42(6): 22-29.
- Seidman, I. 2006. *Interviewing as qualitative research: a guide in research and social science*. 3rd ed. New York: Teacher College Press.
- Self-Brown, S. & Mathews, S. 2003. Effects of classroom structure on student achievement goal orientation. *Journal of Educational Research*, 97: 106-111.
- Shenton, A. K. 2004. Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information*, 22: 63–75.
- Shukla-Mehta, S. & Albin, R. W. 2003. Twelve practical strategies to prevent behavioural escalation in classroom settings. *The Clearing House*, 79(1): 12-15.
- Silverman, D. 2004. *Qualitative research: Theory, Method and Practice*. London: Sage.
- Silverman, D. 2005. *Doing qualitative research*. 2nd ed. London: Sage.
- Simonsen, B., Fairbanks, S., Briesch, A., Myers, D. & Sugai, G. 2008. Evidence-based practices in classroom management: Considerations for research to practice. *Education and the treatment of children*, 31 (3): 351-380.
- Singh, D. 2006. *Emotional intelligence at work*. India: Sage Publications.

- Smith, F. J. 2010. *Conducting your pharmacy practice research project : A step by step approach*. 2nd ed. London: Pharmaceutical Press.
- Smith, J. K., Smith, L. F. & De Lisi, R. 2001. *Natural classroom assessment: Designing seamless instruction and assessment*. California: Corwin Press.
- Spaulding, C. L. 1992. *Motivation in the classroom*. New York: McGraw-Hill.
- Sprick, R. & Daniels, K. 2010. Managing student behaviour. *Principal Leadership*: 11 (1): 18-21.
- Stake, R. 2010. *Qualitative Research: Studying how things work*. New York, USA: Guilford Press.
- Stan, K., Brockhuzen, D. & Uehara, D. 2000. *Prevention and intervention for effective classroom organisation and management in Pacific Classroom Research Series*. Pacific resources for education and learning.
- Stanulis, R. N. & Manning, B. H. 2002. The teacher's role in creating a positive verbal and nonverbal environment in the early childhood classroom. *Early Childhood Education Journal*, 30(1): 3-8.
- Sterling, D. R. 2009. Classroom management setting up the classroom for learning. *Science scope*, 32(9): 29-33.
- Sulich, M. K. 2004. Keeping discipline in the classroom. *English Teaching Forum*, 42(3): 22-31.
- Sullivan, E. 2009. *The Sage glossary of the Social and Behavioural Sciences*. USA: Sage.
- Sturz, D. L., Kleiner B. H. & Fernandez, A. 2005. Effective management of cultural diversity in a classroom setting. *Equal opportunities international*, 24(5,6): 57-64.

- Stronge, J. H. 2007. *Qualities of effective teaching*. 2nd ed. Alexandria: ASCD.
- Sztejnberg, A. 2006. Adaptive use patterns of secondary school classroom environments. *Facilities*, 24(13, 14): 490-509.
- Tal, C. 2010. Case studies to deepen understanding and enhance classroom management skills in preschool teacher training. *Early Childhood Educational Journal*, 38(2): 143-152.
- Tan, S. 2002. *Ogrenme ortami olarak sinif: classroom as learning milieu*. Ankara: Pegem A Yayıncılık.
- Tayie, S. 2005. *Research methods and writing research proposals*. Cairo: Centre for Advancement of postgraduate studies and research in engineering sciences, Faculty of Engineering.
- Taylor, B. 2009. *Classroom management impacts student achievement: Tips to thrive and survive*. Jackson State University. Available online at <http://www.eric.gov...> [Accessed on 2011/10/10]
- Taylor, G. R. 2004. *Practical application of classroom management theories into strategies*. USA: University Press of America.
- Taylor, G. R. & Kenny, L. M. 2008. *Improving human learning in the classroom: Theories and teaching practices*. USA: Rowan & Littlefield Education.
- Tileston, D. W. 2004. *Classroom management and discipline: What every teacher should know about classroom management and discipline*. California: Sage Publication.
- Turner, D. W. 2010. Qualitative interview design: A practical guide for novice investigators. *The Qualitative Report*, 15(3): 754-760.

- Trussell, R. P. 2008. Classroom universal problem behaviour. *Intervention in School and Clinic*, 43(3): 178-185.
- UNISA. 2006. *The Educator as Leader, Manager and Administrator*. Tutorial Letter 501/2006 for EDLHOD-M. Pretoria: Unisa.
- Van der Westhuizen, P. C. 1991. *Effective educational management*. Pretoria: HAUM.
- Van Deventer, I. & Kruger, A. G. 2003. *An Educator's Guide to school management skills*. Pretorius: Van Schaik.
- Veverka, J. B. 2011. Make your classroom run like a well-oiled machine. *Education Digest*, 76(8): 59.
- Walliman, N. 2006. *Social Research Methods*. London: Sage.
- White, C. & Harbaugh, A. P. 2010. *Learner centred instruction: Building relationships for students' success*. California: Sage.
- Williamson, B. D., Campbell-Whatley, G. D. & Lo Y-y. 2009. Using a random dependent group contingency to increase on-task behaviours of high school students with high incident disabilities. *Psychology in the schools*, 46 (10): 1074 -1083.
- Wimmer, R. R. & Dominick, J. R. 2006. *Mass media research: An introduction*. 8th ed. USA: Thompson Wordsworth.
- Wolfgang, C. H. 2001. *Solving discipline and classroom management problems*. 5th ed. New York: John Wiley and Sons.
- Wolk, S. 2003. Hearts and minds. *Education Leadership*, 61(1): 14 – 18.

- Wright, J. 2010. RTI Lab: *Effective Academic Interventions for Struggling Students. RTI Toolkit: A Practical Guide for School*. New York.
Available online at
[www.jimwrightonline.com/.../wright Tier 1 Intvs Sachem Schools...](http://www.jimwrightonline.com/.../wright_Tier_1_Intvs_Sachem_Schools...)[Accessed on 2012/03/06]
- Yin, R. K. 2003. *Case study Research: Design and Methods*. 3rd edition. California: Sage.
- Yin, R. K. 2010. *Qualitative Research from Start to Finish*. USA: Guilford Press.
- York-Barr, J. & Duke, K. 2004. What do we know about teacher leadership? Findings from two decades of scholarship. *Review of Educational Research*, 74(3): 255–316.
- Zabel, R. H. & Zabel, M. K. 1996. *Classroom management in context: orchestrating positive learning environments*. Boston: Houghton Mifflin Company.
- Zuckerman, J. T. 2007. Classroom management in secondary schools: a study of student teachers' successful strategies. *American Secondary Education*, 35(2): 4-16.

APPENDIX A

Letter requesting permission from the Department of Education of KwaZulu-Natal

P.O. Box 2225
Empangeni
3380

THE DISTRICT MANAGER
DEPARTMENT OF EDUCATION
LOWER UMFOLOZI DISTRICT
EMPANGENI

Dear Sir

RE: PERMISSION TO CONDUCT RESEARCH

Research Title

MANAGEMENT STRATEGIES FOR ESTABLISHING DISCIPLINE IN PRIMARY
SCHOOLS IN A KWA-ZULU NATAL DISTRICT

I am currently pursuing a master's degree at the University of South Africa. My details are as follows:

1.1	Full name	Sagree Padayachie
1.2	Title	Mrs
1.3	Student Number	713 491 6
1.4	Proposed field of study	Educational Management (M.Ed)
1.5	Home Telephone Number	035-7723548
1.6	Cell Number	0837753548
1.7	E-mail	7134916@mylife.unisa.ac.za
1.8	Supervisor	Prof HM van der Merwe
1.9	Telephone number	012 429 4807
1.10	E-Mail	vdmerhm@unisa.ac.za

My research study focuses on classroom management strategies in the establishment of constructive discipline for optimal learning.

The aims of the research are to:

- determine what a positive classroom environment entails.
- determine how preventive discipline contributes to effective classroom management.
- examine how teacher preparedness and teacher knowledge of the subject matter contribute towards effective classroom management.
- provide guidelines for the implementation of classroom management strategies that supports optimal learning.

In carrying out the research individual interviews will be conducted with members of the school management team, and individual and focus group interviews with teachers and learners. Classroom practises will be observed by means of single unit observations which will include classes of Grade 3 to 7 learners.

Participation in this research is entirely on a voluntary basis. The confidentiality of the participants will be guaranteed and respected. No individuals will be forced to participate and all ethical considerations governing research will be strictly adhered to by the researcher and participants.

The findings from this research study will impact positively on teacher training programmes, and on the classroom management practices of novice and long service teachers. Research based managerial strategies will help to bridge theory and practice and thus create conditions for optimal learning to occur.

I hereby apply for permission to conduct the research.

I trust that my request will meet your favourable response.

Yours faithfully

.....
RESEARCHER: MRS S. PADAYACHIE
M.ED STUDENT (UNISA)
713 491 6

.....
DATE

APPENDIX B
Letter to School Principal

P. O. Box 2225
Empangeni
3880

THE PRINCIPAL

Dear Sir

RE: PERMISSION TO CONDUCT RESEARCH

Research Title

MANAGEMENT STRATEGIES FOR ESTABLISHING DISCIPLINE IN PRIMARY SCHOOLS IN A KWA-ZULU NATAL DISTRICT

I am currently pursuing a master's degree at the University of South Africa. My details are as follows:

- | | | |
|------|-------------------------|--|
| 1.1 | Full name | Sagree Padayachie |
| 1.2 | Title | Mrs |
| 1.3 | Student Number | 713 491 6 |
| 1.4 | Proposed field of study | Educational Management (M.Ed) |
| 1.5 | Home Telephone Number | 035-7723548 |
| 1.6 | Cell Number | 0837753548 |
| 1.7 | E-mail | 7134916@mylife.unisa.ac.za |
| 1.8 | Supervisor | Prof HM van der Merwe |
| 1.9 | Telephone number | Tel: 012 429 4807 |
| 1.10 | E-Mail | vdmerhm@unisa.ac.za |

My research study focuses on classroom management strategies in the establishment of constructive discipline for optimal learning.

The aims of the research are to:

- determine what a positive classroom environment entails.
- determine how preventive discipline contributes to effective classroom management.
- examine how teacher preparedness and teacher knowledge of the subject matter contribute towards effective classroom management.
- provide guidelines for the implementation of classroom management strategies that supports optimal learning.

In carrying out the research individual interviews will be conducted with members of the school management team, and individual and focus group interviews with teachers and learners. Classroom practises will be observed by means of single unit observations which will include classes of Grade 3 to 7.

Participation in this research is entirely on a voluntary basis. The confidentiality of the participants will be guaranteed and respected. No individuals will be forced to participate and all ethical considerations governing research will be strictly adhered to by the researcher and participants.

The findings from this research study will impact positively on teacher training programmes, and on the classroom management practices of novice and long service teachers. Research based managerial strategies will help to bridge theory and practice and thus create conditions for optimal learning to occur.

I hereby apply for permission to conduct the research.

I trust that my request will meet your favourable response.

Yours faithfully

.....

RESEARCHER: S. PADAYACHIE

M.ED STUDENT (UNISA)

713 491 6

.....

DATE

APPENDIX C

Informed consent from participants for individual and focus group interviews with teachers

P.O. Box 2225

Empangeni

3880

Dear Sir/Madam

CONSENT TO PARTICIPATE IN A RESEARCH STUDY

I, Sagree Padayachie am currently registered at the University of South Africa for the Master's degree in Education (Education Management). The title of my dissertation is "Management strategies for establishing discipline in primary schools in a Kwa-Zulu Natal District." My supervisor is Prof HM VAN DER MERWE (contact details: 012 429 4807).

In order to fulfil the requirements for this degree I am required to conduct fieldwork during the next two months. My research study focuses on classroom management strategies in the establishment of constructive discipline for optimal learning.

The aims of the research are to:

- determine what a positive classroom environment entails.
- determine how preventive discipline contributes to effective classroom management.
- examine how teacher preparedness and teacher knowledge of the subject matter contribute towards effective classroom management.
- provide guidelines for the implementation of classroom management strategies that supports optimal learning.

In carrying out the research individual interviews will be conducted with members of the school management team, and an individual and focus group interviews with teachers. Classroom

practises will be observed by means of single unit observations which will include classes of Grade 3 to 7.

Your participation in this research study is appreciated. I would like to assure you that your anonymity will be assured at all times. The information provided by you will only be used to enhance teaching and to optimise learning. There are no known risks and your participation in this study is voluntary. You may withdraw from the study at any stage, without fear or prejudice. Anonymity will be assured through omission of names.

A summary of the results of this study will be presented to you. It is anticipated that the findings from this research study will assist teacher training programmes, novice teachers and long service teachers. Research based instructional strategies will help to bridge theory and practice and thus create conditions for optimal learning to occur.

It would be appreciated if you kindly sign this letter as a declaration of your consent.

.....
Participant's signature

.....
Date

.....
Researcher's signature

.....
Date

Researchers Contact details:

Name: Sagree Padayachie

Tel: 083 7753548

E-mail: 7134916@mylife.unisa.ac.za

APPENDIX D

Informed consent from parents or guardians of learners participating in the research

P.O. Box 2225
Empangeni
3880

Dear Sir/Madam

CONSENT TO PARTICIPATE IN A RESEARCH STUDY

I am currently registered at the University of South Africa for the Master of Education Degree (Education Management). The title of my dissertation is “Management strategies for establishing discipline in primary schools in a Kwa-Zulu Natal District.” My supervisor is PROF HM VAN DER MERWE (contact details: 012 429 4807).

In order to fulfil the requirements for this degree I am required to conduct fieldwork. The fieldwork of this research study includes an individual interview and a focus group interview with ten learners from Grades 3 to 7 learners on their experiences of the different classroom management strategies used by teachers and the observation of one class from Grade 3 to 7. The individual interview and focus group will be conducted in the school environment and classes will be observed during the normal school day. All activities will be video recorded. The duration of the focus group interview will be one to one and a half hours and the observation of class activities will be for the duration of one lesson.

Learners are selected purposively and their participation in this research is entirely on a voluntary basis. The confidentiality of the participants will be guaranteed and respected. No learner will be forced to participate and all ethical considerations governing research will be strictly adhered to by the researcher and participant. The identity of the learner will not be revealed under any circumstances.

I seek permission from the parent /guardian for the selected learners to participate in the focus group interview and the class observation. In this regard a request is made for you to give consent for your child to participate in this investigation. The learner's anonymity will be assured at all times and the information attained will be used for the purpose of enhancing teaching and optimising learning. Anonymity will be assured through omission of names. There are no risks for their involvement but learners may benefit from future programmes. The learner may withdraw from the study at any stage, without fear or prejudice.

You are requested to give your written consent, thus permitting your child to participate in this research study. The learner needs to discuss his/her participation with you prior to signing the form. The parent will receive a copy of the signed form. Please do not hesitate to contact me if you need to ask questions or require further clarity on this matter.

S. PADAYACHIE
M.ED STUDENT (UNISA)

CONSENT FORM

I, (Parent / Guardian of)
hereby give consent for my child to be interviewed for the purpose of this study. I understand my child may withdraw from the study at any time, his/her participation being purely on a voluntary basis. I am aware of the purpose of the research and how the findings will be disseminated.

Signed on thisday of year
at

.....
Parent's signature

.....
Date

.....
Researcher's signature

.....
Date

Researcher Contact details:

Name : Sagree Padayachie

Tel: 083 7753548

E-mail: 7134916@mylife.unisa.ac.za

APPENDIX E

Informed consent from learners participating in the research

Dear Learner

CONSENT TO PARTICIPATE IN A RESEARCH STUDY

I, Sagree Padayachie am currently registered at the University of South Africa for the Master's degree in Education (Education Management). The title of my dissertation is "Management strategies for establishing discipline in primary schools in a Kwa-Zulu Natal District." My supervisor is Prof HM VAN DER MERWE (contact details: 012 429 4807).

In order to fulfil the requirements for this degree I am required to conduct fieldwork during the next two months. My research study focuses on classroom management strategies in the establishment of constructive discipline for optimal learning.

The aims of the research are to:

- determine what a positive classroom environment entails.
- determine how preventive discipline contributes to effective classroom management.
- examine how teacher preparedness and teacher knowledge of the subject matter contribute towards effective classroom management.
- provide guidelines for the implementation of classroom management strategies that supports optimal learning.

In carrying out the research an individual interview and focus group interview will be conducted with selected Grades 3 to 7 learners and classroom practises will be observed which will include classes of Grades 3 to 7. Your participation in this research study is appreciated. I would like to assure you that your anonymity will be assured at all times. The information provided by you will only be used to enhance teaching and to optimise learning. There are no known risks and your

participation in this study is voluntary. You may withdraw from the study at any stage, without fear or prejudice. Anonymity will be assured through omission of names.

A summary of the results of this study will be explained to you. It will be appreciated if you kindly sign this letter as a declaration of your consent.

.....
Participant signature

.....
Date

.....
Researcher signature

.....
Date

Researcher Contact details:
Name : Sagree Padayachie
Tel: 083 7753548
E-mail: 7134916@mylife.unisa.ac.za

APPENDIX F
OBSERVATION SCHEDULE FOR CLASSROOM OBSERVATION OF
MANAGEMENT STRATEGIES FOR CONSTRUCTIVE DISCIPLINE

A	<u>PHYSICAL SETTING</u>	+ OR -	NOTES
A1	Furniture is appropriately selected according to the size of the learners.		
A2	Rules, routines, and procedures are posted strategically for easy reading.		
A3	Materials are organised and easily accessible.		
A4	High traffic areas are free of congestion.		
A5	Seating plan allows all learners to see presentations easily during whole group instruction.		
A6	Seating arrangements are changed periodically so that learners are routinely placed next to different learners.		
A7	Instructional areas of the classroom have clear, visual boundaries for learners.		
A8	A specific area is demarcated for time out.		
A9	Learners have secure and adequate spaces for personal storage.		

B	<u>SCHEDULING</u>	+ OR -	NOTES
B1	A daily schedule of class activities is posted for all learners and teachers to view.		
B2	The activities on the schedule is posted and reviewed regularly.		
B3	All learners are engaged in learning activities.		

B4	The individual schedules are according to the learner's level of functioning.		
B5	Schedules are reviewed with learners/teachers on a daily basis and are used as a tool to teach organisational and planning skills		
B6	Changes or new activities are visually indicated on the schedule.		

C	<u>STRUCTURAL PLANNING AND DELIVERY</u>	+ OR -	NOTES
C1	Lessons are developed according to learners' level of functioning.		
C2	All learners are engaged in productive tasks.		
C3	Assignments are relevant and meaningful to learners.		
C4	The time allocated is adequate for the tasks that are planned		
C5	Instructions for each task are clear and concise.		
C6	The pace of the instruction is appropriate for the needs of the learners.		
C7	Provisions are made for learners who need more time to complete their task.		
C8	Learners' understanding of learning material is monitored frequently during instruction time.		
C9	Learners are praised during the presentation of the lesson and during independent work.		
C10	Corrective feedback is provided promptly during the lesson.		
C11	Regular communication between the teacher and parents is arranged.		

C12	Continuous assessment of material which is taught to learners.		
C13	All learners are given opportunities to respond to questions asked during the lesson.		
C14	The focus is established during the first five minutes of the lesson.		
C15	The current lesson is connected to previous taught skills at the introductory stage of the lesson.		
C16	Clear and consistent signals are used to indicate transition		

D	<u>INSTRUCTIONAL ACTIVITIES</u>	+ OR -	NOTES
D1	The activities included in the lesson are age and developmental.		
D2	A range of activities is included in the lesson i.e. group, independent, and cooperative and teacher directed.		
D3	Each learner is engaged in the learning material selected for the classroom activity.		
D4	Corrective strategies are used consistently and are appropriate for the given task.		
D5	Learners are frequently monitored and guided during the lesson.		

E	<u>CLASSROOM DISCIPLINE PLAN</u>	+ OR -	NOTES
E1	Classroom rules are positively formulated.		
E2	Rules are limited from 5 to 7.		
E3	Rules are posted on a chart that is large enough for all to see.		
E4	The rules are written in words so that all learners can read.		

E5	A display of criteria used to earn reinforcers is posted on the notice board.		
E6	Reinforcers are available to all learners who can earn them.		
E7	Behavioural praise is provided at a rate of 4 positives to everyone corrective statement		
E8	Data on learner performance is displayed.		
E9	Consequences are pre-planned and posted for all learners to view.		
E10	The consequences for rule violation are explained and reviewed regularly.		
E11	Learners are reminded of their choices in a calm, positive manner prior to escalation in behaviour.		
E12	Consequences are delivered consistently and in a timely manner.		

F	<u>ROUTINES AND PROCEDURES</u>	+ OR -	NOTES
F1	Routines and procedures have been established.		
F2	Specific learner behaviours are identified for each routine.		
F3	Pre-corrections are given for routines throughout day.		
F4	Routine is established for starting the day.		
F5	Routine is established for entering the classroom.		
F6	Routine is established for working independently.		
F7	Routine is established for securing assistance.		
F8	Routine is established for moving around the classroom.		

F9	Routine is established for responding or asking questions.		
F10	Routine is established for visiting the toilets.		
F11	Routine is established for drinking water.		
F12	Routine is established for using the sickroom.		
F13	Routine is established for organizing assignments.		
F14	Routine is established for conducting tests, assessments, role play, speech contests and debates.		
F15	Routine is established for homework.		
F16	Procedure for office referrals is established.		
F17	Procedure for dealing with a crisis or emergency situation.		
F18	A systematic correction procedure is established for problem behaviour.		

G	<u>SOCIAL CLIMATE</u>	+ OR -	NOTES
G1	The teacher portrays a friendly and positive attitude.		
G2	There is a high ratio of positive to negative statement that is being used.		
G3	Teacher listens to the learners views.		
G4	Learners are invited to be risk-takers without the fear of being ridiculed by other learners.		
G5	Learners are provided with opportunities for success.		
G6	Learners are provided with opportunities to interact with other learners.		

G7	Learners interact in a positive manner.		
G8	Effective communication skills are present.		
G9	A safe and non-threatening environment is provided.		
G9	Respect is demonstrated between teacher and learners.		
G10	Humour is used appropriately and sarcasm is avoided		

APPENDIX G

INTERVIEW GUIDE

INDIVIDUAL INTERVIEW WITH SCHOOL PRINCIPAL / JUNIOR PHASE PRIMARY HEAD OF DEPARTMENT / SENIOR PHASE PRIMARY HEAD OF DEPARTMENT

1. INTRODUCTORY QUESTIONS

- What is the main purpose of classroom management at your school?

2. CLASSROOM MANAGEMENT AND CLASSROOM DISCIPLINE

- Are all your teachers adequately trained to manage their classrooms effectively?
Elaborate.
- What structures are in place regarding the training of novice or inexperienced teachers?

3. MONITORING AND EVALUATING TEACHERS

- How are teachers' performance monitored and evaluated at this school?
- Which aspects of classroom management are evaluated?

4. CURRICULUM APPLICATION AND INSTRUCTION

- What forms of assessments are used to evaluate learner development of skills, knowledge and values?

5. INSTRUCTIONAL PLANNING AND DELIVERY

- Does teacher preparedness prevent behaviour problems in the classroom? Explain.
- Describe the instructional strategies used by teachers to keep learners engaged in the activity.

6. PHYSICAL SETTING

- How do your teachers create a classroom climate which is conducive to learning?

7. CLASSROOM DISCIPLINE PLAN

- How are classroom rules and consequences formulated?
- Which routines and procedures help maintain discipline and order in the classroom?

8. COMMUNICATION

- Are positive reinforcement used to motivate learners? Explain
- How do teachers communicate with parents on matters pertaining to the academic or social issues regarding the learner?

9. CONCLUDING REMARKS

- For optimal learning to take place in the classroom which classroom management strategies must be implemented by teachers?

APPENDIX H
INTERVIEW GUIDE
INDIVIDUAL AND FOCUS GROUP INTERVIEW WITH TEACHERS

1. Why is discipline and order necessary in the classroom?
2. How do you go about creating a classroom environment which is conducive to learning?
3. What discipline problems do you find yourself faced with in the classroom?
4. Describe the strategies used by you to prevent discipline problems in the classroom.
5. Does being adequately prepared and having adequate knowledge of the subject matter prevent behaviour problems and increase learner behaviour? Elaborate.
6. What behavioural interventions do you use to redirect off- task behaviour in your classroom?
7. What opportunities are given to learners to practice responsibility?
8. What steps would you follow to deal with learners who display consistent behavioural problems in your classrooms?

APPENDIX I
INTERVIEW GUIDE
INDIVIDUAL AND FOCUS GROUP INTERVIEW WITH GRADES 3 TO GRADE 7
LEARNERS

1. How is a warm and caring classroom environment created?
2. Describe your classroom layout or design.
3. What are your duties and responsibilities in the classroom?
4. What type of lessons do you enjoy the most?
5. How are you assessed on the work you have learnt?
6. How is your classroom rules formulated?
7. Describe the procedures and routines in your class?
8. What type of discipline problems do you experience in your classroom and how are these problems dealt with?
9. How is discipline problems prevented in your classroom?
10. Describe the methods used by your teacher to motivate you?
11. How does your teacher communicate to you on forth coming tests and assessments, events, problems and meetings?

**APPENDIX J - AGREEMENT TO CONFIDENTIALITY – TEACHERS AND
LEARNERS PARTICIPATING IN FOCUS GROUP INTERVIEWS**

Research Title

**MANAGEMENT STRATEGIES FOR ESTABLISHING DISCIPLINE IN PRIMARY
SCHOOLS IN A KWAZULU-NATAL DISTRICT**

Institution

UNIVERSITY OF SOUTH AFRICA

This study respects the anonymity of **ALL** participants and the keeping of what transpired in the interview as strictly confidential. No name or any other identifying details are recorded. No information on discussions in the focus group interview may be shared outside this room as that may infringe on the confidentiality of the study and the confidentiality of what participants were willing to share. Your cooperation in this regard is highly appreciated.

CONFIDENTIALITY AGREEMENT

I -----, hereby consent to keep all discussions that transpire in this interview as highly confidential. I therefore consent not to share anything discussed in this interview with anyone outside this room.

Interviewer	Date	Interviewee
-----	-----	-----