

**CLASSROOM MANAGEMENT STRATEGIES EMPLOYED BY POSTGRADUATE
CERTIFICATE IN EDUCATION FOUNDATION PHASE TRAINEE TEACHERS
DURING TEACHING PRACTICE**

BY

LILYMORE MUDZIWAPASI

2016



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**BY
LILYMORE MUDZIWAPASI**



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THE DEGREE OF**

MASTER OF EDUCATION

UNIVERSITY OF FORT HARE

SUPERVISOR: MS. K. HACKMACK


CO-SUPERVISOR: DR. N. SOTUKU

2016

DECLARATION

I, the undersigned, **LILYMORE MUDZIWAPASI**, student number, **200706070**, hereby declare that the dissertation is my own original work, and that it has not been submitted, and will not be presented at any other University for a similar or any other degree award.

Date: 10/04/2017

Signature: 



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My parents, I thank you for continuously praying for me.

I express my gratitude to my husband, Syden Mishi, who consistently supported me throughout the period of my study.



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DEDICATION

I dedicate this study to my parents, my husband, and my lovely daughter.



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ABSTRACT

It is well documented that novice teachers have a problem with classroom management (CM) when they become professional teachers. This study explored classroom management strategies that Postgraduate Certificate in Education Foundation Phase (PGCE) trainee teachers employ during teaching practice at one University in the Eastern Cape Province of South Africa. This study used a qualitative research methodology. Semi-structured interviews and document analysis were used as the methods for data collection. Participants consisted of eight PGCE Foundation Phase trainee teachers. Content analysis was used to analyse data. The study revealed that, firstly, the trainee teachers used different strategies for different classroom scenarios. Secondly, they were not always confident regarding the CM strategy that they were using. There was a lot of trial and error regarding the strategies as the trainee teachers were not always sure what strategy to apply. The classroom management strategies of these trainee teachers seemed to be biased towards three broad groups of classroom management strategies: firstly, and specifically, preventative strategies – these strategies include preventing the misbehaviour of the learners before such misbehaviour occurs. Secondly, there are two proactive strategies they used, the first of which is understanding the problem before acting, and the second proactive strategy is punishing first then understanding the problem afterwards. The application of these strategies differed and was influenced by environmental factors such as class size and resources availability. However, findings were that preventative strategies were more effective but were least used. This study recommends that in the preparation of trainee teachers, more emphasis should be placed on preventative measures in classroom management.

Key words: Classroom management strategies, trainee teachers, teaching practice, PGCE.

LIST OF ACRONYMS

CM	classroom management
TP	teaching practice
PGCE	Post Graduate Certificate in Education
FP	foundation phase
SE	school experience
HEM	Higher Education Monitor
BEd	Bachelor of Education degree
RR	reflective report
P	participant
SACE	South African Council of Educators

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CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.0 INTRODUCTION

Novice teachers have been reported to have problems with classroom management (CM) (Reynolds-Keefer, 2013; Peters, 2012; Rosas & West, 2009; Marais & Meier, 2010). This study explored classroom management (CM) strategies that Postgraduate Certificate in Education (PGCE) Foundation Phase trainee teachers employ during teaching practice at one University in the Eastern Cape Province of South Africa. The investigation was pertinent to newly qualified teachers as it explored CM strategies used by the trainee teachers. This chapter explains the background, significance of the study, and presents the research problem, research questions and the purpose of the study. It also provides a synopsis of the methodology, the delimitation of the study, key concepts, and an outline of the chapters.

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1.1 BACKGROUND TO THE STUDY

Education is touted as significant in human emancipation, addressing poverty and inequality challenges through enabling meaningful economic participation and growth of the economy (McNally, 2009). Despite the significant effect of education, research on understanding teacher training is still very scant, and in particular research looking at classroom management strategies employed by trainee teachers. Literature reveals that there is much evidence on the challenges faced by teachers in CM and the benefits from proper CM (Miller & Pedro, 2006; Kiggundu & Nayimuli, 2009; Reynolds-Keefer, 2013).

1.1.1 Conceptualising the term classroom management

There are many different definitions of classroom management; this section briefly presents a conceptualisation of CM, as used in this study. A more in-depth discussion takes place in Chapter Two. CM refers to teachers' strategies for regulating student behaviour, interaction, and learning (Martin & Sass, 2010). It can be recognised as the

way teachers create a safe and effective learning environment. Classroom management also includes establishing personal relationships with students and working within the relationships (Brophy, 2006). According to Miller and Pedro (2006), CM involves many aspects: the management of space, time, activities, materials, labour, social relations, and the behaviour of students. Therefore, this concept is associated with a wide range of activities undertaken by the teacher in the classroom, such as arranging the physical space, defining and practising classroom procedures, observation of students' behaviour, dealing with undisciplined behaviour, encouraging students' responsibility for learning, and teaching lessons in a way that encourages students' task orientation (Miller & Pedro, 2006).

It is imperative to note that CM is related to all the teachers' actions in class to ensure that there is a good learning environment and the teaching is effective. CM is an important concern of every teacher, whether they are experienced or trainee teachers (Gibbs & Powell, 2012; Hammond, 2007). Furthermore, Hammond (2007) regards CM as the most sought after skills in teachers, and classroom management strategies are viewed as markers of teacher effectiveness. Therefore, trainee teachers need to have a good understanding of how to manage their classrooms for effective teaching to take place. As CM is such an important factor in ensuring that successful teaching and learning take place, the following section highlights the benefits and challenges of effective CM.

1.1.2. Benefits and challenges of classroom management

This section deals with the benefits and challenges that teachers face in classroom management. Teachers are supposed to make sure that there is order, so that the classroom environment in which learners learn is without disruptions (Burden, 2003). The importance of classroom management is widely documented (Evertson & Weinstein, 2006), indicating that teachers' effective managing of students' behaviour and learning is critical to achieving positive educational outcomes.

Teachers' classroom management practices can have a significant effect on students' concentration and self-regulated learning, because learners in a class where the teacher is able to control the whole class, are likely to produce better results compared

to a class where the teacher is not able to control disruptive behaviour from the learners (McCaslin, Bozack, Napoleon, Thomas, Vasquez, & Wayman, 2006).

Another benefit that is related to classroom management is that teachers who are very good as classroom managers demonstrate a warm way of handling learners; they show that they care that their learners produce good academic results and they are concerned about the overall success of the learners (Pianta, 2006). Such teachers signify to all that they care for their students and simultaneously hold high expectations for their academic achievements and how their learners excel in class (Pool & Everston, 2013).

Classroom management requires the planning of effective teaching, proactive preventative strategies, practical corrective strategies, and positive supportive techniques. It is necessary to plan and use a variety of CM methods as these help teachers to motivate learners through active involvement in their own work and discipline processes with the goals of acquiring learning, self-management, and a selection of responsible behaviours. When these components are integrated in a classroom, effective teaching, management, and discipline balance each other to facilitate learning of the students (Kyle & Rogien, 2004).

A number of studies conducted in Israel, China, and Australia, have addressed the effectiveness of a range of classroom management techniques and their impact on levels of misbehaviour (Romi, Lewis, & Katz, 2009). The results indicate the productive effect of recognising responsible behaviour, and discussing the impact of misbehaviour on other students with the student who misbehaved. Students who had experienced recognition and discussion became more responsible, less distracted, and more positive toward teachers and schoolwork. Conversely, teacher aggression, manifested in group punishment, humiliating students, and yelling in anger, appears to be associated with more student misbehaviour and higher levels of negative student attitudes toward learning (Romi, Lewis, & Katz, 2009).

Teachers' dissatisfaction with their classroom management performance has been associated with a lower sense of efficacy. Dissatisfaction plays a role in determining stress levels and consequently, can contribute to generating teacher burnout (Betoret,

2009; Betoret & Artiga, 2010). Furthermore, differences between teachers' expectations and classroom reality are major causes for a trainee teachers' sense of depression and turmoil (Salkovsky, Romi & Lewis, 2015).

To better address the challenges and understand the best way to tap into the benefits, one way is to look at the classroom management experience by trainee teachers during their teaching practice. This is convenient as the student teachers are readily available, they are fresh from the teaching practice, and they are still open to learning, changing and adaptation (Kiggundu & Nayimuli, 2009). The latter is important as the study makes direct impact on the development of these trainee teachers. The following section discusses the teacher training programmes in South Africa.

1.1.3. Teacher training programmes and teaching practice in South Africa

Initial teacher education, in post 1994 South Africa, is in two distinct programmes, namely Bachelor of Education and Postgraduate Certificate in Education (PGCE) (Higher Education Monitor (HEM), 2010; Verbeek, 2014). These programmes are targeted at producing either Foundation (grades R - 3), Intermediate (grades 4-7) or Senior Phase (grades 8-12) educators (HEM, 2010). This research was based on the Foundation Phase (FP). The Foundation Phase is unique as it encompasses grades R to 3 and therefore deals with children in various developmental stages (HEM, 2010). The PGCE is a postgraduate generalist educator's qualification that caps undergraduates from different disciplines (Kiggundu & Nayimuli, 2009; HEM, 2010).

As the PGCE accommodates students from other disciplines with limited or no prior educational experience, the education theories and practice need to be mastered in a short space of time, usually a year (Kiggundu & Nayimuli, 2009). Furthermore, all classroom management strategies need to be developed within that short space of time, before the student teacher graduates and becomes a fully-fledged teacher. Atici (2007) highlighted the short period available for students to acquire such strategies and queried the effectiveness of pre-service education to provide these skills within the relatively brief time frames. It is due to such factors that research conducted on the PGCE programme trainee teachers, especially the Foundation Phase is potentially so valuable (Verbeek, 2014). In qualifications like the Bachelor of Education degree,

the student teachers have a greater opportunity to both learn the theory on classroom management strategies as well as ample time to implement what they have learnt during Teaching Practice; however, the PGCE trainee teachers who do a qualification in one year do not have the luxury of time to acquire classroom management strategies (Verbeek, 2014).

Christofferson and Sullivan (2015) reported that in most teaching development institutions, trainee teachers are taught the theory of classroom management. These theories aim at imparting classroom management strategies to trainee teachers. This implies that PGCE trainee teachers may enter teaching practice lacking knowledge, at least practically, compared to students studying the four year Bachelor of Education degree (Kher, Lacina-Gifford & Yandel, 2000; Verbeek, 2014). Such inadequacy makes them feel underprepared and generally teachers who feel unprepared for the classroom are likely to become stressed and disillusioned about their profession and might drop out of the teaching profession (Aliakbari & Bozorgmanesh, 2015; Merc and Subasi, 2015; Kher et al., 2000). On this issue, Kiggundu and Nayimuli (2009) noted that if prospective teachers experiencing anxiety about how to successfully manage the classroom have teaching practice at their disposal, it could serve as an assurance of the reality and practicality of managing a classroom.

Teaching practice is a form of work-integrated learning period during which a trainee teacher is given the opportunity to put theory into practice by applying theoretical knowledge acquired in the lecture room to classroom teaching, before actually entering the real world of teaching (Kiggundu & Nayimuli 2009). Maphosa, Shumba, and Shumba (2007) consider teaching practice a trainee teacher's initiation into the real-life of teaching. Maphosa et al. (2007) supported this issue by saying this provides trainee teachers with the chance to teach and face the real world of working in a class at schools before joining the profession as qualified teachers. Thus, teaching practice grants trainee teachers experience in actual teaching (Kiggundu, 2007). In fact, it provides trainee teachers with experience both in actual teaching and in the working environment (Marais & Meier, 2004; Perry, 2004). The authors considered teaching practice a trainee teacher's initiation into the real-life of teaching. In the following section, the statement of the problem for this study is outlined.

1.2 STATEMENT OF THE PROBLEM

Literature cites that for effective teaching and learning to take place, teachers need to employ diverse and effective CM strategies (Reynolds-Keefer, 2013). CM has been found to be a challenge to both trainee teachers and in-service teachers (Reynolds-Keefer 2013; Peters, 2012; Rosas & West, 2009). Trainee teachers firstly encounter the reality of CM during teaching practice (TP). However, few studies have explored trainee teachers' classroom management strategies (Reynolds-Keefer, 2013). Identification of classroom management strategies that trainee teachers employ therefore remains a topical research area (Aliakbari & Bozorgmanesh, 2015). It is against this background that this study poses the following questions.

1.3 MAIN RESEARCH QUESTION

What are the Postgraduate Certificate in Education (PGCE) trainee teachers' classroom management strategies during teaching practice?

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1.4 SUB-RESEARCH QUESTIONS

- i) What do PGCE trainee teachers understand about classroom management?
- ii) What CM strategies do PGCE trainee teachers employ during TP?
- iii) What classroom management strategies do trainee teachers find more effective during teaching practice?
- iv) What challenges do PGCE trainee teachers experience regarding CM?

1.5 OBJECTIVES OF THE STUDY

- i) To investigate PGCE trainee teachers' understanding of classroom management.
- ii) To examine CM strategies that PGCE trainee teachers employ during TP.

iii) To understand classroom management strategies trainee teachers believe are more effective during teaching practice.

iv) To unearth and describe the challenges experienced by PGCE trainee teachers with regards to CM.

1.6 PURPOSE OF THE STUDY

The purpose of this study was to explore classroom management strategies employed by Postgraduate Certificate in Education trainee teachers during teaching practice at one university in the Eastern Cape, South Africa.



1.7 SIGNIFICANCE OF THE STUDY

This study was undertaken in an attempt to provide insights into the CM strategies that trainee teachers employ to plan, organise, and motivate student learning (Merc & Subasi, 2015). The study could possibly help future education trainee teachers to be aware of what to expect when they get to the schools, concerning classroom management. PGCE trainee teachers might read this study to find out about the reality of CM in the classroom.

Exploring the classroom management strategies used by trainee teachers could help inform teacher training curricula renewal and may make trainee teachers better prepared for future positions (Stoughton, 2007). This is important as today's trainee teachers will likely be professionals of tomorrow (Merc & Subasi, 2015). Furthermore, this research has academic importance as it attempts to extend the existing literature on classroom management strategies and overall experiences of trainee teachers during teaching practice.

As Farooq (2011) and Baker (2005) noted, there is little said in literature about classroom management strategies. This study focused on the FP because Reupert and Woodcock (2010) showed that classroom management strategies that are

employed in the Foundation Phase differed from those used in the intermediate phase classroom.

1.8 RATIONALE FOR THIS STUDY

The classroom dynamics are changing every day and so should the strategies used in classroom management. Little is known about challenges faced by trainee teachers during their teaching practice, yet this phase is crucial as a make or break for one to be a professional teacher (Merc & Subasi, 2015). Therefore, this study is important in bringing that knowledge to trainee teachers, authorities, and fellow trainees.

1.9 THEORETICAL FRAMEWORK GUIDING THE STUDY

This study has been guided by the Kounin (1970) classroom management theory, which proposes four kinds of behaviours for effective classroom management. These behaviours include withitness, timing errors, smoothness, and momentum. The researcher of this study believes that by adopting these suggested behaviours trainee teachers will be able to effectively manage the classroom. This implies that classroom management strategies that trainee teachers implement during teaching practice are informed by the above behaviours.

1.10 SYNOPSIS OF THE METHODOLOGY

This research was informed by the interpretivism paradigm. Interpretivism asserts that there are multiple and no single realities or phenomena, and these realities can vary across time and place (Nieuwenhuis, 2010). The interpretivism paradigm has the ability to guide the study into identifying meanings and interpretations of phenomena (Henning, van Resbung & Smit 2004).

In addition, the study adopted a qualitative research approach. The qualitative research approach attempts to collect rich data in respect of a particular phenomenon or context with the intention of developing an understanding of what is being studied (Maree, 2010). As the study sought to explore classroom management strategies used by trainee teachers during teaching practice, it was imperative to gain a deeper understanding of the reasons for the use of such strategies and to determine whether the trainee teachers found them practical or not. In that sense, qualitative approach

was ideal for this study. At the time of conducting this research, there were 15 trainee teachers in the PGCE foundation phase, and a sample of eight Foundation Phase trainee teachers were used during the research process. The researcher studied the sample in an effort to understand the population from which it was drawn. For the purpose of this study, the following data collection instruments were used: semi-structured interviews and document analysis; the documents are in form of a reflective report. Data was analysed through content analysis.

1.11 DELIMITATION OF THE STUDY

This study was conducted on one campus and focused on the Foundation Phase (FP) PGCE trainee teachers enrolled in the Faculty of Education at one university in the Eastern Cape Province in South Africa. The researcher collected data on the classroom management strategies of PGCE FP trainee teachers by asking them to reflect on what strategies they used, and what worked or did not work during their teaching practice.


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1.12 DEFINITION OF KEY TERMS

Teaching practice/school experience/practicum

Marais and Meier (2004) defined teaching practice as the range of experiences to which student teachers are exposed when they work in classrooms and schools. Teaching practice is sometimes called school experience or practicum, and it is defined as a temporary period of teaching at a school undertaken under supervision by a person who is training to become a qualified or experienced teacher. School experience provides the opportunity to trainee teachers to become socialised into the teaching profession. In this study, teaching practice is taken to mean the weeks that PGCE Foundation Phase trainee teachers go to a school of choice to observe the in-service teacher as well as trainee teachers themselves having an opportunity to teach.

Trainee teachers /student teachers/pre-service teachers

A number of terms are used to describe trainee teachers. In this study, the term student teacher is used to refer to a learner who is doing training in teaching. Reupert and Woodcock (2010) defined trainee teachers as those training to be teachers. In this study, it refers to those who are studying to become teachers and who go through a teacher training process. In particular, in this study, trainee teachers refer to FP PGCE students at one university within the Eastern Cape Province of South Africa.

Classroom management

Classroom management is the process of ensuring that classroom activities run smoothly through preventing or stopping disruptive behaviour (Korpershoek, Harms, de Boer, van Kuijk & Doolaard, 2014)



Classroom management strategies

Classroom management strategies in this study mean the actions implemented by the student teachers during teaching practice to prevent or react to ill-behaviour, and to ensure effective learning and safety for all learners (Aliakbari & Bozorgmanesh, 2015).

PGCE

PGCE is a Post Graduate Certificate in Education that can be completed in one year. This qualification is for graduates from various disciplines other than education, such as commerce, law, social sciences, humanities, and pure sciences (Higher Education Monitor (HEM), 2010). In this study, these are the FP PGCE trainee teachers. The Postgraduate Certificate in Education (PGCE) is a teacher-training programme offered in the Department of Education. During teaching training, students are required to do at least 12 weeks of teaching practice (TP) as part of the learning programme required for the qualification of a teacher.

Foundation Phase (FP)

This phase represents the initial stage of children's education, a period covering the first nine or so years of each child (Verbeek, 2014). This study focused on the FP trainee teachers and the CM strategies they employ during their teaching of the Foundation Phase grades, namely grade R to grade 3.

1.13 LAYOUT OF THE STUDY

This study consists of six chapters:

Chapter One: Introduces what the research comprises, and provides a statement of the problem, research questions, research objectives, significance of the study, rationale of the study, delimitations, a synopsis of the methodology, the theoretical framework that guided the study, and the definitions of key terms.

Chapter Two: Discusses the literature that the researcher reviewed relating to classroom management strategies.

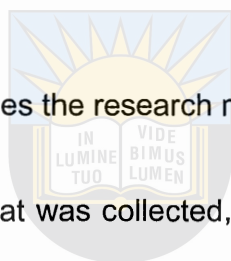
Chapter Three: Presents and justifies the research methodology used for this study.

Chapter Four: Present the data that was collected, and discusses the findings and analysis.

Chapter Five: Provides a summary and conclusions, and makes recommendations.

1.14 CHAPTER SUMMARY

This chapter has encapsulated the background of the study and indicated the importance of the classroom management strategies that are employed by the trainee teachers. In Chapter 2, previous studies will be explained in detail as well as Kounin's classroom management theory underpinning this study.



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CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

The aim of this study was to explore the classroom management strategies employed by Postgraduate Certificate in Education trainee teachers during teaching practice. This chapter focuses on reviewing the literature related to this study. The chapter begins by discussing Kounin's classroom management theory, which was identified as relevant to guide this study. Furthermore, conceptualising classroom management (CM) from an international and national perspective is done. The discussion on CM would not be complete without pointing out its significance. In addition, the proactive/preventative and reactive classroom management strategies are also debated. Moreover, the experiences of trainee and practising teachers on classroom management are discussed. Finally, possible challenges for trainee teachers on classroom management are highlighted.


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2.1. THEORETICAL FRAMEWORK

This section presents the theoretical framework that guided the study. Kounin (1970) classroom management theory was found to be the most relevant in the context of this study. A full discussion of the theory is provided in the following subsection.

2.1.1. Kounin's classroom management theory

Kounin (1970) is a classroom management behaviourist theorist. Behaviourist theory explains how individuals act the way they do and why they act that way (Good & Brophy, 2008). Kounin (1970) developed a theory applied to classroom management, which is in line with this study as it sought to understand what trainee teachers use as classroom management strategies during teaching practice and why they use such strategies. The main purpose of this study therefore was to explain strategies used by trainee teachers during their teaching practice, and why they use such strategies.

Furthermore, the theory is suitable for this study because it combines discipline and learning in the classroom, with the understanding that organisation and planning are of key importance in engaging students in the classroom. Classroom management theory is characterised by proactive teacher behaviour, for example when a teacher has rules and routines, which are supposed to be followed by learners, along with student involvement in learning (Good & Brophy, 2008). Kounin's theory emphasised that preventative strategies are more effective than reactive strategies (Kounin, 1970). Proactive and preventative mean the same thing and they are used interchangeably in this study. Preventative strategies are techniques and strategies to prevent misbehaviours before they occur. In other words, preventative CM strategies are the actions that the teachers implement in the classroom before disruptive behaviour occurs in order for the learners to attend to the teacher's instruction (Clemens, 2007). Reactive strategies, on the other hand, are classroom management interventions that are used only once the behaviour has occurred. The goal is to cut short the negative behaviour, before a learner disturbs the whole class.

In addition, it has been suggested that Kounin developed CM theory that is based on the teacher's ability to organise and plan in the classroom using proactive strategies. Furthermore, this classroom management theory was also considered to be appropriate for this study, as it deals with both discipline and learning in the classroom, while other theories only emphasise learning (Kounin, 1970). Kounin's (1970) theory emphasises the preventative classroom management strategies, which are supposed to be used by teachers for effective learning to take place.

Even though the theory emphasises preventative/proactive classroom management strategies, as they are said to be effective classroom management strategies, it does not mean teachers are not supposed to use reactive strategies. Sometimes the strategy adopted can vary, depending on the type of learners that a teacher is dealing with, as some learners respond very well to reactive strategies for learning and teaching to be effective (Good & Brophy, 2008). Therefore, teachers are supposed to know the best strategy to use at the appropriate time, as well as the type of the learners present in that classroom, for effective learning to take place. This is often a challenge for trainee teachers as they do not have much exposure to the learners' prior

knowledge, in order to be able to better understand each learner and therefore the appropriate strategies to use.

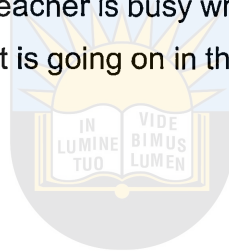
More so, teachers' appropriate classroom management strategies also help learners to learn better as class discipline protects learners from disruptions (Everston & Weinstein, 2006). In addition, Altinel (2006) asserted that teachers' classroom management strategies maximise learners' academic performance and keep them on task, engage them in learning, and influence their motivation and achievement (Everston & Weinstein, 2006). The more the learners notice that their teacher cares about them, the more they are likely to listen to the teacher's instructions. As a result, the teacher's role should create a close, strong relationship with learners and helping them develop their problem-solving abilities (Osakwe, 2014). Osakwe (2011) further stated that teachers could effectively control the class by judiciously adhering to and applying the variables motivation, discipline and teacher's competence to the classroom situation, which will positively enhance both the teaching and learning processes.



Furthermore, Kounin (1970) highlighted the fact that learners will be able to adopt good behaviour and eliminate bad behaviour in an effort to gain the incentive and avoid punishment. Teachers are supposed to have a good relationship with learners; giving incentive to learners is a reactive classroom management strategy and it helps learners to behave well if they are given incentives for portraying good behaviour in class (Osakwe, 2014). In the same vein, Kounin (1976) highlighted that the theory focuses more on actions of the teacher and how to gain necessary attention of learners. The Kounin (1976) study is based on a thorough scientific investigation of school discipline and describes lesson and movement management as a means to control students' behaviour. The actions of the teachers are very crucial in classroom management because these actions determine the success of the learners and effective teaching and learning.

More so, Kounin's work focused on finding key educators' actions, which maximised learner on task time. To be effective in a classroom, Kounin (1970) said teachers should be guided by the following strategies: withitness, timing errors, smoothness and momentum (Good & Brophy, 2008). This is illustrated in Figure 2.1.

Kounin described *withitness* as the educator's attribute of having "eyes at the back of their heads" (Kounin 1976). The term "withitness" refers to the teacher having the skill of knowing what is happening all over the classroom (Good & Brophy, 2008). This includes not only the ability to know what learners are doing in the classroom but also for learners to be aware that the teacher knows what they are doing (Snoeyink, 2009). Educators are supposed to be aware of all that is going on in the classroom, no matter how many activities are taking place; for example, working with individual students while also noticing those who are making a noise. The concept of *withitness* in its simplest term means that a teacher should be always able to know and see what is happening in the class, even if the teacher is busy writing something on the board. An educator who is "with-it" knows what is going on in the classroom at all times (Good & Brophy, 2008).



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With-it-ness

Teachers have an instinctive feel for a situation taking place in the classrooms. They have eyes in the back of their head. Teachers are supposed to stop problems in the classroom before they start.

Timing errors

Teachers they are supposed to deal with disruptive behaviour while the lesson is going on, that is managing behaviour and focusing on the lesson.

Four behaviours that are explained by Kounin's theory

Smoothness

Teachers have to be able to move from one lesson to another, from one activity to another by providing sufficient clarity at appropriate times; brisk pace-logical order- short directions.

Momentum

Teachers are supposed to have an ability to conduct lessons, keep students involved, and keep students from being bored in the classroom.

Figure 2.1: Classroom management theory by Kounin (1970)

More so, teachers need to act as if they have eyes at the back of their heads and the ability to see what is happening around the class (Good & Brophy, 2008; Snoeyink, 2009). Teachers are supposed to move around the class or sit at a position where they are able to notice what is happening in the classroom to avoid learners from misbehaving. Oliver, Wehby and Reschly (2011) stated that teachers are supposed to note everything that is happening in the classroom. For a teacher to see everything that is happening in the class is very crucial and it has a positive impact on reducing problematic behaviour in the classroom.

Furthermore, the classroom layout helps the teachers to achieve the skills of seeing what is going on and to be able to see all students at all times. For example, for a teacher to be able to see all the learners, the desks should be arranged in a way that there is open space for the teacher to move around, or the teacher's table should be put in the centre at the front of the room where it is possible to see each and every activity that is occurring in the class (Good & Brophy, 2008; Snoeyink, 2009). Kounin's theory is popular with teachers because it identifies specific behaviours teachers can learn and that help to prevent discipline problems from happening. For example, a teacher proving withitness knows when to ignore minor events and when not to reprimand (Good & Brophy, 2008).

Withitness requires that teachers know their students and their behaviours. This is the greatest limitation faced by trainee teachers who are in the class for just a few weeks. Kounin (1970) suggested using body language to signal inappropriate behaviour so as to help to manage the class. Furthermore, Kounin explained that teachers should have the ability to attend to two things at the same time, which is called overlapping skill (Kounin, 1976). For example, a teacher may be helping a small group of learners and concurrently also observe that two other learners are playing instead of doing their work. This requires a skill that trainee teachers may not have as yet and which they need to start acquiring during the teaching practice period. It is interesting to note to what extent student teachers are aware of such techniques, the effort make to put them into use, and the results (Snoeyink, 2009).

The second skill is that of "timing errors" (Kounin, 1970; Good & Brophy, 2008). Teachers should avoid "timing errors", that is, failing to notice and intervene before the behaviour is disruptive which could result in "target errors" which means blaming the wrong learner. Teachers are encouraged to attend to more than two actions simultaneously; learners are more likely to stay on task if they know that the teacher is aware of what they are doing. A learner can be discouraged and instigated to indulge in misbehaviour if wrongly punished, or if the wrong learner is praised, the deserving one may misbehave to get attention or to punish the teacher (Snoeyink, 2009).

Teachers must always be alert to what is happening through 'withitness' and intervene at the correct time and correct way. This is important as Kounin (1983) later noted that students react to teachers' praise or punishment by determining whether the teacher was really aware of what was going on or was guessing. If the teacher punishes the wrong learner, the relationship between the teacher and the learner is jeopardised, hence this could lead the learner to misbehave.

Finally, smoothness and momentum mean the teacher should be wary of disordered transitions between activities in the classroom. Teachers need to maintain the whole class's focus so they should be able to maintain an appropriate pace and keep all learners engaged (Lyons, Ford & Kelly, 2011). Momentum refers to an educator's strategies in pacing instruction in order to cover the lesson's objectives without digressions or disruptions by learners. Smoothness refers to an educator's ability in moving from one activity to another without being distracted. A smooth flowing lesson keeps a class interested in the material and lessens the chances for students to get off task and into mischief (Lyons, Ford & Kelly, 2011).

Kounin also outlined the technique of movement management to control discipline among learners. Teachers are supposed to be well informed of movement management – that is the ability to move smoothly from one activity to the other. Good movement in a lesson is achieved by effective momentum (Lyons, Ford & Kelly, 2011). Some educators make two movement management blunders, namely jerkiness and slowdowns. Jerkiness refers to a change in the flow of activities, which creates misunderstanding and results in misbehaviour. Educators who are not sure of what to teach in the classroom also confuse learners. 'Slowdowns' are the delays that waste time between activities; they occur when the educator is guilty of over dwelling on one lesson (Lyons, Ford & Kelly, 2011). The next section discusses the implications of Kounin's theory to this study.

2.1.2 Implications of Kounin's theory to this study

This section highlights some examples that teachers can use to apply the above classroom management strategies identified by Kounin's (1970) theory. It is the responsibility of the teachers to be aware of what is going on in the classroom.

Teachers are supposed to act upon the misbehaviours before they escalate (Ducharme & Shecter, 2011). More so, teachers should have reactive strategies as a backup plan, so that if learners did not respond to the preventative classroom management strategies there is an option to act upon the misbehaviour as it occurs.

Therefore, reactive strategies are supposed to be used if the preventative strategies do not work well. Preventative strategies are believed to ensure effective learning and less disruption. Teachers should utilise the routines, explanations, smooth transitions in order to gain the attention of the students and keep all learners involved in the activities that are happening in the class. Furthermore, by reducing off task behaviour and boredom through creating challenges, extending tasks, providing progress and adding variety, the teacher can better manage the class. When these applications are done at the beginning of the school year, classroom management will be very effective (Kounin, 1970).

This study was guided by this theory in the following ways: The questions asked during interviews as well as on reflective reports were underpinned by the above four strategies and were all positioned broadly into those four categories. For example, what kind of strategies did the trainee teachers implement to avoid timing errors; to ensure smooth transitions between activities, among other questions? It was also important to check to what extent the trainee teachers were prepared to apply these strategies during their teaching practice. Furthermore, in terms of data analysis, it was necessary to determine to what extent the student teachers display the above strategies in entirety to represent model teachers (Ducharme & Shecter, 2011). A proactive trainee teacher is preferred to a reactive one; therefore, failure to display the above qualities would be a call for action to improve teacher training (Aliakbari & Bozorgmanesh, 2015).

Having highlighted how trainee teachers can apply the theory to better manage classroom during their training, the next section looks at how the term classroom management is conceptualised internationally and nationally.

LITERATURE REVIEW

This section looks at the current debate in literature on classroom management. It opens by conceptualising CM, and then looks at the significance of CM, providing an explanation of how preventative and reactive strategies are applied in class. The effective and non-effective CM strategies are discussed. The experiences of trainee teachers and experiences of practising teachers on CM are explained and lastly the challenges of trainee teachers in CM are also discussed.

2.2. CONCEPTUALISING CLASSROOM MANAGEMENT

Classroom management is a complex concept and can be influenced by context (Kostis, 2009). The complexity makes it imperative that international literature, literature from the African content and South African literature be consulted when discussing the conceptualisation of classroom management. CM is predominantly defined in literature as actions taken by the teacher to establish instruction, occupy learners, or make the pupils co-operate in class (Emmer & Stough, 2001). Burden (2003) added to the definition by explaining that classroom management needs to encourage helpful social learning and self-motivation. Literature also perceives CM as action(s) taken by teachers, in other words teacher competence. CM is defined differently by various researchers as indicated in the next sections.

Firstly, the most common conceptualisation of CM is that these are actions taken by the teacher to establish instruction, occupy learners, or make the pupils co-operate in class (Emmer & Stough, 2001). Discussed below, international literature highlights that CM is viewed as actions taken by teachers to produce a conducive learning environment. Classroom management has been viewed as corrective – responding to classroom process flow anomalies, like misbehaviour, a few domineering learners, overly excited learners that disrupt or have the potential to disrupt learning (Wong & Wong 2005). In addition, Wong and Wong (2005) explained that classroom management is related to all the things that teachers do to organise students', time, and materials so that student learning can be meaningful.

This concept of CM was also explained by Iverson (2003), based on his research in Turkey. He defined classroom management as the range of teacher efforts to oversee

classroom activities, including learning, social interaction, and student behaviour. Classroom management includes teachers' actions that are required to perform teaching and managing students' behaviours. CM is explained by Emmer and Stough (2001) in research conducted in Texas, as the capability of teachers to bring order in the class and to cope with the behaviour of learners in order to achieve good educational results. Even though good behaviour management does not give assurance of effective instructions, it institutes an environmental context that makes better teaching possible (Emmer & Stough, 2001). Effective instruction tends to decrease behaviour problems, but does not take away classroom behaviour difficulties (Emmer & Stough, 2001). Additionally, researchers explain classroom management as the actions of the teachers to manage behaviour of learners and for effective teaching and learning.

African literature supports that of their European counterparts as it also emphasises that classroom management can be thought of as forward looking and preventative, as efforts to avoid disruptions, enable proper learning to take place and thus, rely on the teacher's ability to plan (Osakwe, 2014). According to Osakwe (2014), in Nigeria, CM includes the teacher's role in the classroom to conduct rules and procedures, convey these to students and implement appropriate rewards and punishment for compliance or non-compliance respectively. To add to that, CM is defined by all as the actions, efforts, or the role of the teacher to bring order in the classroom.

In South African literature, Coetzer (2010) explained classroom management as a complex set of behaviours that the educator uses to establish and maintain classroom conditions that are conducive for learning. Mtsweni (2008) noted that classroom management entails a combination of activities that are required to support and fulfil the main purpose of teaching and learning. In short, this implies that the educator has obtained cooperation of the learners in reducing misbehaviour and the educator is able to intervene effectively when misconduct happens. Thus, CM is seen as a means by which educational goals are achieved in the most effective and efficient way. All literature, including international literature, African literature, and the South African literature define CM as the actions of the teacher to make sure that there is effective learning. It is only the way they word their definitions that differs but they all mean the same thing.

Secondly, Burden (2003) added to the definition by explaining that classroom management needs to encourage helpful social learning and self-motivation. Iverson (2003) from the United States supported the statement by Burden and explained that classroom management is the range of teacher efforts to oversee classroom activities, including learning, social interaction, and student behaviour. According to Tal (2010), in the case of Turkey,

Effective classroom management is perceived as a cyclical process that includes advanced planning, implementation, assessment during implementation, and final evaluation that takes into account factors related to children and their environment, intended to bring about progress in the activities carried out for the learning and emotional well-being of the learners in class.

One of the commonalities from international research is that they all emphasise social learning and the well-being of learners.

African literature by authors such as Garrahy, Cothran and Kulinna (2009) asserted that classroom management is an effective teaching strategy and a key concern of many teachers while providing important teaching approaches for learners. Classroom management is an important part of teachers' success in creating a safe and effective learning environment for students' quality education (Osakwe, 2014).

From South African literature, in a study that was done by Pistoe (2014) he considered classroom management to be learner centred and be approached from a situational perspective, meaning the situation at hand. This implies moving from instructions to constructivist classroom management, which means that humans construct knowledge and meaning from their experiences. Furthermore, in the past CM has often been seen as an issue of dealing with individual behaviour; however, this has changed to take into account advanced planning. All the definitions in literature, whether international, African or South African, indicated that CM is an effective teaching strategy, and should be learner centred.

Finally, literature also perceives CM as action(s) taken by teachers, in other words teacher competence. Research conducted in Iran by Aliakbari and Bozorgmanesh

(2015) described CM as all things that the teacher does to organise students, space, and materials so that learning can take place. Ducharme and Shecter (2011) asserted that reactive classroom management focuses on immediately terminating bad behaviour through aversive consequences. Classroom management can be described as an umbrella term that includes the teachers' efforts to monitor a multitude of activities ranging from instruction and student learning to social interaction and student behaviour (Kostis, 2009). CM involves all factors that relate to classroom organisation with the aim of creating safe and well established learning environments for all the students. This means that classroom management is essential not only for the accomplishment of the educational objectives but also for the promotion of the students' and teachers' development.

This is also echoed in African literature, in Nigeria, in which Rufai, Alebiosu and Adeakin (2015) explained classroom management as the actions and strategies that teachers use to maintain direction in the classroom. A class with a teacher who is able to manage the class well will guarantee effective delivery of good lessons. Shin and Koh (2007) suggested that classroom management comprises actions of the teacher which range from performing teaching to managing students' behaviours. Oliver et al. (2011) described classroom management as any act that a teacher takes to produce an environment that supports and facilitates both academic and social emotional learning. Instructional procedures can also be considered classroom management by this description; however, effective instruction alone is insufficient for establishing collective classroom management.

Procedures that structure the classroom environment, encourage suitable behaviour, and reduce the occurrence of unsuitable behaviour are essential for strong classroom management (Oliver et al., 2011). According to Sterling (2009), classroom management is defined as the formation and implementation of classroom routines, and procedures for participation in teaching activities, shaping cooperative learning teams, and accomplishing class work. The researchers are mostly defining CM as efforts made by the teacher, which are the same as the teacher's competence.

South African literature refers to classroom management as rules, regulations, procedures, consequences, and rewards that are necessary to create a positive

learning environment (Coetzer, 2010). Most of the researchers describe CM in various ways but when analysed, all the definitions actually refer to the actions of the teacher to make sure there is effective teaching and learning.

2.3 SIGNIFICANCE OF CLASSROOM MANAGEMENT

Having looked at how classroom management is conceptualised from different perspectives, the next subsections discuss the significance of CM. CM can be considered significant in various ways to different stakeholders, for example it has helped with student learning and protection of students, among others, and these are discussed below. According to Pistoe (2014) in South Africa, CM is considered important to everyone connected to education.

Firstly, classroom management is very important to ensure high quality of education (Cerit, 2015). Oliver, Wehby and Daniel (2011) emphasised that in classrooms where learners behave well, the learners obtain higher marks and they perform well in their academic results. Studies examining factors affecting students' learning revealed that classroom management is an important factor for students' learning (Shin & Koh, 2007). The concept of effective classroom management adding significantly to student learning and improvement was also noted by Ormrod, (2003). Effective classroom management is considered by teachers and trainee teachers as an important skill, which is crucial to acquire (Stoughton, 2007).

In addition, good CM assists in producing positive student behaviour in the classroom. This is significant, as according to Merc and Subasi (2015), trainee teachers face problems in classroom management specifically related to issues like learners asking to go to the toilet several times during lessons. More so, learners making too much noise in the class, teachers failing to notice any student who is misbehaving, a student who fails to listen to the teacher, and learners who hit other learners.

It is said that trainee teachers initially teach how they were taught at school (Metzler, 2010). Good CM carried out in the classroom at schools will assist future teachers. This is true of the learners in school who will be teachers in the future, because how

the teachers conduct themselves will have a bearing on pupils' development and experiences as future teachers. This idea was also taken up by Fajet, Bello, Leftwich, Mesler, and Shaver (2005) who described how in-service teachers develop views about classroom management from their own experiences as students, and that they carry these perceptions with them when they enrol in teacher training programmes. There is therefore a strong link between teaching experience and student experiences.

Literature suggests that the use of CM strategies can reduce the behaviour of the learners who disrupt others in class (Calderon, 2013). Given that the class does not function well when there are no rules on when they are supposed to talk or move in class. Classroom management ensures teacher efficacy, and teachers become confident in teaching if they master classroom management strategies during teaching practice (Calderon, 2013). Successful teaching requires effort to establish classroom order and control before effective teaching can take place (Lane & Kuiper, 2012).

For some students, schooling is simply not very interesting; they find it boring and resent being forced to attend (Hattie, 2009). Some of the blame for student misbehaviour can be placed on the school, the teacher, or the parents (Hattie, 2009). Classrooms may be overcrowded and the environment unfriendly or even hostile. All of the above are some of the contributing factors to student misbehaviour (Hattie, 2009). Teachers should be aware of the various causes of student misbehaviour; teachers can begin to develop a comprehensive discipline plan with a focus on prevention strategies. The first thing to do is to achieve effective classroom management and discipline by planning and writing down a classroom discipline plan that incorporates routines and rule for the class (Hattie, 2009).

According to Pistoe (2014) in South Africa, CM is considered important to everyone connected to education. Yılmaz and Çavaş (2008) argued that teachers' classroom management has an effect on the success of students and the quality of teaching. Good student behaviour allows teaching to occur smoothly and thus enables effective learning to take place. The next subsection focuses on literature highlighting the significance of classroom management to student learning.

It is argued that effective classroom management adds significantly to student learning and improvement (Ormrod, 2003). More so, classroom management is rated by both teachers and principals as very important as it is an indicator of competence in teaching (Jones, 2006, Huntly, 2008).

Most importantly, CM can be instrumental in student protection. Protection is key to ensuring that students are free to learn and their parents/guardians feel assured that their children are in a safe environment. In this context, Adeyemo (2012) noted that “good classroom management can help to ensure protection of students from physical attacks by other students, dangerous environmental conditions such as playing around electrical equipment, and from psychological abuse from peers or adults”. Aliakbari and Bozorgmanesh (2015) emphasised that effective classroom management strategies have a strong and positive influence on student achievement. The more conducive the classroom management is to teaching and learning – the less likely the teacher will get frustrated and resort to corporal punishment (Coetzer, 2010).

Learners often make decisions of what they do in class based on their perception of whether or not the teacher cares about them (Weinstein, Tomlinson-Clarke & Curran, 2004). Learners are more likely to succeed if they feel that they are connected to their school, and if they have a positive and respectful relationship with their teachers. Poor classroom management threatens school connectedness because a poorly managed classroom cannot provide a stable environment for respectful and meaningful student learning (Weinstein, Tomlinson-Clarke & Curran, 2004).

On the other hand, learners feel safe and protected in a classroom that has a teacher who is friendly to them. This is so because they feel free to complain or air any grievances. Marzano (2003) emphasised that good teacher and student relationships are important for effective classroom management and there is much research to support the belief that good student and teacher relationships enhance learning (Rodriguez, 2005; Tomlinson & Dobet, 2005). Marzano (2003) wrote that anything that you do as a teacher to show interest in students as individuals has a positive impact on their learning. This makes a good classroom manager who is able to greet the students even outside the classroom, being able to compliment students in other

activities such as extracurricular activities. Children do not feel protected when corporal punishment is used (Marzano, 2003).

The way in which the teacher manages the learners indicates the capability as a teacher and also how professional the teacher is (Huntly, 2008). For trainee teachers, feelings of achievement and disappointment in the management of classroom behaviour determine how these teachers conceive their professional competence (Huntly, 2008). In Australia, two thirds of the school leaders rated student discipline and behaviour of high importance when evaluating teachers in their school (McKenzie, Rowley, Weldon & Murphy, 2011). Despite the significance attributed to CM by teachers, many trainee teachers feel their training in classroom management is lacking (Giallo & Little, 2003).

Classroom management has been defined considering local and international contexts. The significance of classroom management strategies has been discussed. The following section looks at the strategies that are used in managing the classroom. These can broadly be categorised as proactive/preventative or reactive/corrective.

2.4 CLASSROOM MANAGEMENT STRATEGIES

In this study, classroom management is conceptualised as what teachers do, teachers' strategies that oversee student behaviour, student relations and the learning process (Martin & Sass, 2010). In line with this, Martin and Sass (2010) emphasised the overarching use of the term "classroom management" to include discussion of teacher strategies that monitor student behaviour and interactions. This section deals with two distinct strategies, namely reactive and preventative classroom management strategies.

It is important to distinguish between preventative and reactive classroom management strategies. That is, there is a difference between strategies used to prevent behaviour problems and strategies used to respond to problem behaviour (Lane, Menzies, Bruhn & Cmobori, 2011; Lane & Kuiper, 2012). The following section discusses the preventative CM strategies.

2.4.1 Preventative or proactive classroom management strategies

Preventative CM strategies are actions that help minimise disruptive behaviour in the classroom in order for teachers to attend to their instruction so that students can learn (Clemens, 2007). CM problems may be solved by using preventative strategies, which is preventing the problems before they occur. Teachers can prevent such problems by changing seating arrangements so that those who misbehave sit close to the teacher's table where they can be watched (Merc & Subasi, 2015).

Literature uses the term preventative and proactive CM strategies interchangeably. The establishment of rules and procedures in the classroom and favourable teacher and student relationships are considered to be the preventative strategies, whereas disciplinary interventions such as giving warnings or punishments are considered reactive strategies. According to Brophy (2006), when rules and routines are stated in the classroom, with strategies on how to acknowledge and encourage learners, then the appropriate use of these rules and routines must be incorporated into the classroom management plan. Teachers are supposed to arrange consequences in order to increase desired behaviour.

A number of behavioural strategies are effective, including a specific praise and rewards system, in which students are given something as reward for good behaviour. This is the same as all behavioural reinforcement; however, these strategies are "effective only if they provide initial reinforcement in close temporal proximity to occurrences of the desired behaviour, and also they are more effective if they are linked to the classroom rules and expectations from the teacher" (Brophy, 2006).

It is noted that preventative CM strategies are more effective than the reactive strategies. Disruptive behaviour is another important outcome measure in classroom management. In order to assess the effectiveness of classroom management practices, it is useful to learn how effective teachers are in using strategies to limit disruptions in the classroom (Little & Akin-Little, 2008). Kern and Clemens (2007) suggested that proactive and preventative strategies that focus on teaching and reinforcing expectations are likely to lead to a reduction in disruptive behaviour in the classroom (Simonsen et al., 2008; Lewis-Palmer & Merrell, 2008).

To be a good classroom management teacher, the use of preventative strategies is important as it holds the classroom management plan together. Teachers who plan and design the class ahead of time are likely to eliminate complications that could arise in class (Kyle & Rogien, 2004). Good classroom managers should focus on implementing management strategies in the beginning week of a school year. Teachers are encouraged to continue reminding learners of how they should behave during the learning process. When teachers set the appropriate pace in the classroom, problems are likely to be prevented through having proactive strategies. It is advised that teachers prevent problems in the classroom before they occur. Teachers who establish classroom rules, procedures, and accountability are those who implement initial steps towards establishing the pace in the classroom. The prevention component is essential to having better academic results from the learners (Kyle & Rogien, 2004).

Hart (2010) emphasised that many studies in classroom management suggest that using preventative or proactive strategies focused on teaching and reinforcing appropriate behaviours, using a small set of clearly defined expectations, are effective in increasing academic engagement amongst learners. This also helps in avoiding problem behaviour in the classroom (Barbetta, Norona, & Bivard, 2005; Little & Akin-Little, 2008). Teachers' classroom management practices should reflect strategies that have been shown to successfully keep learners academically engaged and help to minimise difficult behaviour in the classroom. In some cases, even though the teachers are using preventative strategies learners are always showing aggressive behaviour.

In addition, the repetition of aggressive actions by learners has increased overtime (Alvarez, 2007). School violence is a problem not only in western countries but more so in developing world (Jones, Moore, Villar-Marquez & Broadbent, 2008). According to SACE (2011), children and youth who are brought up in violent communities tend to interact and spend time with delinquent, criminal, or antisocial peers. Verbal disrespect and violent behaviour from pupils are one of the main reasons for teacher stress, which may result in them discontinuing teaching as their profession (Lewis, Romi, Qui, & Katz, 2005). Therefore, it has been found that employing preventative classroom management strategies is more effective than using reactive strategies in such cases.

Marais and Meier (2010) emphasised that teachers have to understand the background of a learner, obtain information on how that child grew up, the family in which that child is in, and the reasons why learners behave and misbehave, and which types of disruptive behaviour occur most frequently in the classroom and on playgrounds. The teacher is also supposed to realise that “the more risk factors are present, the greater the chances of behavioural problems” (Maree, 2003). If teachers study the background of their learners, they are likely to be proactive in their management of the various types of disruptive actions in class. Teachers in South Africa seem to think they are using preventative strategies by telling the learners they will hit them so that the children behave, but some learners may continue to show negative behaviour (Marais & Meier, 2010).

Preventative classroom management strategies focus on implementing strategies that emphasise how learners should behave, the expectations in the classroom, and how to make the classroom as structured and predictable as possible to avoid disruptive behaviours (Ducharme & Harris, 2005). Class-wide strategies are implemented with all students within the class and address the needs of most students in terms of behaviour, while individualised strategies might be needed for a small number of students who will not respond appropriately to the strategies that are used for the whole class (Ducharme & Harris, 2005).

In addition, due to the positive strategies used by proactive CM, students have a better, more trustful and respectful relationship with the teacher. Roache and Lewis (2011) found that the use of a grouping of strategies, such as employing of hinting, participation, conversation, and respect and rewards is very important. Roache and Lewis (2011) indicated that if a teacher works well with their students, the students are likely to listen and give the teacher much respect and there is the development of trust among each other, compared to the teacher who does not respect the learners as well.

Furthermore, teachers are not allowed to use aggression towards their learners, grounding their disciplinary styles in beneficial strategies (Roache 2009). Teachers ought to avoid violent classroom management strategies like class punishments,

mockery, and screaming to the learners in anger. Instead, educators are required to be involved with students in the formation of rights and responsibilities and make mandatory some systematic approach for the recognition of accountable behaviour (Roache & Lewis, 2011).

Classroom management needs teachers to be vigilant and calm as a strategy. Teachers must have the capacity to approach discipline issues with a sense of awareness and the knowledge of what is effective, and what is not. It is effective for teachers to utilise fruitful strategies with their learners, remaining calm and avoiding forms of violent behaviour, which is regarded as unfavourable in multiple national settings (Rouche & Lewis, 2011).

From the study that was done by Demirdag (2015) on classroom management and discipline referrals, it appeared that trainee teachers are supposed to use effective classroom management strategies to reduce failures and frustration in their classrooms (Shawer, 2010). Research proposes that learner achievement and the growth of self-control are encouraged by effective classroom management strategies. Effective classroom management is a component of the teaching and learning process, which promotes good behaviour in learners (Walker, Colvin & Ramsey, 2004). When trainee teachers do not receive enough training in classroom management strategies, teaching could become quite challenging, as would learning in such an environment if students exhibit negative behaviours. All trainee teachers have an opportunity to self-assess themselves and reorganise their classroom management strategies for a more effective learning environment (Demirdag, 2015).

It is said that effective classroom management strategies deal with preventative rather than reactive actions and it establishes a positive classroom setting in which the teacher focuses on learners who are well behaved (Oliver et al., 2011). Furthermore, it can be argued that teachers who set rules and routines in their classrooms have more powerful preventative components to classroom organisation and management plans because they establish the behavioural context of the classroom by specifying what is expected from the learners, what will be reinforced, and what will be retaught if misbehaviour occurs. This avoids challenging behaviour by giving learners exact suitable behaviours to engage in. More so, monitoring student behaviour allows the

teacher to acknowledge students who are engaging in suitable behaviour and prevent misconduct from escalating (Oliver et al., 2011; 2007). The effectiveness of classroom management strategies is important in the academic domain as it is said that learners benefit greatly in a class where the teacher is employing the strategies correctly (Roache & Lewis, 2011).

When conceptualising CM, one of the definitions internationally was actions teachers take to create an environment that supports and facilitates both academic and social emotional learning. Effective classroom management strategies seem to focus on preventative rather than reactive classroom management strategies. The most widely used and generally effective preventative strategy among teachers in primary education is that classroom rules are negotiated instead of imposed (Evertson & Weinstein, 2006). The school rules are intended to establish a disciplined and purposeful environment to facilitate effective teaching and learning at the school and these rules are decided by the Department of Education in the Republic of South Africa.



Having looked at the preventative CM strategies in this section, which have been concluded to be the best, the next section presents a discussion on reactive strategies, which have proved to be not so effective.

2.4.2. Reactive or punitive classroom management strategies

Reactive classroom management strategies are defined as the immediate actions of the teacher when there is an incident that occurs in the class (Sowell, 2013). For example, when a learner misbehaves the teacher moves the learner's desk or removes the learner from that class setting for a short period of time. In such cases actions need to be quickly administered so that the class can get back to work with less disruption (Sowell, 2013). Reactive or punitive strategies such as time out and reprimands, although temporarily effective and easy to administer, have been found to lead to a host of poor student outcomes (Ducharme & Harris, 2005).

According to Maag (2012) in Nebraska, reactive CM is considered easy and fast in stopping bad behaviour; however, it requires that the teacher correctly identifies the

misbehaving learner as timing errors will result in innocent learners being punished. Often children who come from disruptive home environments exhibit disruptive behaviours at school as adaptive responses to their home life. Punitive strategies do not address the underlying processes of these adaptive behaviours (Ducharme & Harris, 2005). Furthermore, a natural consequence of using reactive strategies such as time out or reprimands is the perpetuation of misbehaviour (Ducharme & Harris, 2005; Ducharme & Shecter, 2011).

Learners who have a good relationship with the teacher are likely to behave very well. In contrast, when teachers are very harsh with the learners, the learners are likely to misbehave and become very stubborn (Rouche & Lewis, 2011). In their study, Rouche and Lewis (2011) found that suggesting, conversation, participation, acknowledgement, and giving rewards to the learners offer profits for the teachers who employ these strategies.

Although preventative CM strategies are the best, reactive CM strategies also work in certain situations. Teachers who use forceful classroom management strategies are likely to have consequences for both learners and the teacher. When considering the frequency with which classroom management rates high on the list of teacher stressors, the need increases to reduce employing aggressive classroom management strategies that worsen the level of discipline problems, and becomes critical for dropping the levels of teachers' strain and attrition.

Furthermore, teachers often use reactive strategies when punishing disruptive students; (Rydell & Henricsson, 2004; Shook, 2012), it is unclear whether these strategies effectively change student behaviour. Teachers are said to lack knowledge about the effectiveness of preventative strategies (Peters, 2012) or by a lack of belief in their effectiveness they think that only reactive strategies are the best. Teachers do not always believe in the effectiveness of particular strategies despite ample empirical evidence that the strategy has been implemented successfully in many classrooms (Smart & Brent, 2010).

Many of the strategies discussed above have been part of educator teaching programmes within the teaching institutions for a number of years (Rouche & Lewis, 2011). The following section discusses the application of these different strategies.

It seems that effective management of the whole classroom population (including adequate response to disruptive individual students) is a prerequisite for dealing with students requiring additional behavioural support (Swinson, Woof, & Melling, 2003). Preventative strategies and reactive strategies can be applied to the entire classroom population, for example by discussing classroom rules or giving group detention.

The same can also be applied to individual students by letting an easily distracted student sit alone or temporarily placing a student outside the classroom when showing disruptive behaviour (Marzano et al., 2003). Teachers need to manage many different behaviours and do not have a “one size fits all” situation. Teachers who are able to employ effective and comprehensive classroom management strategies implement strategies suitable to manage a wide range of classroom behaviours, such as the behaviour of the targeted groups of learners, and the behaviour of the individual learners (Baker, 2005).

Effective classroom management requires educators to be adept at employing different kinds of classroom management strategies and to be able to recognise when current strategies are not working and if modifications are necessary (Baker, 2005). Teachers are supposed to be aware that strategies that target groups of pupils are especially effective to increasing good behaviour from the learners. Such strategies allow teachers to maximise support provided to learners while minimising the effort necessary to carry out the interventions (Baker, 2005).

Teachers ought to escape from using ‘coercive’ strategies (that is forceful strategies) of discipline in favour of techniques that reinforce good relationships between educator and learner. Practices such as giving learners rewards and being able to notice positive learner behaviour, involving learners in setting expectations for appropriate behaviour, and politely discussing the consequences of breaching rules with students as part of an agreed upon system aimed to help them, will all develop accountability and respect for the rights of others (Crawford & Beaman 2007).

Even though implementation of these CM strategies can be effectively done as discussed in this section, not every CM strategy is effective. Only when the efforts of management fail should teachers have to resort to reactive, controlling strategies (Lane & Kuiper, 2012).

2.5 EXPERIENCES OF TRAINEE TEACHERS IN CLASSROOM MANAGEMENT

This section details the experiences in classroom management of trainee teachers during their teaching practice. In South Africa, Verbeek (2014), Maphosa, Shumba and Shumba (2007), Kiggundu and Nayimuli, (2009) indicated that there is limited time for trainee teachers to practice classroom management as the teaching practice programme is very short and ill-timed. It is however worth checking what strategies are being used by the student teachers and to what extent such strategies effective are for classroom management. Literature provides evidence on classroom management challenges and how this acts as a deterrent to trainee teachers joining the profession after they finish their studies (Merc & Subasi, 2015; Reupert & Woodcok, 2010; Bromfield, 2006). However, there is scant evidence on management strategies that trainee teachers should employ (Reupert *et al.*, 2010).

In addition, Reupert *et al.* (2010) noted that in Canada, trainee teachers often employ corrective strategies first then the preventative ones. The common strategy identified in that study as the one that is easy for trainee teachers to employ was physical proximity, acting upon the misbehaviour rather than finding preventative strategies. Stoughton (2007) emphasised the use of classroom management strategies to avoid discipline problems, in other words the preventative strategies are favourable to stop misbehaviour before it occurs. It is good for the teachers to have the reactive strategies in mind as they are suitable to use if the preventative strategies did not work well.

It is of great importance for classroom management to be encompassed in the teaching curriculum of trainee teachers in order to overcome the common 'shocks' that are being experienced by beginner teachers when they finish their degree and get into the world of teaching (Rouche & Lewis, 2011).

In a study that was done among 336 Canadian trainee teachers during teaching practice, the trainee teachers revealed that they mostly use corrective CM strategies. This shows that the trainee teachers are comfortable with using the corrective strategies, although preventative strategies were stated to be as effective as these initial corrective strategies. The trainee teachers indicated that the strategies they most frequently employed were also those they felt the most confident in using (Reupert & Woodcock, 2010).

The strategies used by trainee teachers have been studied by Atici, (2007); and Reupert and Woodcock, (2010; 2011), among others. Research indicates that trainee teachers utilise proactive or preventative strategies such as praise and rewards in response to appropriate student behaviour inconsistently. The literature also highlights the ongoing use of reactive or punitive strategies such as punishment and verbal reprimands in response to inappropriate student behaviour (Tillery et al., 2010). This is despite these strategies being found to be less effective. However, they gain popularity due to easy implementation.

The types of strategies employed by the trainee teachers during teaching practice can help them in their personal development (Shawer, 2006). Shawer (2006) discussed the teachers who emphasise order, and teacher and student relationships; those teachers who are referred to as “assertive teachers”. In Iran, assertive teachers are known to be consistent and fair, and the learners know their teachers very well, unlike the less assertive ones who fail to make their needs and wants known (Aliakbari & Bozorgmanesh, 2015). Trainee teachers are supposed to have confidence in the CM strategies they will be using, so that the learners can also gain confidence with them.

Assertive teachers visibly and firmly express their desires. These teachers have great expectations of their learners. They say exactly what they want and they are able to stick to their requirements. As a result, such teachers can be considered reliable and unbiased (Shawer, 2006).

Reupert and Woodcock (2010) did a study to find out more about the classroom management strategies that the trainee teachers are using, particularly their confidence in using the various strategies and what they find most effective in CM.

This study by Reupert and Woodcock (2010) was based on the review of EBSCOHOST databases, using literature from 1990 to July 2008. They were able to identify a number of management strategies, which were used by these trainee teachers. The trainee teachers revealed that they mostly used strategies that are initial or the low level corrective strategies of CM, and “the use of physical proximity”, “moving closer to a student”, and “saying a student’s name as a warning”.

Reupert and Woodcock (2011) found that Australian trainee teachers employ rewards more so than their Canadian counterparts do, summarising that the use of rewards might well be related to contextual issues related to school culture and organisation. Trainee teachers find rewards and preventative strategies to be the most effective management strategy, followed by initial correction, and lastly corrective strategies. The trainee teachers revealed that they were not using the corrective strategies frequently. They also indicated that they taught behaviour as part of a lesson, which is another commonly stated classroom management strategy forming part of the prevention strategies.

The trainee teachers reported that they were mostly using initial correction strategies in the classroom, and they found that the most fruitful strategies to be those dealing with routines, transitions, and teaching learners the right behaviour, more so those strategies reflected as low level or initial corrective strategies (Reupert & Woodcock, 2010). Therefore, preventative strategies are effective when it comes to classroom management although trainee teachers are comfortable with using corrective strategies.

Most strategies used by trainee teachers are those grouped under initial correction, however, strategies they find the most successful include both preventative and initial corrective strategies. Briesch and Sugai (2008) highlighted the significance of prevention over reactive approaches when addressing the actions of the learners.

In Malaysia, strategies like memorising learners’ names proved effective in classroom management (Sueb, 2013). However, Sueb (2013) repeated the need to employ different strategies depending on the learner and the type of behaviour. Knowing all learners is a very effective strategy to manage their behaviour, for example if the

teacher calls out the name of a student who is making noise all the students will keep quiet because they will be afraid that the teacher might call their names as well (Sueb, 2013).

Teachers should have the ability to correctly identify the misbehaviour and the wrongdoer in order to employ the correct strategy (Sueb, 2013). On the other hand, the strategies that are being employed in the classroom are dependent on the time when the misbehaviour is portrayed, cultural differences of the learners in that class, and lack of learner motivation. In addition to this, in a class where there are too many learners in the classroom the strategies used are different from those classrooms where there are fewer learners to control (Sasidher, Vanaja & Parimalavenu, 2012). Trainee teachers, therefore, are supposed to know the types of students they are dealing with and determine the strategy, which is best to employ because not all the strategies work the same with the learners.

Due to the different backgrounds of the learners, as mentioned above, trainee teachers have much to take into consideration when selecting strategies to employ and when revising the ones that did not work, particularly knowing that the strategies' effectiveness is not entirely dependent on them but on numerous factors (Reupert & Woodcock, 2010).

As also mentioned previously, trainee teachers mostly use initial correction as they are confident in using these strategies. Trainee teachers reported that although they use these initial correction strategies, they found that they are not that successful, meaning learners will continue to misbehave. Trainee teachers indicated that their use of rewards and prevention strategies was very low. Even though they reported that they were less likely to employ the giving of rewards and preventative strategies, they did find that whenever they employed these strategies they were successful. It is thus apparent that trainee teachers are much concerned with reactive and corrective classroom management strategies (Reupert & Woodcock, 2010).

Emmer and Stough (2001) did a study on the trainee teachers which revealed that the teachers are comfortable in using reactive strategies; this is similar to the findings in the study by Atici (2007) and Bromfield (2006). The behaviour management literature also shows that trainee teachers are mostly employing reactive strategies, although some studies have found that preventative, positive strategies are definitely

considered to be successful classroom management strategies (De Jong, 2005; Kern & Clemens, 2007). Although the trainee teachers agreed that preventative strategies are as effective as initial corrective strategies, they are not using preventative strategies under initial corrective strategies.

However, results indicate that when the trainee teachers are highly confident in a certain classroom management strategy, they would use that strategy most frequently (Hoffman, Huff, Patterson & Nietfeld, 2009). In a study by Hoffman et al. (2009) they found that 91 percent of teachers gave tangible rewards on a monthly basis. However, many trainee teachers did not reveal giving rewards frequently. Nevertheless, it is important that preventative strategies, in line with supportive classroom environments, should be practised by teachers in order to resolve and manage violent situations in the classroom.

Kandakai and King (2002) did a study using on 800 North American trainee teachers and they found that they the teachers are not confident in their capabilities to manage violent situations in the classroom. The study also discovered that these trainee teachers lacked confidence in using preventative strategies, which is very important when dealing with violent students. Preventative forms of classroom management such as put up charts, which show class rules can be of help in such classes where violent behaviour is portrayed. Nevertheless, the use of preventative strategies is an issue that needs to be emphasised to trainee teachers.

According to Reupert and Woodcock (2010), trainee teachers showed clear preference for employing low level or initial corrective strategies when addressing behavioural issues in class. However, they found the trainee teachers highlighted that both prevention and low-level corrective strategies are equally effective when dealing with learner behaviour. The trainee teachers reported mostly using the strategies they felt most confident to use. The studies about classroom management strategies employed by student teachers show that they gain knowledge on how to manage the classroom during the teaching practice period (Reupert & Woodcock, 2010).

2.6 EXPERIENCES OF PRACTISING TEACHERS IN CLASSROOM MANAGEMENT

How practising teachers experience CM could obviously differ from that of trainee teachers, given the years of experience in teaching. Related to this, this section discusses literature based on the experiences of these seasoned teachers.

According to Reupert and Woodcock (2010), those teachers who were about to complete the teaching programme found preventative strategies to be more successful. This shows that with experience teachers start to realise that preventative strategies are more effective, compared to teachers who are only beginning their teaching courses. Reupert and Woodcock (2010) emphasised that with more experience, student teachers get to know which strategies work best.

Ahmad et al. (2012) argued that effective teachers try by all means to create an environment that is conducive for learning, where learners feel wanted, and where their opinions are heard, where they feel encouraged, and supported. Riaz (2009) noted that to create such an effective environment, educators would ensure that the learners and the teachers work together without misunderstandings, and they stand as the ultimate decider of the classroom atmosphere. However, this is not achieved through commanding the students, but by treating them as leaders, thereby having an influencing role on the behaviours of the students (Ahmad et al., 2012).

Experienced teachers are able to have a productive classroom, by organising the class in a way that all learners can see instructions without having to strain or engage in effort. Teachers should always know that troublesome learners should not sit next to each other. Establishing a positive relationship with all students in the class is very crucial (Tate, 2009). This includes positive greetings at the door to pre-correct problem behaviour and establish a positive climate (Ducharme, 2008). Experienced teachers have had the opportunity to test different CM strategies and identify which worked and which did not.

According to Ducharme (2007, 2008), classroom rules and procedures are supposed to be clear and known by every learner, and it is crucial to review rules on a weekly basis. It is good to communicate effectively with learners, for example praise, encouraging feedback, empathy statements and smiling. Teacher proximity and teacher's movement throughout the classroom increase academic engagement. Proximity reduces challenging behaviours in students. Classrooms in which teachers

provide learners with numerous opportunities to respond, are associated with higher student engagement, which is incompatible with problem behaviour (Ducharme, 2007, 2008). This is possible with practising teachers who have sufficient time to implement different CM strategies, unlike trainee teachers who are paced through various activities within a short space of time.

Scheurmann and Hall (2008) explained that when teachers know and use positive and preventative management strategies, many of the commonly reported minor classroom behaviour could be avoided. Sprick, Knight, Reinke and McKale (2006) emphasised that effective classroom management is a key component of effective instruction, regardless of grade level, subject pedagogy, or curriculum.

2.7 CHALLENGES OF TRAINEE TEACHERS IN CLASSROOM MANAGEMENT

In this section, the challenges faced by trainee teachers in classroom management are discussed.

In a study done by Jackson, Simoncini, and Davidson (2013), it was found that teachers and trainee teachers constantly view classroom management as a serious problem (Kafman & Moss, 2010; Peters, 2012). Studies show that behaviour challenges are the reasons why there is teacher stress and burnout as well as job dissatisfaction (Evertson & Weinstein, 2006; Geving, 2007). Classroom management issues are quoted as a primary reason why teachers leave the profession (Liu & Meyer, 2005).

Furthermore, classroom management is the most crucial cause of concern for trainee teachers (Bromfield, 2006), mostly during teaching practice (Mastrilli & Sardo-Brown, 2002). In addition, it is also a restraint to joining the profession as teachers, because if the trainee teachers are facing challenges on how to manage the class, they find it difficult to continue as teachers since it will be very stressful for them (Priyadharshini & Robinson-Point, 2003)

According to a study that was conducted by Marais and Meier (2010), there is disruptive behaviour in the foundation phase. The study indicated that disruptive behaviour remains to be an issue constantly facing South African schools.

Mischievous learners and disciplinary problems make it difficult for teachers to enjoy their profession. Teachers in South Africa are becoming more distressed about disciplinary problems in schools, as corporal punishment has been removed by legislation (Marais & Meier, 2010).

In research that Merc and Subasi (2015) conducted on classroom management challenges and coping strategies of Turkish students who were English as foreign language (EFL) teachers, they found that classroom management is the most significant problem that student teachers face during teaching practice. The study was conducted through a qualitative research to identify the problems trainee teachers encounter as well as the strategies they use to solve these problems. The study was conducted with 12 trainee teachers. The trainee teachers indicated that their knowledge of classroom management was from themselves, materials, and their host teachers.

Trainee teachers indicated that they face classroom management problems (Merc & Subasi, 2015) with mischievous students and students who make fun of new words. To solve this, they indicated that they changed the seating of these students and either ignored them or kept 'warning' eye contact with them. When there was lack of participation, the trainee teacher indicated that they would state the importance of the subject to the learners, organising pair work, providing enjoyable activities, warning, giving candies as reward, trying to learn the reason behind their misbehaviour, and promoting help (Merc & Subasi, 2015).

The causes of discipline problems are many and complex. They include the student's need for attention, their boredom, emotional instability, restlessness, and open defiance. Students seeking attention may act out by being the class comedian or by being constantly quarrelsome. Students with emotional problems may act out by bullying classmates or other defiant acts. The restless student who finds it impossible to sit still for extended periods may disturb other students (Hattie, 2009). According to Eisenman, Edwards and Cushman (2015), learning how to manage a classroom effectively is a difficult task for trainee teachers. Trainee teachers report that weak classroom management strategies and disruptive learners are the most significant barriers to being a good teacher (Monroe, Blackwell & Pepper, 2010). Research has

also highlighted that some of the trainee teachers lack preparedness and hence they need more knowledge on how to employ classroom management strategies

A study by Giallo and Little (2003) comprised a survey of 54 elementary teachers with less than three years of experience and 25 trainee teachers in their final year in an elementary teaching programme. The study found that the elementary and the trainee teachers reported feeling moderately prepared and they also indicated that they required further education in how to employ classroom management strategies, which is similar to findings by other researchers (Atici, 2007; Maskan, 2007). Furthermore, the teachers were asked if their teacher education courses adequately prepared them to be able to deal with classroom management problems. A total of 81 percent of 117 trainee teachers indicated that teacher education was too theoretical and disconnected from the “real world of the classroom” (Maskan, 2007).

In a study by Darling-Hammond (2010) on teacher education in North America, it was noted that when trainee teachers complain about programmes being too theoretical they frequently mean is the programmes are too abstract, and do not deliver specific teaching classroom management strategies that they are supposed to employ. Stoughton (2007) analysed trainee teachers’ reflective writings and found a willingness to think analytically and an awareness of the complexity of behaviour interventions. Some studies have revealed the trainee teachers’ more general use of discipline. In a study by Atici (2007), he questioned nine trainee Turkish teachers and found that most report using less intrusive classroom management strategies, such as non-verbal messages and also warnings to be able to manage students’ behaviour. The challenges faced by trainee teachers on classroom management have been discussed.

Many teachers report that their training programme did not include sufficient training related to classroom management strategies (Reupert & Woodcock, 2010). Trainee teachers did have classroom management as part of their training programme; however, many felt that the training was too theoretical and did not provide them with adequate skills to competently implement classroom management strategies after graduation (Reupert & Woodcock, 2010).

Many special education teacher training courses emphasise strategies for responding to and reducing problem behaviours. However, they do not dedicate as much time and applied opportunities to develop competence in preventative strategies, such as practising active supervision and promoting and reinforcing student engagement and classroom structure, routines, and expectations (Oliver & Reschly, 2010).

2.8 CHAPTER SUMMARY

The literature review discussed in this chapter helped identify the classroom management theory by Kounin, which served as the guide to this study. The classroom management theory by Kounin deals with issues of classroom management strategies and therefore this theory was considered to be suitable for this study. Furthermore, reviews of past studies were presented in this chapter and it was pointed out that a gap in this literature is the scant literature in South Africa on classroom management strategies used by trainee teachers. This is despite a clear agreement in the same literature that understanding classroom management strategies is beneficial to multiple stakeholders, including learners and the trainee teachers. The next chapter outlines the methodology employed for the study, which was informed by the reviewed literature.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0. INTRODUCTION

The previous chapter focused the literature that was reviewed and that is related to this study. This chapter focuses on the research methodology used in this study. A detailed account is provided of the research paradigm and research design and how they relate to this research. the chapter also provides an explanation of the qualitative research methodology used for this study. A case study, data collection procedure, population and sampling technique are also presented. Discussions of how data is analysed, data trustworthiness, as well as the ethical considerations issues related to the study are provided.



3.1. RESEARCH PARADIGM: INTERPRETIVISM

This study adopted the interpretivism research paradigm. According to Collis and Hussey (2014), a research paradigm is a philosophical framework that monitors how scientific research should be directed. Philosophy is explained as a set or system of beliefs of the study of the fundamental nature of understanding, reality and existence. Nieuwehius (2010) proclaimed that paradigms serve as lenses by which reality is interpreted.

This research study was informed by the interpretivism paradigm. Interpretivism asserts that there are multiple and no single realities or phenomena, and these realities can vary across time and place (Nieuwenhuis, 2010). According to Rubin and Babbie (2010), knowledge is developed and theory is built through developing ideas from observed and interpreted social constructions. Therefore, the researcher of this study sought to make sense of what is happening, and what classroom management strategies are being employed by trainee teachers during teaching practice. This can even generate findings beyond the common scientific knowledge (Rubin & Babbie, 2010). Furthermore, interpretivists attempt to understand subjective realities and to offer explanations, which are meaningful for the participants in the research.

In this study, the main aim was to explore the classroom management strategies that the PGCE FP trainee teachers employ during teaching practice. Therefore, it was necessary to gain the meaning and interpretation of the various strategies from the trainee teachers themselves. The understanding was obtained after deeply engaging the trainee teachers through an interview as well as from the document analysis through the reflective reports.

Interpretivism paradigm focuses on a holistic perspective of the person and environment during inquiry and is associated with methodological approaches that provide an opportunity for the voice, concerns, and practices of research participants to be heard (Ponterotto et al., 2013). According to Ponterotto et al. (2013), interpretivism holds that the purpose of research is to understand people's experiences, and therefore the interpretivism suited this study because the researcher sought to understand the classroom management strategies used by the trainee teachers during teaching practice.

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3.2. RESEARCH APPROACH: QUALITATIVE *excellence*

This section discusses the qualitative research approach and its relevance to this study. Qualitative research deals with words instead of numbers (Leedy & Ormrod, 2010, 2005). Qualitative writing tends to be rich with quotation, description and narration, as researchers attempt to capture conversations, experiences, perspectives, voices and meanings (Courtney, 2013). As such, a qualitative study is concerned with non-statistical methods and small samples. Qualitative methods are descriptive as the researcher forms an opinion of the data that is already collected (Courtney, 2013).

This study adopted the qualitative research approach. Qualitative research attempts to collect rich data in respect of a particular phenomenon or context with the intention of developing an understanding of what is being studied (Maree, 2010). The qualitative approach is inductive and it uses interviews, observations, case studies, and video and audio tapes as instruments for data collection (Courtney, 2013). The main purpose of the qualitative approach is to examine and interpret social and human experiences.

It is specifically designed to best reflect an individual's experience in the context of their everyday life. Compared to the quantitative approach, the qualitative approach uses smaller sample sizes and digs deeper for data (Courtney, 2013).

According to Nieuwenhuis (2010), qualitative research is based on a naturalistic approach that seeks to understand a phenomenon in the real world setting and the researcher tries by all means not to manipulate the phenomenon of interest. To add to that, the research is done in real life situations and not in an experimental situation.

As this study sought to explore classroom management strategies used by trainee teachers during teaching practice, it was imperative to gain a deeper understanding of the reasons for the use of such strategies and whether they found them practical or not. In that sense, the qualitative approach was ideal for this study.

3.3. RESEARCH DESIGN: CASE STUDY

A case study is research that provides a detailed account and analysis of one or more cases (Denscombe, 2010). A case study focuses just on a few instances of a particular phenomenon with a view to provide an in-depth account of events, relationships, experiences or processes occurring in that particular instance. A case study can be based on things like an individual, an organisation, an industry, a workplace, an educational programme, or a country (Denscombe, 2010).

The advantage of using a case study is that it focuses on only a few instances and allows the researcher to deal with the subtleties and intricacies of complex social situations (Denscombe, 2010). The aim of case study research is to provide specific details of a particular situation to inform practice, establish the worth of the case, and to add to the body of knowledge of the topic under study (Denscombe, 2010). Case study research is suitable for studying phenomena linked to humans to establish the meaning of living in the real world.

A case study approach allows the use of a variety of the research methods; it encourages the use of multiple methods in order to capture the complex reality being

researched. Furthermore, a case study approach fosters the use of multiple sources of data, and this facilitates the validation of data through triangulation. The case study is appropriate with the needs of small scale research through concentrating effort on one research site. The concept of classroom management strategies and their practicality is one such complex situation that requires deeper understanding; hence a case study was chosen for this study (Denscombe, 2010).

In this study, the case was one university in the Eastern Cape Province of South Africa, where one teacher programme (PGCE FP) was selected. It is regarded as a set of advanced decisions that make up the master plan specifying the methods and procedures for collecting and analysing the needed information.

3.4 POPULATION AND SAMPLING



This section explains population and sampling and how they were used in this study. According to Denscombe (2010), population is the entire group that is being studied. In this study, the population of all the PGCE Foundation Phase trainee teachers added up to 15 trainee teachers. According to Jill and Rogger (2014), a population is said to be any precisely defined body of people or objects under the consideration for the research purposes. Collis and Hussey (2014) explained that population is a body of people or collection of items under consideration for the study purposes.

A sample is the small subgroup chosen for the study (Jill & Rogger, 2014). According to Collis and Hussey (2014), a sampling frame is a record of the population from which a sample can be drawn. A sample is a subset of a population. The population is the entire group having some common characteristics, and these could be people, objects, and events. For this study, these were the PGCE Foundation Phase trainee teachers at one university in South Africa. Sampling refers to the selection of a subset of persons or things from a larger population, also known as a sampling frame with the intention of representing the particular population (Neuman, 2011).

Sampling is the process used to select a portion of the population for the study (Maree, 2010). It is the process of making estimates or generalisations about a population, based on information contained in a portion of the entire population.

The study used convenience sampling, which is a method of sampling that includes people who are available, or volunteer, or can easily be recruited and who are willing to participate in the research study. Convenience sampling is built upon selections which suit the convenience of the researcher and which are first to hand. According to Gray (2014), convenience sampling is one of the most common sampling strategies, and involves gaining access to the most easily accessible subjects such as fellow students and neighbours. An element of convenience is likely to enter into sampling procedures of most research, because researchers have limited money and limited time at their disposal. It is quite reasonable that where there is scope for choice between two or more equally valid possibilities to be included in the sample, the researcher should choose the most convenient (Denscombe, 2010). Sampling according to Denscombe (2010) means taking any portion of a population or universe as representative of that population or universe. There were 15 trainee teachers in the PGCE foundation phase; a sample of eight Foundation Phase trainee teachers was drawn using convenient sampling, that is, those who were available and willing to be the research participants. The researcher studied the sample in an effort to understand the population from which it was drawn.

3.5 DATA COLLECTION INSTRUMENTS

This section explains the data collection instruments that were used. Data collection is when a researcher collects information to answer the research questions. For the purpose of this study, the following data collection methods were used: semi-structured interviews and document analysis. The documents were in the form of reflective reports that the trainee teachers were asked to write about classroom management strategies they employed during teaching practice.

3.5.1. Semi-structured interviews

Interview is a two-way conversation in which the interviewer asks the participant questions in order to collect the information needed for the study. The aim of a qualitative research interview is to see the world through the eyes of the participants, and they can be valuable source of information, provided they are answering the questions honestly. The aim is always to obtain rich descriptive data that will help to understand the participants' construction of knowledge and social reality (Maree & Westhuizen, 2010).

Interviews are a method of collecting data in which selected participants are asked questions to find out what they think; verbal or visual prompts may be required (Maree & Westhuizen, 2010). In this study, a one-on-one, face-to-face interview was used. This is a traditional approach and the interview was conducted at a convenient location that was centrally available to the trainee teachers. In the interviews, different classroom scenarios were used to elicit specific classroom management strategies the trainee teacher would employ given that situation.

Furthermore, the study also made use of semi-structured interviews, which are non-standardised and often used in the qualitative analyses (Maree & Westhuizen, 2010). The order of questioning may also change depending on what direction the interview takes (Maree & Westhuizen, 2010). Additional questions may be asked, including some that were not anticipated at the start of the interview, as new issues arise. The semi-structured interview allows for probing of views and opinions where it is desirable for respondents to expand on their answers (Maree & Westhuizen, 2010).

Semi-structured interviews are commonly used in the research projects to collaborate data emerging from other data sources. The researcher listens attentively when the research participant is giving information so as to be able to identify new emerging lines of inquiry that are directly related to the phenomenon being studied (Denscombe, 2010). In the semi-structured interview, questions are detailed and developed in advance. The interviewer is flexible in terms of the order the questions are discussed, and lets the interviewee develop ideas and speak more widely on the topic raised by

the researcher. The answers are open-ended, and there is more emphasis on the interviewee elaborating points of interests (Denscombe, 2010).

More so, the researcher also acknowledges the disadvantages of interviews, one of which is that they involve personal interaction, and therefore cooperation between the researcher and the participants cannot be guaranteed. Participants may be unwilling to share the information and the researcher might ask questions that do not evoke the desired response from participants. Alternatively, the responses may be untruthful (Denscombe, 2010). There are also some advantages of interviews, namely that they can yield rich material unobtainable in any other way, which can support or be supported by other data collection instruments. The interview is wonderfully adaptable and flexible (Denscombe, 2010). The interviews conducted during this research afforded the researcher the opportunity to obtain the classroom management strategies employed by trainee teachers during teaching practice.

Semi-structured interviews allow the interviewees to use their own words and develop their own thoughts. This type of interview allowed the researcher of this study to get information about the classroom management strategies that were employed by the trainee teachers during teaching practice.

The research study determines the type of interview you will use, for example there are focus groups and one-on-one interviews. The researcher obtained consent from the interviewees to participate in the study. The researcher located a quiet, suitable place for conducting the interviews. During the interviews, the researcher audio taped the questions and responses from the participants, and used probes to follow up on areas of interest. The following research questions were responded to in the interviews (see Appendix A):

What do PGCE trainee teachers understand about classroom management?

What CM strategies do PGCE trainee teachers employ during TP?

What classroom management strategies do trainee teachers find more effective during teaching practice?

What challenges do PGCE trainee teachers experience regarding CM?

3.5.2. Document analysis

Document analysis was another data collection instrument used for this study. Document analysis is a data gathering technique, which focuses on all types of written communications that may shed light on the phenomenon under study. It is further explained as the use of documents to get an understanding of people who are under study. In this study, the PGCE trainee teachers were asked to write a reflective report about their encounter with classroom management strategies during their teaching practice experience. Denscombe (2010) noted that one crucial element of such reports is the personal interpretation and reflection of happenings, added to an account of personal feelings and emotions. This tool aids in validating the interview data. The reflective report written by the trainee teacher may be too limited and therefore the interviews were regarded as a necessary help. For this reason, the researcher used two data collection instruments, with the expectancy that the interviews would help to obtain more information.

Reflective reports are also valuable sources for supporting the findings made through other research methods such as interviews and observations (Denscombe, 2010). Denscombe (2010) pointed out that the limitations of using documents are the incompleteness of many reports, statistical records, and historical documents, with gaps in the database that cannot be filled in any other way, as well as bias in documents not intended for research. Nevertheless, the researcher used the documents to verify and supplement the data collected through interviews. A combination of procedures enabled the researcher to validate and crosscheck the findings. Since each data source has its own strengths and weaknesses, the strength of one procedure can compensate for the weakness of another (Denscombe, 2010). This use of multiple sources of data, or 'triangulation', also allows for convergence in support of a particular theory or hypothesis and assists in establishing the trustworthiness of the research (Denscombe, 2010).

3.6 DATA COLLECTION PROCEDURE

Phase 1: Pilot study – the researcher did a pilot study with a colleague who had already completed PGCE studies, as the researcher wanted to test if the questions for the interview were answerable and if the researcher would obtain the information needed for the study. The researcher found that some of the questions needed more clarity. Therefore, after the pilot study some of the questions were re-phrased to be easier and clearer for the trainee teachers to understand.

Phase 2: Gaining access to the participants – initially the researcher addressed the PGCE Foundation Phase students during a lecture and asked their permission to participate in the study. The trainee teachers were given two consent forms, one for the reflective report and the other one asking for their willingness to participate in an interview. The researcher explained to the trainee teachers what was written in the consent forms, and they were given time to go and read the consent forms and to sign them if they are willing to participate. The researcher explained the purposes of the study to the participants and how the study can be of benefit to the society, but without promises that could lead to unrealistic expectations. The researcher was available to explain anything to the trainee teachers if had any questions concerning the study. The researcher also asked for ethical clearance from the university for permission to conduct the study.

Phase 3: Conducting interviews – data was collected using two types of data collection methods, namely interviews and the reflective report. The researcher met with the PGCE Foundation Phase trainee teachers at a convenient location. She first provided an introduction of what the research was all about and asked for their willingness to participate in the study. The PGCE trainee teachers were willing to participate. The researcher explained to the participants that participating was voluntary; they were thus not forced to participate and they were told that they could stop the researcher at any time if they did not wish to continue with the interview. The participants suggested the time and date on which they were free to do the interviews.

The participants also suggested an appropriate venue where they wanted the interviews to take place. The interviews were therefore conducted in a venue that was

convenient and conducive for the PGCE Foundation Phase trainee teachers. Before the interview started, the researcher reminded the participants about the information that was written in the consent form about the permission to record. Each interview with the respective participants took 25 to 30 minutes. The researcher made notes of all the information so as to be able to review the answers and ask additional questions as each interview progressed.

The trainee teachers were encouraged to recall the strategies they used, what worked and what did not during teaching practice. These interviews were conducted on a one-on-one basis, the researcher and the interviewee only. The key advantage is that the time was convenient for the two people involved (Denscombe, 2010). Soon after the interview, the researcher listened to the recorded information and reviewed the notes so as to identify gaps.

Phase 4: Document analysis – document analysis in the form of a reflective report was also used as a data collection instrument. The PGCE FP trainee teachers were asked by the researcher to write a reflective report of the classroom management strategies they employed. They wrote these reports at a time that was convenient for them and were given enough time to do so. The researcher was able to collect the reports when they were done. They wrote about the strategies they found to be more effective and the benefits and challenges they face on using these strategies during teaching practice.

3.7 DATA ANALYSIS

This section explains how data analysis was done and this is discussed in detail in Chapter Four. According to Nieuwenhuis (2010), qualitative data analysis is interpretative, examining meaningful and symbolic content of qualitative data. Analysis is an attempt to make sense of data that was collected. Data analysis is an attempt to organise data systematically and to provide explicit details of what the case is and to explain why the case evolved in a specific way. The major aim of analysing data using a qualitative approach is to establish emerging themes from the data (Simons, 2009).

Furthermore, the aim of data analysis is to understand the different parts of data by examining the connections between the concepts, constructs and to establish themes in the data (Nieuwenhuis, 2010) Interpreting the data is a process that involves synthesising the data results in a coherent document and relating the findings to theoretical frameworks to reveal supporting evidence to substantiate the findings (Nieuwenhuis, 2010).

Analysis of data includes looking for major themes situated in the data to develop explanations. In this study, the first stage was for the researcher to listen to the recorded interviews and then to transcribe the interview information. After that the researcher read through the transcribed data and identified the similarities and the differences in the data. For example, the researcher needed to identify similar and differing answers provided by the participants during the interviews. Secondly, the researcher started sorting and grouping the facts together. After that the researcher noted the data that made sense and lastly drew conclusions to make a meaningful contribution to literature. Research questions, theoretical frameworks and methods used in a study can facilitate the process of reducing data. The researcher also read the reflective reports from the trainee teachers and compiled meaningful themes from the data provided.

The researcher read through all the transcripts before embarking on open coding to provide an overall overview of the data. Data is unchangeable, and the researcher can only interpret what has been transcribed. Therefore, the researcher did not add to or remove any of the information that was given by the trainee teachers.

3.8 DATA TRUSTWORTHINESS

The researcher tried to adhere to the principles of trustworthiness throughout the research. Trustworthiness of data addresses issues of credibility. When qualitative researchers talk about research validity and reliability they are referring to a research that is credible and trustworthy. It is generally acceptable that engaging multiple methods of data collection, interviews and document analyses, they lead to trustworthiness. To add to that, involving several peer researchers to assist with the

interpretations of the data could enhance trustworthiness. Triangulation is another measure used to check reliability and trustworthiness of research; it is a traditional strategy for improving the validity and reliability of the research or evaluation of findings (Nieuwenhuis, 2010).

Data trustworthiness is very important in a qualitative research study. To enhance the trustworthiness of this study, multiple data collection sources were employed, namely semi-structured interviews and document analysis. The documents were reflective reports, which the trainee teachers were asked to write after the teaching practice, and in which they wrote about the classroom management strategies that they employ during teaching practice. This was intended as a help to check the findings, so that if these two sources pointed to the same conclusions the researcher would be more confident about the results (Nieuwenhuis, 2010). In addition, there was verifying of raw data, as after the completion of the interview participants were given the field notes to correct errors of fact.

Credibility: According to Collis and Hussey (2014), credibility is concerned with whether the research was conducted in such a manner that the subject of inquiry was correctly identified and described. Furthermore, credibility can be improved by the researcher being involved in the study, or by triangulation using different sources and collection methods of data, and by peer debriefing by colleagues on a continuous basis. To insure that the instruments that were used were credible, the researcher first did a pilot study with a colleague who has studied PGCE before, to check if the questions for the interview were answerable. There were two types of data collection instruments used in this study, namely the interviews and the reflective reports (Collis & Hussey, 2014).

3.9. ETHICAL CONSIDERATIONS

Ethical guidelines serve as standards and a basis upon which each researcher ought to evaluate their own conduct, and the guidelines should be internalised in the personality of the researcher (De Vos 2011). With humans being the objects in the

study, the researcher adhered strictly to the following principles of research throughout the study: confidentiality, anonymity, and voluntary participation.

There are ethical considerations of which researchers should take note. Informed consent is supposed to be obtained and participants must be reassured that their names will be protected and that revealed in the data of the study. Researchers are supposed to treat the participants with respect, to arrange interview times that are suitable and comfortable for the participants, and more importantly, to ensure that the findings are reported in a truthful manner (Mills, 2007).

The informed consent forms that were given to the trainee teachers to sign ensured that they were participating willingly, without being forced to participate, and that the researcher would not exploit them in the study (Mills, 2007). To protect the participants, the researcher conducted the study with special effort and sensitivity, paying attention to the following aspects: explaining the purpose of the study to the participants and formally requesting their participation in the study. The researcher explained to the participants what the research comprised of and told them that their names would be kept confidential. To ensure this, the participants did not provide their names and the researcher referred to them by means of numbers, for example participant number 1. The researcher provided an explicit overview of what was expected of the participants and ensured them about being honest with the data that was to be used. This provided protection of the participants' right to privacy and confidentiality (Yin, 2009).

An essential ethical aspect is the issue of confidentiality of the results and findings of the study and the protection of the participants' names. This could include obtaining letters of consent, obtaining permission to be interviewed, and also permission from the participants to record the interviews (Maree & Westhuizen, 2010). The researcher obtained ethical clearance from the University of Fort Hare to conduct a research study at one university in the Eastern Cape Province of South Africa.

3.9.1. Confidentiality and anonymity

In order to ensure that the issue of confidentiality and anonymity was addressed in this study, the participants were assured that their names would remain anonymous. When writing up the data, the participants noted as numbers so that they cannot be identified. In addition to guaranteeing this confidentiality, the researcher explained to the trainee teachers that data collected was only for research purposes and their identities would not be made public.

3.9.2. Voluntary participation

This research study was done on a voluntary basis. In order to ensure this, participants were informed that their participation was voluntary, and the nature of the study and the requirements of participants were carefully explained. The researcher asks for their willingness to participate and they were informed that they were free to withdraw from the study at any time.

3.9.3 Informed consent

Informed consent is an essential part of research ethics as the participants voluntarily consent to being involved in a study. In this study, the participants were given informed consent letters, which they had to sign to show their willingness to participate. They also had to indicate if they were willing to be recorded during the interviews.

3.10. CHAPTER SUMMARY

This chapter presented the research design and methodology followed in this study. The discussion explained how data was collected and analysed. The sampling procedure was explained and information was provided on how the researcher proceeded to gain the participants' willingness to participate. The issues of credibility, transferability, dependability, conformability and triangulation were also dealt with. In the next chapter, Chapter Four, the data presentation and analysis are discussed.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0. INTRODUCTION

The previous chapter presented the research methodology underpinning this study and the qualitative research approach used. This chapter outlines the presentation and analysis of the data that was collected and includes a discussion on the findings. Chapter four is presented in 5 sections: The demographics of the participants, PGCE Foundation Phase trainee teachers' understanding of classroom management, and the classroom management strategies employed during teaching practice in different circumstances. Next, the classroom management strategies that were more effective for the trainee teachers to use during teaching practice are discussed. Lastly, the benefits and challenges of the classroom management strategies employed are provided. The data presented and the analysis answer the research questions below:

MAIN RESEARCH QUESTION

What are the Postgraduate Certificate in Education trainee teachers' classroom management strategies during teaching practice?

SUB-RESEARCH QUESTIONS

- i. What do PGCE trainee teachers understand about classroom management?
- ii. What CM strategies do PGCE trainee teachers employ during TP?
- iii. What classroom management strategies do trainee teachers find more effective during teaching practice?
- iv. What challenges do PGCE trainee teachers experience regarding CM?

4.1 THE DEMOGRAPHICS OF THE PARTICIPANTS

Eight female participants were interviewed. The gender of the participants was due to the fact that the class at this institution consisted of only 15 PGCE Foundation Phase trainee teachers, of which only one was male and he was not available to be

interviewed and unable to provide a reflective report. Despite the fact that all participants were females, this does not bias the results as it reflects the population from where the sample was drawn. Similarly, all seven trainee teachers who submitted reflective reports were also all females.

As is expected with PGCE trainee teachers, the eight interviewees were from teachers with different previous academic programmes. Two participants were holders of a Bachelor of Commerce degree, and others from the Social Sciences faculty, BA Psychology, Social Development, Bachelor of Arts, BA Political Science, and Bachelor of Social Sciences, and Bachelor of Arts. To insure anonymity, the participants for the interviews were numbered as P1, P2, P3, P4, P5, P6, P7 and P8, as listed in Table 4.1 below:



Table 4.1: Previous degree programme of the participants

Trainee teacher	Previous degree programme
P1	BA Psychology
P2	Social Development
P3	Bachelor of Arts
P4	Bachelor of Commerce
P5	BA Political Science
P6	Bachelor Social Sciences
P7	Bachelor of Commerce
P8	Bachelor of Arts

In order to ensure anonymity, the reflective reports were allocated a number. The reflective reports were numbered as RR1, RR2, RR3, RR4, RR5, RR6, and RR7. The participants for the reflective reports were also from the PGCE class and they had different previous degree programmes. This diversity entails that approaches to classroom management may differ as classroom management strategies are influenced by many factors beyond theory learnt in the PGCE classes. As a result, the

trainee teachers' understanding of classroom management strategies may differ. The following section explores the level of understanding of classroom management strategies by each of the trainee teachers interviewed and the reflective reports, concurrently.

4.2. PGCE TRAINEE TEACHERS' UNDERSTANDING OF CLASSROOM MANAGEMENT

From the findings, it is apparent that generally all trainee teachers have some understanding of what classroom management is. However, the majority, six trainee teachers, understand classroom management from the control perspective (P1, P2, P4, P5, P7, and P8). For example, explanations obtained were as follows:

Classroom management is the way the teachers are in full control of the learners so that there will be no disturbances when the teacher is teaching. To make sure that the learners they listen to what the teacher will be saying.
[Interview, P7]

In addition, the following responses also show the emphasis of 'control' in classroom management: for example, P1 noted that CM, "is the way a teacher use to control the class..." This is echoed by P2, who also stated that CM is, "... the way ...". A fourth mention of CM as being control was P4 who noted that it is the, "way used by the teacher to control..." Their emphasis on the control aspect of the classroom is also found in their following comment "these are actions that are being used by the teachers to control the kids in a classroom". The issue of control was also mentioned by P5 and P8. "... classroom management strategies that we were using during school experience to make sure the class is in our full control". [Interview, P5]

In line with that, Wong and Wong (2005) explained that classroom management is related to all of the things that teachers do to organise students, time, and materials so that student learning can be meaningful.

It is a way in which teachers teach, control learners, putting order in class, arranging the desk in rows so that teacher will be able to move around the classroom and see what is taking place in all classroom corners. [Interview, P8]

The way the participants explained classroom management is the same as the international and the national perspective, namely that it is the actions carried out by the teacher. In a study done by Emmer and Stough (2001), CM is mostly defined as actions taken by the teacher to establish instruction, occupy learners, or make the pupils co-operate in class. From a national perspective, Pistoe (2014) considered that classroom management should be learner centred and be approached from a situational perspective. Furthermore, in the past CM has often been seen as an issue of dealing with individual behaviour; however this has changed to take into account advanced planning (Pistoe, 2014).

The other two participants (P3 and P6) have a broader and more representative understanding of classroom management. A comprehensive understanding of CM was revealed in P3's response. "These are the strategies that are being used by the teacher in the class for example how to plan a lesson, delivering the lesson as well as arranging the classroom to make sure everything is in order."

Although P3 had the broadest definition, P6 was not far behind in her understanding of CM, as she said "These are the actions that the teacher puts in class so that the kids will follow the instructions of the teacher".

Although P3 and P6 showed broader understanding of classroom management, gaps can be identified. In the explanation of P3 above there is no explicit mentioning of the use of reward and punishing. These two aspects to classroom management are crucial as they are often the ones that lead to learner discontent and therefore misbehaviour. However, these concepts may be implicitly contained in "... delivering the lesson ..." [Interview, P3], "... actions that the teacher puts in class ..." [Interview, P6].

In the interviews with P3 and P6, their explanation was similar to Tal (2010) who described CM as a cyclical process. The process which includes advanced planning, implementation, assessment during implementation, and final evaluation that takes into account factors related to children and their environment, is intended to bring about progress in the activities carried out for the learning and emotional well-being of the learners. In addition, in the international perspective, Aliakbari and Bozorgmanesh (2015) considered CM as all things that the teacher does to organise students, space, and materials so that learning can take place.

The same conceptualisation of CM can be observed from the trainee teachers' reflective reports. All the respondents considered classroom management from the disciplining perspective. It is of interesting to note the understanding of classroom management in reflective report 1.

The strategies the teacher uses in a classroom to ensure that learning and teaching are taking place. This will include; discipline, planning, the way you teach and use the resources in the classroom. E.g. for discipline I used a whistle to stop whatever they were doing, stand still and listen to instructions. [Reflective report 1].

Although this understanding is all encompassing, there seems to be limited understanding in terms of what discipline entails. The reporter is referring to the use of a whistle to draw attention as a form of discipline, which in itself is not discipline. This is a classroom management strategy to draw attention of learners and thus not a disciplining form.

In the reflective reports, some trainee teachers related classroom management to disciplining of learners (see RR1 above). They reported "it is the different ways in which discipline can be made to the learners so that they behave well in class and listen to what the teacher is saying". [Reflective report 4]

Furthermore, other trainee teachers related it to controlling just as in interviews.

"...are strategies that you use for controlling and managing your classroom..." [Reflective report 2]. "... to control or manage a classroom. Different situations require different strategies and it is important to use the right strategy at the right time". [Reflective report 3]

... ways you go about in class to make sure there is order, and make sure that as a teacher you do not lose control of the class and so that you have a harmonious class. [Reflective report 5]

... is the procedures, and the instructional techniques teachers use to manage student in class, to manage their behaviour and the activities that they will be doing. [Reflective report 6]

From all responses given through both interviews and reflective reports, the all-encompassing definition is found in RR7, and it states:

Classroom management is the actions that are taken by the teacher to show that everything that is happening in class is well taken care of, the way the class is arranged the decorations in class, the way the teacher teach, as well as the sitting arrangement of the learners all this encompasses what is classroom management. [Reflective report 7]

This definition reveals that classroom management includes the physical set up of the classroom (sitting arrangement, decorations, etc.), teacher-learner engagement, and by implication teacher preparedness. The latter is fundamental as trainee teachers understand that they have a responsibility towards classroom management by going to class prepared. From a national perspective, Coetzer (2010) explained classroom management as a complex set of behaviours that the educator uses to establish and maintain classroom conditions that are conducive for learning. Furthermore, Mtsweni (2008) noted that classroom management entails all activities that are required to support and fulfil the main purpose of teaching and learning

On the other hand, a follow up question was posed to find out if trainee teachers believe that classroom management is practical or not. It was encouraging to note that all trainee teachers in the sample indicated that it is indeed practical. The main justification for such positive responses was that it is part and parcel of being a teacher. To the trainee teachers it is not possible to be an effective teacher without practising classroom management.

For example, during the interview P3 said,

Classroom management is something that you can practice with your learners how to bring order in the class, how you want your class to look like and everything about how to manage your learners it is something that you can do and able to be successful on that. [Interview, P3]

From these comments one can deduce that they believe that CM it not only practical and doable but comes with practice.

Classroom management is something that teachers have to apply in the daily bases as teachers, because a class without a good classroom manager is good as there is no order, but in a class where by the teacher will be a good classroom manager everything will be moving very well and the learners are likely to pass their subjects. [Interview, P5]

The idea that CM is achievable can be seen in P 8's comment

Teachers do classroom management everyday by the way they try to control the behaviour of their learners and each and every teacher strives to be a good classroom manager. [Interview, P8]

The results from both interviews and reflective reports show that the PGCE trainee teachers from the selected university in the Eastern Cape Province of South Africa have some understanding of what classroom management is. However, gaps can be observed in the definitions with the majority being biased towards control and discipline, and only a handful providing all-encompassing definitions.

Viewing classroom management as confined to discipline and control only has also been identified in literature, for example in Merc and Subasi (2015). Merc and Subasi (2015) noted that the terms classroom management, classroom control and classroom discipline are often used interchangeably. Furthermore, Martin and Sass (2010) also noted that terms like behaviour and management and discipline are used interchangeably with classroom management.

However, Burden (2003) indicated that classroom management is more about the relationship between the teacher and the learners for helpful social learning and self-motivation. To this, Martin and Sass (2010) indicated that classroom management includes teachers' strategies to oversee learner behaviour, learner relations and their learning. It is worth noting that some trainee teachers are fully acquainted with what classroom management is, in line with the definition provided by Osakwe and Osakwe (2014).

According to Osakwe and Osakwe (2014), classroom management entails the following: efforts teachers make in the following areas:

To make sure the students are organised and able to coordinate their activities. Also, monitoring the student behaviour and being able to ensure an effective learning

process, providing instruction through interactive communication. More so, teachers should be getting feedback from learners by preparing and utilising instructional materials in facilitating learning, and maintaining discipline among learners. Furthermore, teachers are supposed to relate on a one-to-one basis with learners, being mindful of other basic needs, providing basic information to learners. Teachers need to assist learners to develop coping skills, provide exemplary behaviour for learners to imitate, and generate interest among learners as well as reinforce their performance through motivational techniques (Osakwe & Osakwe, 2014)

From the PGCE Foundation Phase trainee teachers that provided all-encompassing definitions, the above elements were included showing a broader understanding of what classroom management is and entails. Even though some trainee teachers failed to provide broader definitions, what they explained is part of what classroom management entails and therefore none of them was off the mark. Although literature argues that classroom management skills and understanding develop with experience (Giallo & Little, 2003; McKenzie et al., 2011), the trainee teachers at this institution proved otherwise. They showed greater understanding of classroom management even though they are enrolled in a one year programme and they have limited school experience time compared to the BEd trainee teachers (Kiggundu & Nayimuli, 2009; Verbeek, 2014).

From these results discussed above it can be argued that continuous improvement of the curriculum is a key factor in bridging the gap of the level of understanding of classroom management among trainee teachers. For example, Kiggundu and Nayimuli (2009) recommended extension of the teaching practice period and more inclusion of classroom management theory in relevant modules.

The trainee teachers have some understanding, albeit of different extents, of what classroom management is. This is crucial as understanding what classroom management will assist in identifying and evaluating different but relevant classroom management strategies. The next section presents classroom management strategies employed by the trainee teachers during their teaching practice. It is of interest to see how the slightly different opinions of what classroom management is, influences the choice of classroom management strategies employed.

4.3 CLASSROOM MANAGEMENT STRATEGIES EMPLOYED DURING TEACHING PRACTICE

Trainee teachers were asked about classroom the management strategies they used during their teaching practice in different scenarios, for example when a learner arrives late, for a noisy learner, to stop any other disruptive behaviour, and to prevent any disruptive behaviour from occurring. The researcher used different scenarios in order to gauge how each trainee teacher would respond in different situations and also to allow for comparisons of different strategies the CM trainee teachers used. Different situations normally require different classroom management strategies and different trainee teachers can use different classroom management strategies.

As mentioned before, the PGCE programme is only one year. The trainee teachers had the opportunity to put what they have learnt in the few months before teaching practice into action. Above all, their beliefs about classroom management strategies takes centre stage to augment limited theory learnt in class. This section shows diversity and creativity of trainee teachers in classroom management and hence their preparedness to be professional teachers. On the other hand, since teaching practice is the first exposure opportunity to the real classroom situation, the responses here reflect the effectiveness of theory learnt in class and the diversity informed by different previous education disciplines.

The responses are discussed under each situation.

4.3.1. Strategies used to respond to late comers

The research revealed three groups of strategies identified from the interview responses. First, there are trainee teachers who emphasised preventative measures such as making sure learners know that it is unacceptable to be late for class, and in the event of being late, written proof of the reasons for late coming should be produced. For example, P1 notes:

I just tell them to walk in and they were knowing that if they are late to school they should produce a note which comes from their parents stating the reason why they are late. From the start the rules of the class indicated that when a

learner is late for class should bring a signed letter from parents or guardians indicating the reason for being late. [Interview, P1]

These preventative classroom management strategies are also echoed in reflective reports (RR5, RR6, and RR7).

If a learner is late for class, the person who is responsible for taking that child to school is supposed to walk with the learner into the classroom and explain the reason to the teacher why that child is late for school. For those learners who come to school alone were supposed to bring in a note to explain the reason why they are late. So learners new that if they are late they have to give a good reason failed to do so they will be punished. [Reflective report 5]

In this case, the trainee teacher did not give the blame of being late to the learner but blamed the parents who are supposed to make sure the learner is at school on time.

Learners in my class they were knowing that if they are late they have to talk to the teacher, therefore most of them came to school early. If they arrived to class when the lessons have already started they were supposed to wait outside and I will call them in when I am done with a lesson to avoid them disturbing those who are already learning. [Reflective report 6]

Besides emphasising directly to learners that they should be on time and if not, there are consequences – as in the two reflective reports cited above (RR5 and RR6), other trainee teachers made use of indirect strategies. Examples are from RR7 and P6 where the teacher give learners work to do in class before assembly time in an effort to ensure that learners are at school in time.

This also came out during interviews, notably with participant number 6:

I plan that if it happens that there are kids who are late for school, I would find out what's the cause of them being late, if there is no important reason I would ask them to pick up all the papers in the class at the end of the day. But I have found out that all the learners who came late during my school experience, some of them were late because they had pass through the clinic, therefore it was a genuine reason for them being late and I couldn't give them a punishment. [Interview, P6]

These trainee teachers employed preventative measures to avoid disruptions and punishing learners. This is in line with Oliver et al., (2011) who argued that effective classroom management strategies are the ones that are preventative rather than the reactive ones. Such strategies are premised on the belief that prevention will reduce disruption of learning and bring order in class (Calderon, 2013).

Furthermore, this corroborates Kounin's classroom management theory, which asserts that classroom management is characterised by proactive teacher behaviour. This research found that the preventative strategies employed by the trainee teachers resemble proactive behaviour. Kounin (1970) emphasised that preventative strategies are more effective than the reactive ones. The trainee teachers' behaviour was in line with literature as they indeed emphasised preventative strategies. Moreover, some of the trainee teachers had reactive strategies as a backup plan, as suggested by Ducharme and Shecter (2011).

Second, there were those trainee teachers who first privately tried to understand the reason for the learner being late before taking any action. (P2 and P3).

I try to find out the reason why that learner comes to school late by calling the parents or the person who is taking care of that child at home. Then if it becomes a problem I write a note to the parents to check what's wrong with the learner coming to school late. [Interview, P3]

It is important to also note the recognition of the role of a parent/guardian on Foundation Phase learners by trainee teachers in the context of classroom management strategies. In trying to understand the reason for late coming parents/guardians are also regarded key informants. Furthermore, due to the young age of the learners, either late coming was considered not a problem or if it was then generally it was beyond their control (P2 and RR1). "Normally there were no late comers since the Foundation Phase learners were being accompanied by their parents". [Interview, P2] "And if there is someone who is late I would ask why he/she is late and tell them next time they are supposed to come to school early". [Interview, P2]

Trainee teachers indicated that asking learners the reason for being late for school helped them to come early because the learners then knew that the teacher needs a

good reason for late coming. Asking a learner why they are late shows that the teacher is very concerned about the learners.

I try to find out why the learner is late, the learner in the Foundation Phase are dropped or walked to school, so the learner is usually not at fault. I would see if it is becoming a trend or if the reason was valid or not, if it became problematic, I would write a note in the message book to the parents. [Reflective report 1]

Engaging parents or guardians is beneficial to getting to the bottom of the problem.

Thirdly, and being the majority, there were trainee teachers who punished the late comers first and later found out the reason for their late coming. The examples for punishment are making the learner stand in front of the whole class for some minutes or making the learner wait outside until the lesson is done (see for example, P4, P5, P7, P8).

I tell the late comers to stand in front for ten minutes, and then they will explain to me why they are late. [Interview, P4] I will call the learner to the front and tell me the reason why she/he is late, and tell the learner not to repeat this same mistake again. [Interview, P5] I call the late comers to the front and they were supposed to explain to the whole class why they were late and ask for apologies because they will be disturbing others who will be already doing their work. [Interview, P7]

With regards to making a learner stand outside of the classroom, P8 is clear:

If I am busy with teaching, they were supposed to stay outside the classroom and I will tell them to get in when I am done with what I will be doing, because if I just say they are supposed to get in they will be disturbing others who are already busy with work. [Interview, P8]

This third group of classroom management strategies to respond to late comers may be problematic. For example, if a learner is asked why they are late in front of everyone it is embarrassing; however, trainee teachers are banking on this as a deterrent factor in the future. As a result, the learner can end up being stigmatised based on the explanation for their late coming. Take for instance a learner who is late because unfortunately parents were fighting or because the learner had soiled him/herself –

these two simple scenarios can lead to the learner withdrawing and becoming more passive and shy and therefore hindering learning and development of the child. There are even discipline-related comebacks to this, for example the learner may end up misbehaving as a way to punish the teacher or they can just become stubborn.

The following three broad groups of classroom management strategies emerged here:

- Emphasising preventative strategies;
- Understanding the problem first before acting (proactive strategy);
- Punishing first then understanding the problem later (proactive strategy).

On the other hand, even though Ducharme and Shecter (2011) proposed reactive strategies as a backup plan when proactive strategies fail, there are some trainee teachers who relied solely on reactive CM strategies. The same sentiments are found in Lane and Kuiper (2012). This involved either punishing the learners who were late for class after understanding the reasons for late coming or punishing before getting the reason why the learner is late for class. It is worth noting that some of these trainee teachers, after implementing reactive strategies, employ preventative strategies later. This approach has been reported as common among Canadian trainee teachers (Reupert & Woodcock, 2010). This approach is used, despite Stoughton (2007) warning against reliance over corrective strategies.

Overall, trainee teachers that utilise proactive strategies represent the model teachers (Ducharme & Shecter, 2011) while those who rely on reactive strategies show the need for more teacher training (Aliakbari & Bozorgmanesh, 2015). Based on the later curriculum, renewal and lifelong learning are crucial.

4.3.2. Strategies used to respond to noise makers

Generally, two groups of classroom management strategies transpired from the research, namely preventative strategies (P7, P8 and RR1) and reactive strategies. In the first group, the trainee teachers made sure that the learners understood the kind of behaviour expected of them. "From the beginning I told them that I do not want learners who make noise and I promised to punish them, so there were no noisy makers". [Interview, P7]

However, during the interview they did add they would use reactive strategy.

"I will shout on top of my voice and scream so that she or he will give me attention". [Interview, P7] "The names of the noise makers were written down, after school their names were called out and they were asked to go around the school to pick all the papers". [Interview, P8] "I made sure I walk around the class, and tell them to keep quiet". [Interview, P8]

Similar strategies were also identified in reflective reports.

Make sure the learners know when to keep quiet or speak in a low voice in class. If the learner breaks the rules and make noise, I tell them to stop and keep quiet. Then give them a warning about the consequences of making noise. If it persist I give them a punishment. [Reflective report 1]

The rest of the trainee teachers fall into the second group of reactive classroom management strategies. These strategies include shouting, isolating a learner, and having the learners' name written down for punishment later.

For those who were noisy I asked the class monitor to write their names down and at the end of the day they would sweep the classroom. [Interview, P4]

If I saw a troublesome learner who is disturbing other learners, making noise, I would look at that child and make eye contact ...I would call that learner and tell him to go and stand outside by the door for some minutes and come back when he/she is no longer making noise. [Interview, P4]

The above shows how patient the trainee teachers are in handling noisy learners. However, there are some trainee teachers who seem not to be aware of regulations on disciplining learners. One trainee teacher in particular indicated that they use a pipe to beat the noisy learners. "They were beaten with small pipes; their name was written down so that they will sweep the classroom after class". [Reflective report 4]

This is type of discipline is illegal in South Africa; however, some teachers seem to be resorting to this form of disciplining (Verbeek, 2014). Under this scenario, purely preventative and reactive strategies emerged. Regarding the reactive strategies, it is unfortunate that one of the trainee teachers relied solely on corporal punishment, despite the fact that corporal punishment has been banned in South Africa (Verbeek, 2014). Such disregard of regulations on teacher conduct and classroom management

is worrisome. However, other trainee teachers showed great patience with the learners.

4.3.3. Strategies used to stop disruptive behaviour

The trainee teachers showed that they were aware of reactive strategies to stop disruptive behaviour. It is interesting to note that the trainee teachers made use of the set classroom rules to remind learners of the kind of behaviour expected of them, for example P4 and P7. This then helps the learner to stop disruptive behaviour by realising that such behaviour is against the agreed classroom rules. "I tell them to behave well and no one is allowed to move around the classroom without the permission from the teacher". [Interview, P4]

On the other hand, P7 is more explicit in terms of how the learners are reminded of the rules, that is, by making them read out the rules.

From the start I tell my learners that those who show good behaviour will be given sweets at the end of the day, therefore the learners knew if I didn't behave well no sweets will be given to me, therefore most of the students behaved well since they were knowing that at the end of the day they will get something to eat. [Interview, P7]

As a follow up to the above response in case what is stated does not work, the trainee teacher put forward the following.

I will call out the name of the learner and ask him/her to read out the list of the rules that are on a chart in the classroom. On those rules definitely there is at least one which discourages such behaviour. [Interview, P7]

This kind of classroom management strategy will work very well when the rules are set and agreed upon in consultation with the learners and every morning the learners are reminded of them (Tillery et al., 2010). It is convenient to have such rules visually displayed, such as on a chart in front of the classroom (Marzano et al, 2003).

Other trainee teachers used isolation of the disruptive learner by asking other learners to ignore the learner.

I tell all the other learners to ignore such kind of a learner who will be moving around to disturb others. If that learner continues to misbehave

in a way, I couldn't handle that child will be taken to the principal of the school. [Interview, P6]

Although this may work it could have unintended consequences like perpetual isolation, which is in line with what Marzano (2003) found where learners respond to any strategy depending on whether they feel the teacher cares for them. Isolation may make the learner uncomfortable among peers, feeling neglected and rejected to the extent that some learners will end up avoiding school. Such classroom management strategies should be applied in conjunction with proper understanding of why the learner is being disruptive.

Some trainee teachers used an indirect strategy to stop disruptive behaviour, by making disruptive learners envious of the reward for good behaviour. "I award good behaviour and praise those who behave well so that the disruptive learners will learn and change in order for them to behave well too". [Reflective report 3]

The majority of the trainee teachers were using the strategies of calling out the learners' names or asking them to come and stand in front of the class as a way of getting their attention, among other strategies. This is a strategy that P1 mentioned in the interview when she said that: "I call the learner to sit in front next to the teacher and tell her not to disturb others who want to learn". [Interview, P1]

This was echoed by P5, "I call out the name of that learner who is showing disruptive behaviour". [Interview, P5]. Furthermore, reflective reports revealed the same sentiments:

I call out the name of the learner who is showing a disruptive behaviour, the moment I call a name they give attention to what I will be telling them. [Reflective report 2] *Learners who show disruptive behaviour were called to seat in front close to the teacher, were the teacher is able to control them without disturbing other learners.* [Reflective report 5]

Just talking to the learners and asking them why they are behaving in a certain way was used by some trainee teachers as a classroom management strategy to stop disruptive behaviour. This is showing interest in the learner, which can have a positive impact (Marzano, 2003). "I tell them to be watchful and not to behave in a disruptive way". [Interview, P2] "I talk to them and ask why they are behaving in such kind of way

and ask what could be the problem; I also warn them if they continue I will punish them". [Interview, P3] "I will tell the learner to come to the front and stand facing to the chalkboard for about an hour". [Interview, P3]

Isolation of the learner by fellow learners was also identified as a strategy to stop disruptive behaviour. In this regard, peer pressure helps the learner to behave well.

I tell all the other learners to ignore such kind of a learner who will be moving around to disturb others. If that learner continue to misbehave in a way I couldn't handle that child will be taken to the principal of the school. [Interview, P6]

Besides advocating for social exclusion of the misbehaving learner by other learners, one trainee teacher indicated that the best option would be to plead with all learners to stop misbehaving, failure of which will result in punishment being applied.

I speak to the learners so that they stop misbehaving, if the learner persists then I give a punishment or tell the learner that they will not be included in funny activities or take away a privilege from the learner. E.g. stand facing the wall, sit alone for time out, staying in class during break times, and make the learner write why they are misbehaving and write apology (grade 3). [Reflective report 1]

Different strategies are used sequentially by these trainee teachers. Effort is made to make the learner aware that the behaviour they are displaying is not tolerated, before any other actions are taken. The actions that are later taken if misbehaviour persists include restraint from entertaining activities, or making the learner write an apology. This approach can also help the learner to know how to write and to learn that apology is necessary.

Other trainee teachers used corporal punishment on the learners to stop them from misbehaviour. Corporal punishment is illegal in South Africa; however, it seems teachers are running out of strategies of classroom management and resort to it. "The learners were beaten or sometimes made to stand in front of the class". [Reflective report 4]

Although the use of corporal punishment is not widespread across the trainee teachers, the intense use of it by this particular trainee teacher in different situations is concerning.

Other trainee teachers had to take the disruptive learner to the school principal when they felt the matter was getting out of control. Normally the mentioning of school principal made the learner stop being disruptive.

I tell them to behave in an appropriate way and threaten them that if they continue I will take you to the principal. Learners were so afraid of being taken to the Principal's office so whenever you tell them that if don't behave I will take you up there, they would cry and ask for forgiveness and tell the teacher I am not going to make noise again. [Interview, P8]

It is imperative to note that threatening as a classroom management strategy should be coupled with ability to execute the threat, shown by executing on one or two cases. If the trainee teacher cannot do that, then managing the class becomes unbearable. In one instance or another the trainee teachers will be expected to react to some behaviour and thus employ reactive strategies. This study posed a specific scenario to elicit the strategies the teachers would use when it becomes necessary (Ducharme & Shecter, 2011). As in Sueb (2013) in the case of Malaysia, there are trainee teachers in this study who mastered the names of their learners and called them out as a way to stop them from disruptive behaviour where applicable. Calling out learners' names is a form of verbal reprimand which Tillery et al. (2010) argued is effective in response to inappropriate student behaviour.

4.3.4. Strategies used to prevent disruptive behaviour

The trainee teachers indicated that they are aware of the kind of preventative/proactive strategies to use in classroom management. The notable strategies that are used are reminding the learners of the classroom rules every morning (P4 and P7). P4 and P7 agreed that they read the class rules to the learners every morning and make sure that it is known that no disruptive behaviour is tolerated.

Smooth transition between lessons (P2 and P6),

I make sure from one lesson we go straight to another one without giving them some time to make noise and disrupt others. I make it a rule in the class that a learner is not allowed to move from one side to another, if a learner want to come to the front to talk to the teacher or to ask for a pencil from another learner

she/he has to raise a hand first and get permission from the teacher that she can move from her chair. [Interview, P2]

Ensuring that the learners are engaged throughout lessons (P3, P5, P6 and RR2). In the interview, P3 reported that she made use of the activities to keep the learners busy.

I keep them busy with lots of activities. I make sure that all what I want to do for that day is well planned and there are other activities extra to do if we finish early. Learners like to be kept busy and they won't disturb others if they are busy. [Interview, P3]

To prevent disruptive behaviour I give them more activities to do so that they will be busy every time and no time to play. The sitting arrangement that was in that class makes them to behave well because learners were sitting facing to the teacher and the teacher will be seeing each and every learner what she is doing. [Interview, P5]

"I give learners more activities to do so that they will be always busy and they would not have the chance to show disruptive behaviour". [Reflective report 2]

Sometimes the young learners may complain about too much work and too little fun; however, participant 6 after being probed indicated that very few learners were complaining.

Sometimes they would complain but I have found that it's better to keep them busy, and only a few would complain the majority would be listening to the teacher. [Interview, P6]

Able to identify the needs of learners in time (e.g. the need to go to the toilet, P1)

I tell them to well behave from the start of the lesson. Some learners disrupt lessons by walking up and down the classroom asking to go to the toilet, so to avoid this disruptive behaviour when I am teaching I make sure those who are feeling like going to the toilet they all go before a lesson starts. [Interview, P1]

Finally, rewarding good behaviour at the end of each day as a way to prevent misbehaviour the following day (P8).

At the end of the day those who were well behaving that day were called to the front and the teacher thank them by giving them sweets those who show misbehaviour were reminded that they should behave well in order to get rewards from the teacher. [Interview, P8]

The trainee teachers also identified that lesson planning and preparation are key to preventing disruptive behaviour (P6 and RR1). This is encouraging as more often teachers put the blame of disruptive behaviour on learners and never themselves. However, in terms of classroom management, both learners and the teacher have important responsibilities. "I make sure that I plan my lessons in a way that from one lesson we do another activity without giving the learners a break". [Interview, P6]

Sometimes they would complain but I have found that it's better to keep them busy, and only a few would complain the majority would be listening to the teacher. [Interview, P6]

Make sure the learners know the rules of the class. Tell them the consequences of not following those rules. Tell them what kind of rewards they get for behaving the right way. Ensure that I plan lessons that will keep learners engaged and interested in the lesson, interaction is a must. [Reflective report 1]

On the other hand, reflective reports revealed that the trainee teachers used a seating arrangement to prevent disruptive behaviour. This was mainly to make known disruptive learners sit far away from each other (RR5, RR6 and RR7). The first two teachers referred to the seating arrangement of the learners only and the latter referred to the seating position of the teacher in relation to the seating arrangement of learners.

...I did not leave my learners unattended and make sure they have something do to. Also I make sure that those learners who misbehave they do not sit next to each other, therefore the sitting arrangement was always changing. [Reflective report 5]

It is important to note that the first thing to ensure learners behave well is never to leave them unattended. This is not only good to ensure no disruptive behaviour occurs but also to ensure the safety of each learner, (see RR5).

... I make sure the seating arrangement is good in the sense that, those who misbehave were not allowed to sit next to each other. The sitting arrangements were always changing every week on Friday. [Reflective report 6]

The teacher always sit in front on the centre where you can see all the learners, and learners if they see that they can be noticed all what they are doing they behave well. [Reflective report 7]

On the other hand, the study checked whether the trainee teachers have relevant strategies to prevent disruptive behaviour from occurring. It was found that the trainee teachers were aware of and able to make use of various preventative classroom management strategies. The key strategies identified in the data analysis were reminding learners of the set classroom rules, smooth transition between lessons, able to identify the needs of the learners in time, and rewarding good behaviour at the end of each day as a way of encouraging good behaviour the following day.

According to Emmer and Stough (2001), the educator, in this case the trainee teacher, must be able to make learners cooperate in class through the use of rules for example. Furthermore, Marzano et al. (2003) noted that establishment of rules and procedure in the classroom is considered one of the key preventative strategies. The same was said by Lane and Kuiper (2012). In this study, the trainee teachers proved that they understand the value of preventing disruptive behaviour and therefore creating a good environment for learning (Clemens, 2007). The trainee teachers in this study made sure that the rules are clear and known by every learner and reviewed them daily, which is more frequently than the suggestion of weekly by Ducharme (2007, 2008).

Kounin (1970), whose theoretical framework guided this study, paid attention to smooth transition between lessons by identifying smoothness as one of the four required behaviours of every teacher. This ability was also demonstrated by the trainee teachers in this study effectively taking into account the 'don't' of dangling warned against in Kounin (1970) and Lyons et al., (2011). On the other hand, Osakwe and Osakwe (2014) suggested that ensuring an effective learning process, which in this context can be interpreted as smooth transition, is one of the key components of effective classroom management.

In terms of paying attention to the needs of the learners, which the trainee teachers in this study found to be a key preventative classroom management strategy, Osakwe

and Osakwe (2014) suggested that it is a key ingredient to effective classroom management. By being able to identify the needs of the learners, the trainee teacher is creating a conducive environment (Calderon, 2013). Furthermore, Marzano (2003) advised that anything that you do as a teacher to show interest in students as individuals has a positive impact on their learning. On the other hand, Weinstein et al., (2004) emphasised that learners often make decisions of what behaviour they can display in class based on their perceptions of whether or not the teacher cares about them. The PGCE Foundation Phase trainee teachers at this selected university within the Eastern Cape Province of South Africa proved to be aware of such a preventative strategy.

Rewarding good behaviour was used as a preventative strategy by the trainee teachers in this study. This strategy's success depends on ensuring that there are no timing errors. The study's theoretical framework proposed that for effective classroom management it is crucial to avoid rewarding the wrong learner. The trainee teachers used this strategy mainly to motivate all learners to behave well in the future and thus it acted as a preventative strategy. Ducharme (2007, 2008) reported that the use of rewards is one of the key classroom management strategies found in literature that is effective. Rewarding learners acts as a motivation for good behaviour, which Osakwe (2011) suggested can be effectively used in classroom management.

4.3.5. Strategies to ensure withitness

Classroom management is not only about the learners, but also about the conduct of the teacher. Classroom management strategies used to ensure withitness by trainee teachers during teaching practice were:

Proper seating arrangement of learners (RR1, RR2, RR5 and RR6).

I make sure the sitting arrangement allows me to identify the learners well and easily. The class was arranged in a way that I would see the full view of the learners and the activities they were doing. I make sure that I move around the class when teaching, checking on the progress of learners. I never leave learners unattended in class and when they do individual work, I don't ignore them, I make sure that they are busy. [Reflective report 1]

The seating arrangement of learners was also complemented by the seating position of the teacher.

I put my desk and chair on the centre of the class at the front where I will be able to see those who are making noise and those who are not doing their work. ... [Reflective report 2]

I had 13 learners in my class so it was not hard. My learners were seated in four groups and that arrangement worked well because I could easily spot the misbehaving students. [Reflective report 5]

The sitting arrangement also helped me to see what is happening around the class, because the learners were seated in groups and I was supposed to seat in front of the class where I will be able to see each and every learner. [Reflective report 6]

Moving around the classroom (RR1, RR2, RR4 and RR7)

“... I also leave space between the desks and chairs so that I will be able to move from one student to the other without any hindrance”. [Reflective report 2] “The teacher move around the class to check if they are all doing their work with a stick in the hands to make sure they behave well”. [Reflective report 4] “Always move around the class to check what the progress in what they are writing and to check if they are not fighting”. [Reflective report 7]

Ensuring that they see what is happening in class helped the teachers to have learners behave well, like (RR3) – “I constantly observe what the learners are doing. If they see that the teacher is looking at us they start to behave”. [Reflective report 3]

All these reports show that there are different strategies of ensuring that the teacher knows what is happening around the class. Such strategies can be used separately or in combination for effective classroom management. Ensuring that the teacher knows what is happening around the classroom was referred to as “withitness” by Kounin (1970). Osakwe and Osakwe (2014) and Merc and Subasi (2015) suggested that being close to the learners by walking around the class or showing that you are seeing each learner in the classroom will help to prevent learner misbehaviour. Therefore, it is crucial for the trainee teacher to ensure that they know what is happening in class at all times. In that spirit, the trainee teachers in this study ensured ‘withitness’ by proper seating arrangement of learners, moving around the classroom more often, and strategic seating or standing position of the teacher. According to Osakwe and Osakwe (2014), the seating arrangement is key to effective classroom

management. Furthermore, Demirdag (2015) indicated that where necessary, teachers should reorganise their classroom more often. In this study, there were trainee teachers who revised seating arrangements of the learners on a weekly basis.

4.4. EVALUATION OF CLASSROOM MANAGEMENT STRATEGIES THAT WERE EMPLOYED

Having identified the different classroom management strategies that the trainee teachers used during teaching practice, the researcher now turns to presenting the evaluation of these strategies by the trainee teachers themselves. The trainee teachers answered questions on which strategies were most effective and which ones were least effective, in both cases giving the reasons why.

In the interviews all participants indicated that at least one of their strategies was effective. However, in reflective reports some trainee teachers noted that some of the strategies did not work well (RR4).

None of them was effective, in fact they [the learners] behaved when the teacher moved around the class with a stick. The reason I say it was not effective is that, the students were so afraid they wouldn't even be able to express themselves. [Reflective report 4]

In this instance, the learners were afraid of the teacher and not respectful which resulted in them being passive out of fear. Such environments hinder learning and proper child development as children need to be free in order to explore and learn. This could be the reason why corporal punishment was banned as it introduces fear rather than discipline. This particular teacher was using corporal punishment to instil discipline among the learners, which is not a good way of classroom management morally and legally (see the strategies this trainer teacher reported in dealing with noisy learners and stopping disruptive behaviour). The encouraging thing is that the trainee teacher identified that their strategy was not effective because of the fear element. Such reflections and self-evaluations are important in making a good teacher. This research provided the trainee teachers with an opportunity to reflect and self-examine their classroom management strategies. Table 4.2 below presents classroom management strategies found most effective.

Table 4.2: Classroom management strategies found to be most effective

Reactive strategies

P1: *For the noisy makers calling out their names worked very well.*

P2: *The strategy for controlling the noise makers was good.*

P3: *The idea of blowing a whistle was effective.*

P4: *Making the late comers stand in the front was very effective.*

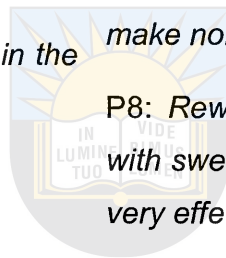
Preventative/proactive strategies

P5: *Giving them more work to do was very effective.*

P6: *Planning my lessons in advance was effective.*

P7: *Telling the learners from the beginning that I do not want learners who make noise was very effective.*

P8: *Rewarding the well behaved ones with sweets worked very well and it was very effective.*



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Source: *Author compilation with data from interviews*

The trainee teachers who were interviewed were equally divided between preventative strategies and reactive strategies in terms of the strategy they found to be most effective, as illustrated in Table 4.2 above. From these findings it can be noted that both strategies worked; however, in each case it depended on the situation. Even though the questions posed checked for both preventative and reactive strategies, it is unfortunate that the other four respondents did not find any of the preventative strategies effective. For example, trainee teachers (P2, P3 and P4) identified good classroom management strategies to prevent disruptive behaviour in Section 4.4 above, but did not experience them as effective. The identified strategies were:

I make sure from one lesson we go straight to another one without giving them some time to make noise and disrupt others. I make it a rule in the class that a learner is not allowed to move from one side to another, if a learner want to come to the front to talk to the teacher or to ask for a pencil from another learner she/he has to raise a hand first and get permission from the teacher that she can move from her chair. [Interview, P2]

I keep them busy with lots of activities. I make sure that all what I want to do for that day is well planned and there are other activities extra to do if we finish early. Learners like to be kept busy and they won't disturb others if they are busy. [Interview, P3]

I read the class rules, every morning so that they will know that disruptive behaviour is not tolerated in the class. I also remind them about the rules of the class that disruptive behaviour is no tolerated during the course of the lessons. [Interview, P4]

Instead, these preventative classroom management strategies were identified by the respective trainee teachers as least effective. "Giving learners too much work was the least effective to control misbehaviour". [Interview, P2] "Giving learners lots of activities was the least effective". [Interview, P3] "Reading class rules to the learner every morning was the least effective strategy of avoiding disruptive behaviour". [Interview, P4]

To understand why these preventative classroom management strategies did not work, the trainee teachers were asked to give reasons why they were least effective.

Although giving learners too much work to keep them busy helped, but to some extent it did not work very well because some learners start to complain that we are tired we need a break, some if you give them work to write they will complain saying we are tired can we do it tomorrow. [Interview, P2]

Learners did not enjoy too much work to do, in the Foundation Phase learners they enjoy playing therefore by the time you give them too much work some would be already sleeping and you will be talking to a few learners. [Interview, P3]

Even though I read the class rules to the learner, some learners will be still showing bad behaviour. It seems as if some were just used to get their teacher reading these rules and they do not put much concentration that they are required to show good behaviour. [Interview, P4]

It can be noted that keeping learners engaged is not a straightforward solution as it requires the activities to be diverse and interesting, especially to these young Foundation Phase learners. However, if the learners are kept busy with activities that

are well planned in advance the classroom management strategy could be effective. For example, P6 reported that proper lesson planning in advance was effective. "When I am having lots of lessons plans the whole day we were busy and learners liked it and they did not have the time to make noise or moving around the class". [Interview, P6]

Furthermore, reading and reminding of the classroom rules may sometimes become just a routine to the extent that learners fail to pay attention to them and hence continue conducting themselves in manner contrary to the classroom rules.

RR1 reflected that a number of strategies employed during teaching practice were effective:

The strategies that I mentioned in number (d) which are methods to prevent disruptive behaviour, worked well for me. Learners know what was expected from them and when I told them to stop they would know why. The whistle was also a great way of maintaining control in the class. The lessons I designed were interesting and grade appropriate. The learners understood that there was a reward system and they were encouraged to behave, they also knew there were punishments to avoid and behaved. [Reflective report 1]

Other classroom management strategies that worked as evident from the reflective report over and above those that were identified from interviews, include making the learners sit in groups, rotating the seating arrangement and isolation, as reported by RR5, RR6 and RR7.

The strategy of making my learners seated in groups worked and was effective, and having my learners have work to do all the time whether it was fun work or serious one, this helped because once they know they have nothing to do they become uncontrollable. [Reflective report 5]

The idea of the learners sitting in groups worked very well, and changing them more often worked because learners knew that if they misbehave they were going to be changed where they are sited. [Reflective report 6]

The strategy of calling those who misbehave to sit on the carpet worked very well because it separate them from those who behave well and they won't be disturbing other learners. More so the strategy of the teacher sitting in front on the centre of the class worked very well because the teacher will be able to

notice every learner and see those who misbehave and deal with them urgently before they irritate other students. [Reflective report 7]

Based on the strategies employed by the trainee teachers, as discussed above, the trainee teachers were asked to evaluate each of the classroom management strategies in terms of their effectiveness. The most effective and least effective classroom management strategies were identified. From the results it was found that the most effective and least effective strategies were not common among these trainee teachers. The main differences related to the different environments that they were working in, which among other things include class size and different school set up. This has been indicated as a common factor and therefore the study could not expect to find much common ground among the trainee teachers (Baker, 2005).

Among the trainee teachers there was one who indicated using forceful strategies and she reported that it was least effective. This is in line with literature that advises educators to avoid using coercive strategies of discipline (Crawford & Beaman, 2007). In the same vein, Rouche and Lewis (2011) noted that teachers who use forceful classroom management strategies are likely to witness negative consequences.

The home environment of the learners is key in terms of how effective certain classroom management strategies can be in one class compared to the next. Ducharme and Shecter (2011) argued that often children who come from disruptive home environments exhibit disruptive behaviours and that punitive strategy fails to address the underlying problem. In actual fact, some reactive strategies often perpetuate the misbehaviour (Ducharme & Shecter, 2011).

On the other hand, and in support of why strategies that are most effective or least effective are not common across trainee teachers, Ducharme and Harris (2005) noted that there are instances where classroom management strategies may not work with a group of learners within the class and therefore individualised or specific strategies have to be used. In that regard, some trainee teachers could conclude that a certain strategy is not effective, not because it's not effective for the whole class but because it is not effective with a few individual learners in the class.

Furthermore, for classroom management to be effective, Osakwe (2011) argued that the teacher has to be competent. In this study, one trainee teacher reported that none of the classroom management strategies she had employed were effective in either

preventing or correcting misbehaviour. Although neither the interviews nor the reflective reports gathered information on the competence level of each trainee teacher, the competences of this trainee teacher can be questioned. This is so because it is the same teacher who employed corporal punishment, even though it has been banned in South African schools. In that regard, the study can deduce that the trainee teacher was incompetent in observing the regulations of the teaching profession.

Even though Ducharme and Harris (2005) concluded that proactive strategies are most effective in classroom management, this study shows that reactive strategies are equally important. What matters is the situation, and reactive strategies are not just another option of strategies but are suitable for specific situations where proactive strategies are no longer applicable or they have failed.

There is therefore need to understand the benefits the trainee teachers perceive to have received from employing these classroom management strategies and most importantly, the challenges they faced in implementing these strategies. This is discussed in the next section.

The trainee teachers showed creativity in terms of the classroom management strategies employed as well as honesty in reflecting on the effectiveness of such strategies. Even though some strategies worked well and were effective, more often they were not without challenges. The study solicited the challenges encountered from each trainee teacher. In addition, the realised benefits that were reported are presented in the next subsection.

4.5 BENEFITS AND CHALLENGES OF THE CLASSROOM MANAGEMENT STRATEGIES EMPLOYED

4.5.1 Benefits of the classroom management strategies employed

It is revealed that effective classroom management strategies improved teacher efficacy. There are trainee teachers that reported improvements in results after implementing some effective classroom management strategies (P2 and P5). "Learners do their work very well and they were producing good results". [Interview, P2]

These strategies that I used helped a lot in the sense that the students were now behaving very well and they were doing their work and most of them produce good results [Interview, P5]

The good results reported are as a result of a conducive teaching environment created by implementing correct classroom management strategies. For example, the strategies helped with smooth flow of lessons:

The strategies that I used helped the flow of my lessons to go on very well without the learners' disruption. In my class the learners were behaving very well because of these strategies. [Interview, P4]

Disruptions were also limited:

The strategies that I was using worked very well, because learners start to behave, and I was able to control all parts of the class, there was no noise and disturbances. [Interview, P3]

"The strategies that I used brings order in the class, and I was able to teach them effectively". [Interview, P6] "The strategies that I used brings order and it becomes easy to teach without any disruptions from the learners". [Interview, P8]

Overall, the learners behaved well in response to the classroom management strategies employed.

"Learners starts to behave very good after I had told them the rules of the class and I did not face any challenge on managing the learners". [Interview, P1] "The learners start to behave well and listen to all the instructions from the teacher". [Interview, P7]

The benefit was that you get learners' attention. Giving them more work to do helped because they did not have the chance to show disruptive behaviour. Taking a learner to sit in front on the carpet close to the teacher helped because it is easy to observe that learner and won't be able to disturb other learners. [Reflective report 2]

"... the students start to behave well if they notice that the teacher is always looking at them and is aware of everything they are doing". [Reflective report 7]

The purpose of classroom management strategies is to realise such benefits and this means the employed strategies were effective and the trainee teachers thus knew the suitable strategies to employ in most instances. The employment of these strategies was, however, not without challenges.

4.5.2 Challenges of the classroom management strategies employed

The trainee teachers faced challenges when implementing the classroom management strategies of their choice. Challenges included large classes, furniture shortages, and the tender age of the learners.

Standard classes are between 15 and 20 learners; however, some trainee teachers reported classes double of that size (P6):

There were too many learners in my class therefore controlling them or managing their behaving it was a challenge, some were running around the class and some were fighting each other, but I tried by all means that at the end of each day they learn something. [Interview, P6]

“They were 35 learners in total”. [Interview, P6] Reflective report 6 indicated that the students were too many to the extent that they were not able to move close to the learners and see their work.

Due to this large class size, most classroom management strategies in theory may not work effectively. This is a challenge as some trainee teachers may end up disregarding good strategies or worse, harshly judging their efficacy if some good strategies do not work. In the end there will be discouraged trainee teachers because of large and uncontrollable classes, yet if the classes were the right size their strategies could have worked.

The researcher probed participant 6 (P6) to determine if there was enough furniture for such large classes.

...actually that was a challenge some learners had to share a desk and made it very difficult to implement a number of classroom management strategies like moving around the class and also ensuring that all the learners are focused all the times. [Interview, P6]

Unfortunately, the authorities do not provide furniture commensurate with the learner numbers and this complicates classroom management. As the trainee teacher reported, some learners had to share a desk, which inevitably could result in disruptive behaviour. The seating arrangement also made it difficult to ensure withitness and avoid timing errors. The learners who have to share furniture may feel discriminated against or belittled, compared to others who do not have to share. Deciding on how the sharing should be done is a complete nightmare for teachers.

Furthermore, the tender age of the learners was an impediment on the implementation of classroom management strategies for trainee teachers during their teaching practice. This challenge was experienced by all trainee teachers and notable examples are from P1, P5 and P7.

Sometime I face challenges to the extent that some learners were getting out of control and also not listening when I am telling them to be quiet. On the other hand when you make learners stand in front for long there were dangers of some falling because of unknown health conditions or weariness because of being hungry. [Interview, P1]

I have noticed that learners in the Foundation Phase likes playing too much and they do not like thinks that are too formal, by the time I tell them to lower their voices it becomes worse and uncontrollable. I have notice that not all learners would lower their voices if you tell them to do so. So controlling them to keep quiet it was a challenge. [Interview, P5]

Controlling noisy makers was a challenge. 'Yhooo' those learners were ever talking. Grade 1 learners are a challenge when it comes to make them quiet. By the time I try to call them to sit in front if they are making noise some of them were crying uncontrollable. Sometime I noticed that some of the strategies that I wanted to use I did not employ them on certain students because they were not working. [Interview, P7]

Generally, classroom management strategies that work with senior learners may not necessarily apply to Foundation Phase learners. The Foundation Phase learners are still learning to understand and follow instructions. They still need great patience and tolerance from the teacher. This is the age characterised by tantrums and exploration

and therefore gentleness and care should premise each classroom management strategy chosen.

The reflective reports also provided evidence of the challenges in implementing some classroom management strategies as well as the benefits derived from some of the strategies. As a result of the tender age of the learners, there is also a lot of attention seeking and need to control the surrounding environment.

The challenge was that some learners misbehave on purpose to seek attention and that was an issue because it interfered with the teaching and learning process. But as time goes by, learners are taught life skills, knowing what is right and wrong and that there is a time and place for everything. The other benefit was the use of the resources in the school, I could plan interesting lessons to the learners, when they enjoyed the lesson they behaved well.

[Reflective report 1]

Reflective report 1 above showed that classroom management strategies helped in the effective use and allocation of resources within the class. These are far-reaching benefits and if every teacher implements effective classroom management strategies the whole school and the education system in general will benefit greatly.

To add to the challenges as a result of the tender age of the learners, the study found that some of the learners did not take some strategies seriously (RR3).

The challenge was the one of taking the learner who was making noise close to the door, because some learners will even look at what is happening outside and they won't even benefit from what you are teaching some will even go outside and become more stubborn to the teacher. [Reflective report 3]

Furthermore, reflective report 4 showed that the learners were able to distinguish between their 'actual' teacher and the trainee teacher. The trainee teacher had serious challenges managing the class as a result of this undermining by the learners. Learners sometimes get used to the approaches of their teacher to the extent that they fail to adapt and/or tolerate any new teacher. This is more common with troublesome learners that have learnt the strictness of their teacher and when a new teacher arrives they want to challenge and test the level of strictness.

The challenges were that if the teacher is not around and as a student teacher you ask questions children would never answer so it was difficulty to teach these learners, they were having this idea of getting a 'hid' for every wrong answer. The benefit is that the learners were always quiet when the teacher is moving around. [Reflective report 4]

On the other hand, some trainee teachers failed to reflect clearly on the benefits of classroom management strategies and the challenges encountered when employing the chosen classroom management strategies. Some identified the challenges of learner misbehaviours that needed classroom management strategies to correct them and not the actual challenges faced when employing any of the classroom management strategies.

The challenge was that some learners were very misbehaving to the extent that even if you change their sitting they would always want to sit next to a friend. [Reflective report 5]

Unlike in the interview, with reflective reports it was not possible to probe for more information. Therefore, only the few reports that managed to identify the challenges on implementing classroom management strategies have been presented here.

Some of the greatest challenges of classroom management are timing errors, where the teacher punishes or rewards a wrong learner, and lack of smooth transition between activities in class. The study asked the participating trainee teachers how they handled specifically these challenges.

The actions taken by trainee teachers to avoid timing errors included clear seating arrangement, moving around, mastering the names of all learners, putting them in groups and also appointing group leaders. Interviewer, P1, however, reported that she did not face any of timing errors.

On the other hand, the strategy of clear seating arrangement was mentioned by all trainee teachers except three (P2, P4 and P7). The ones that used a clear sitting arrangement are cited bellow.

I make sure all the desk are arranged in a way that I could see all the learners so that I won't blame the wrong learner that she is making noise

when she is not. I make sure I am alert in everything that is going on at every side of the classroom. [Interview, P1]

In addition, the interview with P3 showed that she arranges furniture in a way that allows her to move to all corners of the classroom and thus be able to see all learners. This strategy corroborates that of interviewer P5:

My table and my sitting chair was at the front and I was able to see every learner and what they are doing, there was also more space to move around the class teaching and see their work. [Interview, P5]

Related to furniture arrangement, interviewer P6 made use of grouping the learners for easy management.

I arranged learners to sit in groups of four and therefore it was easy to manage those groups I was able to see since they were not scattered everywhere. [Interview, P6]

To augment the group seating strategy, one trainee teacher supplemented with appointing a group leader.

To avoid timing errors I put group leaders in the groups and if I heard of any noise I would ask the group leaders to tell me. I also make sure I am able to move and see what is going on each and every time. [Interview, P8]

The clear seating arrangements made it possible for the trainee teachers to be in clear view of each and every learner. There are trainee teachers who mentioned 'moving around' in the classroom as an explicit strategy to avoid timing errors. These are P2 and P7.

If they are writing their work I was moving around so that I will be able to see all what they are doing. And when I am moving around learners they won't make noise because they were aware that the teacher is looking at them. [Interview, P2]

The frequency of moving around also matters in ensuring that the trainee teacher knows what is happening around at all times. The frequency could be as often as after every 20 minutes.

I make sure after every 20 minutes I will be moving around the class to see what's going on, and when I am moving I make sure I will be seeing all students, I did not give them my back, because by the moment I turn giving them my back they will be doing some funny sounds and I won't be able to realise who was doing that. [Interview, P7]

Furthermore, another strategy reported by the trainee teachers is that of mastering the names of all the learners.

From the start I make sure that I learnt the students' names and I do not blame or call the wrong name to a learner. Students were very excited when they realised that I know all their names. [Interview, P4]

In some instances, timing errors occur not because the teacher did not see exactly who was misbehaving but because the teacher shouted out the wrong name. Mixing learners' names creates a challenge in classroom management as it may perpetuate misbehaviour or bring short-lived excitement, both of which make certain learners uncomfortable. The tender age of the Foundation Phase learners makes it even worse as realising that the teacher does not know you will hurt them severely.

On the other hand, some trainee teachers made use of groups as a way of having learners concentrated in a way that is easy to manage. "I arranged learners to sit in groups of four and therefore it was easy to manage those groups I was able to see since they were not scattered everywhere". [Interview, P6]

Moreover, this was correctly supplemented by appointing group leaders for each of the groups to make management of the groups much easier. This also means the teacher had additional eyes and ears on each group in the form of the group leaders.

To avoid timing errors I put group leaders in the groups and if I heard of any noise I would ask the group leaders to tell me. I also make sure I am able to move and see what is going on each and every time. [Interview, P8]

This strategy has a benefit of empowering the learners to be leaders and it is best when it has a mechanism in place to rotate the leadership role.

Turning to smooth transition of activities, the trainee teachers made use of lesson planning (including resources or material preparation) and ensuring that classroom

rules are observed. Furthermore, the seating arrangement also featured alongside moving around the classroom.

Planning in advance assists the teacher in identifying the resources needed, possible challenges, as well as the strategy to introduce each activity of the day. "I plan my lessons in advance and put everything that I want to use in the activities in order". [Interview, P1]

There is also need to share the lesson plan with the learners so that they know what to expect that day and this can help the learners to prepare their minds for the next activities. The expectations and curiosity will keep learners engaged and excited throughout the day, which improves learning.

I make sure learners are aware of the rules in class. Explaining the activities that are going to take place that day. I make sure that the resources to use for those activities are available. I warn the learners the consequences if they portray bad behaviour. [Interview, P3]

Order in the classroom is always good for the learners as well as for the teacher to teach without disturbances. Everything I was doing was on a lesson plan, which shows all the activities of that day and I make it clear to the learners. I did not spend much time in one activity but I heard to move to the next so that the students won't get bored. [Interview, P6]

On the other hand, some of the trainee teachers emphasised the seating arrangements:

I tried by all means to arrange the classroom tables and chairs of the learners in a way that I will move around and see if they are listening and doing their work. [Interview, P2]

"I put order in the class, by telling them not to make noise, explaining to the clearly and teach them in a way they understand me". [Interview, P7]

Finally, there are trainee teachers who made use of emphasising classroom rules to allow smooth transition between activities. "I read the rules to them every day after assembly and remind them to behave well in all that we will be doing that day". [Interview, P4] "I gave rules in the class for example that noise is not allowed. Put

order in the class so that the students did not disturb me when I am teaching".
[Interview, P8]

Rules are important for classroom management overall; however, there is a need for buy-in from the learners in order for the rules to be effective. The rules should therefore not be imposed on the learners but there should be a feeling that some form of consultation has taken place.

The results show that effective classroom management strategies improved teacher efficacy. There are trainee teachers that reported improvements in results after implementing some effective classroom management strategies. This is in line with literature, for example Ormrod (2003) noted that effective classroom management adds significantly to student learning and improvement.

The trainee teachers of this study reported improved teacher efficacy to be a result of few disruptions and a conducive learning environment. This is supported by Ahmad et al., (2012) who argued that effective educators make an effort to create an environment, which is conducive for learning.

Unlike in most literature where trainee teachers face challenges of lack of preparedness in managing classroom or implementing certain classroom management strategies (Giallo & Little, 2003; Atici, 2007; Maskan, 2007), in this study the trainee teachers had challenges other than deficiencies in the curriculum or general preparedness. In the case of North America, in the study by Darling-Hammond (2010), the trainee teacher actually complained that their training programme was abstract and failed to prepare them for classroom management, with no strategies learnt. This did not transpire in the case of PGCE Foundation Phase trainee teachers at one university in South Africa considered in this study. In this regard, trainee teachers in this study are like those reported in Sued (2013) that were prepared physically and mentally for the teaching practice.

The trainee teachers who participated in this study indicated that they faced challenges like large classes, furniture shortages, and the tender age of the learners. The class sizes were often more than double the standard class size and indicated that misbehaviour was rife and implementing some of the classroom management strategies was impossible. This corroborates the findings in Hattie (2009) who concluded that overcrowded classrooms are unfriendly and contribute to

misbehaviour. As a result, Hattie (2009) suggested that to achieve classroom management and overcome any challenges, the teacher has to start by planning to ensure the discipline measures are outlined and resources are effectively used. For the current study, lack of furniture related to the limited resources within a classroom that needs to be planned.

Regarding the tender age of learners, Sued (2013) also concluded that the greatest challenge of trainee teachers in implementing any classroom management strategy was the student's attitudes towards the trainee teacher and their lack of motivation to learn. In this study, some learners actually managed to distinguish in how they treat their "actual teacher" compared to the trainee teacher.

Furthermore, the trainee teachers in this study highlighted that some learners were attention seeking, restless, and could openly defy instructions. Hattie (2009) found that such learners disturb others and make classroom management difficult as it will be challenging to implement class-wide strategies.

Overall, the trainee teachers in this study found challenges when implementing either proactive or reactive classroom management strategies, albeit more challenges were linked to the former. Ducharme and Harris (2005) supported this finding as they concluded that reactive or punitive classroom management strategies are easy to administer. This then justifies why the trainee teachers in this study faced fewer challenges with reactive strategies.

4.6. CHAPTER SUMMARY

This chapter set out to present the results based on data from the interviews and reflective reports. A total of eight interviews were conducted with trainee teachers from different previous degree programmes and seven reflective reports by trainee teachers were received. It was found that there is a general level of understanding of classroom management strategies among the trainee teachers, albeit with a few misconceptions like classroom management is all about control and discipline. Diverse classroom management strategies were employed by trainee teachers during their teaching practice. In most instances, given the scenarios presented, the strategies were appropriate and showed some creativity. The trainee teachers also had an opportunity to reflect on the strategies and identify which ones worked and which ones did not,

and they provided their reasons for such evaluation. Furthermore, benefits and challenges of employing the chosen classroom management strategies were ascertained. The biggest challenges were large class sizes and the tender age of the learners. This chapter has discussed the results of the study linking to literature and how the findings meet the objectives of the study. The discussion was divided into sections representing each research question. Conclusions and recommendations based on these findings are provided in the following chapter.



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CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0. INTRODUCTION

This study set out to explore the classroom management strategies employed by the PGCE Foundation Phase trainee teachers during teaching practice. Data was gathered through face-to-face interviews and reflective reports. The data collection and analysis was done in a qualitative design. This chapter presents the summary of the main ideas of the study, findings, conclusions, potential contribution of the study and the recommendations based on the findings.

5.1. SUMMARY OF MAIN IDEAS OF THE STUDY

The following were the four specific objectives to achieve the aims of the study:

- i) To investigate PGCE trainee teachers' understanding of classroom management.
- ii) To examine CM strategies that PGCE trainee teachers employ during TP.
- iii) To understand classroom management strategies trainee teachers, believe are more effective during teaching practice.
- iv) To unearth and describe the challenges experienced by PGCE trainee teachers with regards to CM.

These objectives influenced the structure of the study. This study was divided into five chapters and the main ideas derived from each chapter are discussed under this section. The discussion shows how different parts of the research were linked to assist in answering the research questions and thus meeting the research objectives.

Chapter One provided the background to the study, stating the problem statement which guided the research questions and objectives' formulation. Significance of the study was discussed in this chapter definitions of the key terms were provided. The focus of the chapter was to introduce the reader to the topic and the problem under investigation, as well as to justify why the study needed to be carried out. Some

phrases and words carry multiple meanings, and these were contextualised to make the reader aware of how the phrases and/or the words were used in the study. This was intended to clear confusion and thus enhance understanding of the overall study.

This was then followed by Chapter Two, which discussed the literature that the researcher has reviewed. Both theoretical and empirical literature related to the study was discussed. The Kounin's classroom management theory was discussed with its four behaviours that are expected of every teacher for effective classroom management. The four behaviours are smoothness, withitness, avoiding timing errors, and momentum. Implications of the Kounin model to this study were discussed, considering that trainee teachers needed to demonstrate these behaviours in order to be effective. Interview questions were formed in the context of checking whether trainee teachers reveal the abovementioned behaviours and to what extent are any falling short. The argument was that classroom management strategies are devised and applied, influenced by the behaviours espoused by Kounin. For the trainee teachers to be effective classroom managers and to improve self-efficacy, they needed to apply all the behaviours holistically.

Furthermore, empirical literature was discussed as different subsections linked to the objectives of the study. The literature was reviewed at different levels, namely internationally, regionally and nationally in order to provide a comprehensive picture of what has been studied, how it has been studied and most importantly, the gaps that needed to be filled. The review of literature showed that most studies had looked at classroom management strategies employed by professional teachers and that there is limited research in understanding classroom management from the perspective of trainee teachers. As a result, this study has played a significant role in closing such a gap in literature. The results of this study have great implications on the trainee teachers' curriculum and policy. To ensure scientific merit of the literature developed in the study, Chapter Three focused on describing the research methodology that was followed.

The research design, approaches, and research methods of sampling, data collection and data analysis were all discussed in Chapter Three. The study selected the

interpretivism research paradigm, qualitative research approach in a case study design. The population was defined with a sample of eight respondents. The instruments relevant for the study were identified as semi-structured interviews and document analysis (in the form of a reflective report). The interview guide was designed and pilot tested. In this chapter, the data analysis technique was also identified as content analysis. The chapter explained how the researcher went about obtaining the relevant data from the relevant sources in the appropriate format to provide answers to the stated research questions. Results are as good as the data that generated them and how the data was obtained, and therefore this chapter played a significant role in demonstrating how the researcher planned to ensure quality data and results.

Chapter Four was comprised of data presentation and analysis following the methods defined under the research methodology chapter. The data from the interviews and reflective reports was presented and analysed concurrently. The presentation and analysis were provided under the subheadings of the research questions. The chapter also included a discussion in which the findings were linked to literature and practice. It is of great importance to link the findings to literature so as to ascertain any similarities or differences. The researcher pointed out that there is great corroboration with both theoretical and empirical literature and the findings of the study were therefore established.

The following section provides a summary of the main findings according to the research objectives.

5.2. SUMMARY OF MAIN FINDINGS

5.2.1. PGCE Foundation Phase trainee teachers' understanding of classroom management

The researcher found that all trainee teachers have an understanding of what classroom management is; however, there are some gaps and misconceptions with some of the trainee teachers. For example, even though all trainee teachers understood what classroom management is, some of them perceived it from a limited view of discipline. The results corroborate with literature, and in addition shed more

light on the misunderstandings of the full meaning of classroom management amongst trainee teachers. This problem points to a shortcoming in the curriculum that does not devote enough time to training in classroom management strategies. As a result, the strategies that are chosen sometimes do not fully support the trainee teacher to achieve their goals in the classroom.

5.2.2. Classroom management strategies trainee teachers find more effective during teaching practice

The researcher found that the trainee teachers employed different classroom management strategies from both the preventative and the reactive group of strategies. The trainee teachers knew the right strategy to apply in a particular situation. This is, however, with the exception of one trainee teacher who used corporal punishment throughout, even though it is illegal for a teacher (let alone a trainee teacher) to physically punish a child in South Africa (Verbeek, 2014; Maphosa & Shumba, 2010). It is argued that educators feel disempowered in the face of growing learner indiscipline and find alternative strategies to corporal punishment ineffective and time consuming (Maphosa & Shumba, 2010).

The trainee teachers had different strategies, and the effectiveness of these strategies depended on the different situations that they were working on. This finding corresponds to literature, such as the study by Ducharme and Shecter (2011). Classroom management strategies employed have to take into account the surrounding circumstances. However, the trainee teacher who applied corporal punishment found none of the strategies effective and resorted to physical punishment. This could have been because, despite its illegality, South African teachers continue to use corporal punishment in schools (Verbeek, 2014). The children in this class were therefore used to corporal punishment and it could possibly be that they did not respond to other CM strategies. Given her TP experience, this does raise a serious concern regarding the CM management this particular teacher will use when she is a qualified teacher.

5.2.3. The benefits and challenges of using these classroom management strategies

The trainee teachers reported that improved teacher efficacy which reduced disruptive behaviour and a more conducive learning environment were benefits from employing the classroom management strategies of their choice. This was, however, not without challenges, with the main challenges being overcrowded classrooms, lack of adequate furniture, and the tender age of the learners. These challenges are not unique to this group of trainee teachers as they have been widely reported throughout literature. The challenges go beyond the control of the trainee teacher and to some extent beyond the ability of the school, making government responsible. When it comes to the tender age of the learners, however, the curriculum should be in a position to adequately equip the trainee teachers.



5.3. CONCLUSIONS

It can be concluded that trainee teachers are aware of what classroom management is as well as classroom management strategies to use under different situations, with the exception of a few who still act outside the education law by applying corporal punishment. Furthermore, the trainee teachers in this study found a host of strategies to be effective, which will boost their confidence as they get into professional teaching. On the other hand, it can be noted that the South African education system has challenges that hinder effective classroom management, like overcrowded classrooms, lack of furniture, and adequate or timely delivery of learner material.

5.4. POTENTIAL CONTRIBUTION OF THE STUDY

The potential contribution of this study is the generation of knowledge in terms of trainee teachers themselves evaluating classroom management strategies and identifying challenges in implementing the classroom management strategies. Furthermore, the tender age of Foundation Phase learners is central to the kind of classroom management strategies employed and how they are implemented. The study highlights challenges or limitations to effective classroom management.

5.5. RECOMMENDATIONS

Based on the findings, the following recommendations can be made:

5.5.1. For trainee teacher education

Although the trainee teachers had some understanding of classroom management, there were some gaps and misconceptions that can be corrected by including more sections of classroom management in relevant modules of their course. Higher education institutions must revise their curriculum for training teachers, especially in areas of teaching practice and the theory on classroom management. School experience needs to be expanded in terms of the period covered. Before the school experience, the trainee teachers need to go through more hands-on learning with their lecturers by using case studies. The use of scenarios or case studies in teaching classroom management to trainee teachers will increase their understanding, awareness, and creativity. The rules should be emphasised to the trainee teachers to understand the so-called “dos and don’ts”, for example that corporal punishment is an illegal CM method and should not be used. Corporal punishment is against the South African Council of Educators (SACE) code of conduct and therefore teachers should refrain from using it.

5.5.2. Environmental considerations

The relevant authorities should ensure that there is adequate furniture in all classrooms so that each learner has their own desk and chair. This gives comfort to the learner and reduces disruptions in the classroom. There should thus be proper planning to match the number of learners and facilities in order to avoid overcrowding, which has a health risk and the environment will not be conducive for learning. Other resources that must be provided adequately and on time include learner material, such as text books and stationery.

5.5.3. Further research

Future research can be conducted on other focus groups to further understand how different situations affect trainee teachers' classroom management and to identify what other trainee teachers would recommend to mitigate the challenges. Furthermore, a study can be conducted to compare PGCE trainee teachers, BEd, and professional teachers regarding this topic.



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APPENDICES

APENDIX A: INTERVIEW TRANSCRIPT WITH THE PGCE FP TRAINEE TEACHERS

SECTION A: DEMOGRAPHIC OF THE PARTICIPANTS

Gender of the participants

P1: Female

P2: Female

P3: Female

P4: Female

P5: Female

P6: Female

P7: Female

P8: Female



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Researcher: What's your previous degree programme?

P1: BA Psychology

P2: Social development

P3: Film making acting and music

P4: Bachelor of Commerce

P5: BA political science

P6: Bachelor social sciences

P7: Bachelor of commerce

P8: Bachelor of Arts

Section B: UNDERSTANDING OF THE PGCE TRAINEE TEACHERS ABOUT CLASSROOM MANAGEMENT.

Researcher: What do you understand by the term classroom management?

P1: Classroom management is the way a teacher use to control the class and the way the teacher is able to manage each and every learner.

P2: It is the way used by the teacher to control and able to manage what is happening in the classroom.

P3: These are the strategies that are being used by the teacher in the class for example how to plan a lesson, delivering the lesson as well as arranging the classroom to make sure everything is in order.

P4: Classroom management are actions that are being used by the teachers to control the kids in a classroom.

P5: These are the classroom management strategies that we were using during school experience to make sure the class is in our full control.

P6: These are the actions that the teacher puts in class so that the kids will follow the instructions of the teacher.

P7: Classroom management is the way the teachers are in full control of the learners so that there will be no disturbances when the teacher is teaching. To make sure that the learners they listen to what the teacher will be saying.

P8: It is a way in which teachers teach, control learners, putting order in class, arranging the desk in rolls so that teacher will be able to move around the classroom and see what is taking place in all classroom corners.

Researcher: Do you see classroom management as something that is practical?

P1: Yes

P2: Yes it is practical

P3: Yes

P4: It is practical

P5: Yes

P6: Yes

P7: Yes it is practical

P8: Yes it's practical

Researcher: Why would you say classroom management is practical or not practical?

P1: It is practical, because what you implement in class the learners will follow that, if you teach your learners not to talk when you are also talking they will listen to that although some learners are just problematic learners they won't listen to their teacher.

P2: Classroom management is practical because what you apply in the class it determine the order of your class. It is possible to make your learners how you want them to behave.

P3: Classroom management is something that you can practice with your learners how to bring order in the class, how you want your class to look like and everything about how to manage your learners it is something that you can do and able to be successful on that.

P4: Yes it is something that you can implement as a teacher, because without effective classroom management strategies the class won't function very well.

P5: Classroom management is something that teachers have to apply in the daily bases as teachers, because a class without a good classroom manager is good as there is no order, but in a class where by the teacher will be a good classroom manager everything will be moving very well and the learners are likely to pass their subjects.

P6: Classroom management is practical, because a class where classroom management strategies are employed very well there will be order, and the learners there behave very well.

P7: Classroom management is practical and it is being employed each and every day in the classroom, being able to manage a class that's all what is needed for an effective teacher.

P8: Teachers do classroom management everyday by the way they try to control the behaviour of their learners and each and every teacher strives to be a good classroom manager.

SECTION C: CLASSROOM MANAGEMENT STRATEGIES EMPLOYED DURING TEACHING PRACTICE.

Researcher: Which classroom management strategies did you use during teaching practice in the following situations?

Researcher: When a learner arrives late for class

P1: I just tell them to walk in and they were knowing that if they are late to school they should produce a note which comes from their parents stating the reason why they are late. From the start the rules of the class indicated that when a learner is late for class should bring a signed letter from parents or guardians indicating the reason for being late. I indicated to them that they should bring a signed letter because some were very clever to the extent that they ask their friends from grade 7 to write this note for them.

P2: Normally there were no late comers since the Foundation Phase learners were being accompanied by their parents.

Researcher (Probe): What was your plan if there is a late comer?

P2: And if there is someone who is late I would ask why he/she is late and tell them next time they are supposed to come to school early.

P3: I try to find out the reason why that learner comes to school late by calling the parents or the person who is taking care of that child at home. Then if it becomes a problem I write a note to the parents to check what's wrong with the learner coming to school late.

P4: I tell the late comers to stand in front for ten minutes, and then they will explain to me why they are late.

P5: I will call the learner to the front and tell me the reason why she/he is late, and tell the learner not to repeat this same mistake again.

P6: Most of the learners were coming to school early because some of them will be finishing their homework early in that morning before the assembly time. Therefore all the learners were coming to school early.

Researcher (Probe): Did you have any plan on how to handle those learners who come to class late?

P6: I plan that if it happen that there are kids who are late for school, I would find out what's the cause of them being late, if there is no important reason I would ask them to pick up all the papers in the class at the end of the day. But I have found out that all the learners who came late during my school experience, some of them were late because they had pass through the clinic, therefore it was a genuine reason for them being late and I couldn't give them a punishment.

P7: I call the late comers to the front and they were supposed to explain to the whole class why they were late and ask for apologies because they will be disturbing others who will be already doing their work.

P8: If I am busy with teaching, they were supposed to stay outside the classroom and I will tell them to get in when I am done with what I will be doing, because if I just say they are supposed to get in they will be disturbing others who are already busy with work.

Researcher: For a noisy learner

P1: I call out their name and tell them to be quiet, or giving them something like a book to read since maybe they are making noise because they have nothing to do.

P2: I shout to let them be quiet and tell them not to disturb other learners who are busy.

P3: I used a whistle for them to keep quiet. They knew that whenever I blow the whistle they were supposed to keep quiet and stand up and wait for the instructions.

P4: For those who were noisy I asked the class monitor to write their names down and at the end of the day they would sweep the classroom.

Researcher (Probe): What about if you see a learner making noise did you just keep quiet and wait for the names from the class monitor?

P4: If I saw a troublesome learner who is disturbing other learners, making noise, I would look at that child and make eye contact, learner will stop making noise because that learner will be seeing that the teacher is aware of what I am doing and it's not good.

Researcher (Probe): What else did you do if you see that the learner is continuing with making noise?

P4: I would call that learner and tell him to go and stand outside by the door for some minutes and come back when he/she is no longer making noise.

P5: I take them from their chairs and they were supposed to sit in front on the carpet where I would be able to monitor their work and there will be no one close to make noise with.

P6: I asked the noisy learner to take his desk to the front next to the teacher's table, where the learner will sit alone and no one to talk to.

P7: From the beginning I told them that I do not want learners who make noise and I promised to punish them, so there were no noisy makers.

Researcher (Probe): If there is a noise maker what were you prepared to do?

P7: I will shout on top of my voice and scream so that she or he will give me attention.

P8: The names of the noise makers were written down, after school their names were called out and they were asked to go around the school to pick all the papers.

Researcher (Probe): How did you handle the noise makers during a lesson?

P8: I made sure I walk around the class, and tell them to keep quiet.

Researcher: To stop disruptive behaviour

P1: I call the learner to sit in front next to the teacher and tell her not to disturb others who want to learn.

P2: I tell them to be watchful and not to behave in a disruptive way.

P3: I talk to them and ask why they are behaving in such kind of way and ask what could be the problem, I also warn them if they continue I will punish them.

Researcher (Probe): What kind of punishment do you give the learner?

P3: I will tell the learner to come to the front and stand facing to the chalkboard for about an hour.

P4: I tell them to behave well and no one is allowed to move around the classroom without the permission from the teacher.

P5: I call out the name of that learner who is showing disruptive behaviour.

P6: I tell all the other learners to ignore such kind of a learner who will be moving around to disturb others. If that learner continue to misbehave in a way I couldn't handle that child will be taken to the principal of the school.

P7: From the start I tell my learners that those who show good behaviour will be given sweets at the end of the day, therefore the learners knew if I didn't behave well no sweets will be given to me, therefore most of the students behaved well since they were knowing that at the end of the day they will get something to eat.

Researcher (Probe): When disruptive behaviour occur, how did you stop it?

P7: I will call out the name of the learner and ask him/her to read out the list of the rules that are on a chart in the classroom. On those rules definitely there is at least one which discourages such behaviour.

P8: To stop those who are not behaving well I would scream on top of my voice calling out their names so that they will listen. After that I tell them to behave in an appropriate way and threaten them that if they continue I will take you to the principal. Learners were so afraid of being taken to the Principal's office so whenever you tell them that if don't behave I will take you up there, they would cry and ask for forgiveness and tell the teacher I am not going to make noise again.

Researcher: To prevent disruptive behaviour

P1: I tell them to well behave from the start of the lesson. Some learners disrupt lessons by walking up and down the classroom asking to go to the toilet, so to avoid this disruptive behaviour when I am teaching I make sure those who are feeling like going to the toilet they all go before a lesson starts.

P2: I make sure from one lesson we go straight to another one without giving them some time to make noise and disrupt others. I make it a rule in the class that a learner is not allowed to move from one side to another, if a learner want to come to the front to talk to the teacher or to ask for a pencil from another learner she/he has to raise a hand first and get permission from the teacher that she can move from her chair.

P3: I keep them busy with lots of activities. I make sure that all what I want to do for that day is well planned and there are other activities extra to do if we finish early. Learners like to be kept busy and they won't disturb others if they are busy.

P4: I read the class rules, every morning so that they will know that disruptive behaviour is not tolerated in the class. I also remind them about the rules of the class that disruptive behaviour is no tolerated during the course of the lessons.

P5: To prevent disruptive behaviour I give them more activities to do so that they will be busy every time and no time to play. The sitting arrangement that was in that class makes them to behave well because learners were sitting facing to the teacher and the teacher will be seeing each and every learner what she is doing.

P6: I make sure that I plan my lessons in a way that from one lesson we do another activity without giving the learners a break.

Researcher (Probe): So were students not complaining that they were tired of too much work?

P6: Sometimes they would complain but I have found that it's better to keep them busy, and only a few would complain the majority would be listening to the teacher.

P7: I put on class rules and every morning I read those rules to the learners and emphasised that disruptive behaviour is not allowed in this class.

P8: At the end of the day those who were well behaving that day were called to the front and the teacher thank them by giving them sweets those who show misbehaviour were reminded that they should behave well in order to get rewards from the teacher.

SECTION D: CLASSROOM MANAGEMENT STRATEGIES THAT WERE MORE EFFECTIVE.

Researcher: From the ones you have mentioned which ones did you find more effective?

P1: For the noisy makers calling out their names worked very well.

P2: The strategy for controlling the noise makers was good.

P3: The idea of blowing a whistle was effective.

P4: Making the late comers stand in the front was very effective.

P5: Giving them more work to do was very effective.

P6: Planning my lessons in advance was effective.

P7: Telling the learners from the beginning that I do not want learners who make noise was very effective.

P8: Rewarding the well behaved ones with sweets worked very well and it was very effective.

Researcher: In what way did you find them more effective?

P1: Calling out the names of the noise makers worked very well because, I would see that every time I used this method the learners will be quiet and they start to listen to me. I have noticed that if you just say keep quiet without calling out the name they continue because they will be thinking the teacher is not seeing me.

P2: For those who were making noise shouting at them was a very effective strategy because after shouting at them the learners becomes quiet there and there.

P3: The idea of blowing a whistle worked well because by the moment I blow out the whistle the learners were quiet and they listen therefore there was order in the class. They would stand and wait for the instructions.

P4: If the late comers stand at the front other learners were laughing at them and next time they did not like to be late to school.

P5: Giving them work to do worked very well because they were busy every time and they did not have the chance to play and disturb other kids.

P6: When I am having lots of lessons plans the whole day we were busy and learners liked it and they did not have the time to make noise or moving around the class.

P7: Learners in my class were very well behaved since I was always reminding them to keep quiet and be busy with your work.

P8: Rewarding those who behaved very well that day with some sweets worked very well because every learner started to be well behaved because they wanted to be rewarded as well.

Researcher (Probe): What else did you use to reward learners?

P8: I put a sticker on their forehead for those who score higher makes in the activities that I give them.

Researcher: Which one of the classroom management strategies was least effective?

P1: The strategy of controlling the disruptive behaviour by taking the learner to the front was the least effective.

P2: Giving learners too much work was the least effective to control misbehaviour.

P3: Giving learners lots of activities was the least effective.

P4: Reading class rules to the learner every morning was the least effective strategy of avoiding disruptive behaviour.

P5: Giving learners too much work to do was the least effective strategy.

P6: Telling learners to ignore those who are misbehaving was the least effective strategy.

P7: To stop disruptive behaviour by giving other learners who are behaving well was the least effective strategy.

P8: Screaming on top of my voice to those who were making noise was the least effective strategy.

Researcher: In what way did you find them to be the least effective?

P1: Calling a learner to go and sit in front to stop disruptive behaviour sometimes it did not work well because some learners after you tell them to sit down they will just sit for few minutes after that they start to walk around the class again, which is so disturbing and as a teacher you become tired of repeating one thing again and again.

P2: Although giving learners too much work to keep them busy helped, but to some extent it did not work very well because some learners start to complain that we are tired we need a break, some if you give them work to write they will complain saying we are tired can we do it tomorrow.

P3: Learners did not enjoy too much work to do, in the Foundation Phase learners they enjoy playing therefore by the time you give them too much work some would be already sleeping and you will be talking to a few learners.

P4: Even though I read the class rules to the learner, some learners will be still showing bad behaviour. It seems as if some were just used to get their teacher reading these rules and they do not put much concentration that they are required to show good behaviour.

P5: To some extent giving learners too much work to keep them busy did not work very well because when you give learners too much work they became bored and some won't be listen to what you are telling them and by the time you give them another work to write in their books they start to complain that their fingers cannot hold the pencil anymore they are tired.

P6: I have noticed that just telling learners to do something without telling them the consequences would help. By the moment I tell them to ignore those showing disruptive behaviour, some of them did not even listen, by the time someone is moving around the class they will be all start to laugh and the lesson will be disturbed.

P7: What I have seen is that some learners they do not even like sweets so by the time I will be giving those who are well behaving sweets, some who were misbehaving will even tell the teacher that I do not even want the sweets or they do not care whether to get sweets or not.

P8: Screaming to the noise makers was the least effective strategy because later on I realised that the kids were getting used to be screamed at therefore they were making funny of that voice and continue making noise.

SECTION E: BENEFITS AND CHALLENGES OF THE CLASSROOM MANAGEMENT STRATEGIES EMPLOYED.

Researcher: What are the benefits of any classroom management strategies that you have mentioned above?

P1: Learners starts to behave very good after I had told them the rules of the class and I did not face any challenge on managing the learners.

P2: Learners do their work very well and they were producing good results.

P3: The strategies that I was using worked very well, because learners start to behave, and I was able to control all parts of the class, there was no noise and disturbances.

P4: The strategies that I used helped the flow of my lessons to go on very well without the learners' disruption. In my class the learners were behaving very well because of these strategies.

P5: These strategies that I used helped a lot in the sense that the students were now behaving very well and they were doing their work and most of them produce good results.

P6: The strategies that I used brings order in the class, and I was able to teach them effectively.

P7: The learners starts to behave well and listen to all the instructions from the teacher.

P8: The strategies that I used brings order and it becomes easy to teach without any disruptions from the learners.

Researcher: What are the challenges of any classroom management strategies that you have mentioned above?

P1: Sometime I face challenges to the extent that some learners were getting out of control and also not listening when I am telling them to be quiet. On the other hand when you make learners stand in front for long there were dangers of some falling because of unknown health conditions or weariness because of being hungry.

P2: Some learners were still misbehaving even if I had told them to sit down they were not listening. If I tell them to sit down they were just sitting for few minutes after that they were jumping around the class again.

P3: I face a challenge on the sense that for some activities that I was doing with the learners they became so excited to the extent that they push each other and they would start making noise.

P4: Some learners were too playful to the point that they were not listening to what I was telling them.

P5: I have noticed that learners in the Foundation Phase likes playing too much and they do not like thinks that are too formal, by the time I tell them to lower their voices it becomes worse and uncontrollable. I have notice that not all learners would lower their voices if you tell them to do so. So controlling them to keep quiet it was a challenge.

P6: There were too many learners in my class therefore controlling them or managing their behaving it was a challenge, some were running around the class and some were fighting each other, but I tried by all means that at the end of each day they learn something.

Researcher (Probe): How many learners did you have?

P6: 35

Researcher (Probe): 35 that's too many, so did you have enough furniture for the learners.

P6: Actually that was a challenge some learners had to share a desk and made it very difficult to implement a number of classroom management strategies like moving around the class and also ensuring that all the learners are focused all the times.

P7: Controlling noisy makers was a challenge. *Yhooo* those learners were ever talking. Grade 1 learners are a challenge when it comes to make them quiet. By the time I try to call them to sit in front if they are making noise some of them were crying uncontrollable. Sometime I noticed that some of the strategies that I wanted to use I did not employ them on certain students because they were not working.

P8: Learners with disruptive behaviour were a challenge to me, some even sitting on top of their desks and sing whilst I am teaching. Some learners were extremely disturbing.

Researcher: What strategy did you use to avoid punishing or rewarding the wrong learner (avoid timing errors)?

P1: I did not face any of timing errors.

Researcher (probe): What did you do in class that you are aware of all that is taking place?

P1: I make sure all the desk are arranged in a way that I could see all the learners so that I won't blame the wrong learner that she is making noise when she is not. I make sure I am alert in everything that is going on at every side of the classroom.

P2: To avoid timing errors, if they are writing their work I was moving around so that I will be able to see all what they are doing. And when I am moving around learners they won't make noise because they were aware that the teacher is looking at them.

P3: The way I arrange the desk gave me way to move around all the four corners of the classroom therefore I was able to see all the learners.

P4: From the start I make sure that I learnt the students' names and I do not blame or call the wrong name to a learner. Students were very excited when they realised that I know all their names.

P5: My table and my sitting chair was at the front and I was able to see every learner and what they are doing, there was also more space to move around the class teaching and see their work.

P6: I arranged learners to sit in groups of four and therefore it was easy to manage those groups I was able to see since they were not scattered everywhere.

P7: To avoid timing errors, I make sure after every 20 minutes I will be moving around the class to see what's going on, and when I am moving I make sure I will be seeing all students, I did not give them my back, because by the moment I turn giving them my back they will be doing some funny sounds and I won't be able to realise who was doing that.

P8: To avoid timing errors I put group leaders in the groups and if I heard of any noise I would ask the group leaders to tell me. I also make sure I am able to move and see what is going on each and every time.

Researcher: What strategy did you use to allow smooth transition of activities in class?

P1: I plan my lessons in advance and put everything that I want to use in the activities in order.

P2: I tried by all means to arrange the classroom tables and chairs of the learners in a way that I will move around and see if they are listening and doing their work.

P3: I make sure learners are aware of the rules in class. Explaining the activities that are going to take place that day. I make sure that the resources to use for those activities are available. I warn the learners the consequences if they portray bad behaviour.

P4: I read the rules to them every day after assembly and remind them to behave well in all that we will be doing that day.

P5: I plan my lessons and activities so that every time the students are busy.

P6: Order in the classroom is always good for the learners as well as for the teacher to teach without disturbances. Everything I was doing was on a lesson plan, which shows all the activities of that day and I make it clear to the learners. I did not spend much time in one activity but I had to move to the next so that the students won't get bored.

P7: I put order in the class, by telling them not to make noise, explaining to them clearly and teach them in a way they understand me.

P8: I gave rules in the class for example that noise is not allowed. Put order in the class so that the students did not disturb me when I am teaching.

The End. Thank you for your participation in this study

APPENDIX B. REFLECTIVE REPORTS

CLASSROOM MANAGEMENT STRATEGIES EMPLOYED BY PGCE FOUNDATION PHASE TRAINEE TEACHERS DURING TEACHING PRACTICE

REFLECTIVE REPORT 1

1. What do you understand about classroom management strategies?

The strategies the teacher use in a classroom to ensure that learning and teaching are taking place. This would include, discipline, planning, the way you teach and use the resources in the classroom. E.g. for discipline I used a whistle to get learners to stop whatever they were doing, stand still and listen to instructions.

2. What classroom management strategies did you use:

a. When a learner arrives late for class

I try to find out why the learner is late, the learner in the Foundation Phase are dropped or walked to school, so the learner is usually not at fault. I would see if it is becoming a trend or if the reason was valid or not, if it became problematic, I would write a note in the message book to the parents.

b. For a noisy learner

Make sure the learners know when to keep quiet or speak in a low voice in class. If the learner breaks the rules and make noise, I tell them to stop and keep quiet. Then give them a warning about the consequences of making noise. If it persist I give them a punishment.

c. To stop disruptive behaviour

I speak to the learners so that they stop misbehaving, if the learner persists then I give a punishment or tell the learner that they will not be included in funny activities or take away a privilege from the learner. E.g. stand facing the wall, sit alone for time out, staying in class during break times, and make the learner write why they are misbehaving and write apology (grade 3).

d. To prevent disruptive behaviour

Make sure the learners knows the rules of the class.

Tell them the consequences of not following those rules

Tell them what kind of rewards they get for behaving the right way.

Ensure that I plan lessons that will keep learners engaged and interested in the lesson, interaction is a must

e. To ensure that you know what is happening around the classroom

I make sure the sitting arrangement allows me to identify the learners well and easily. The class was arranged in a way that I would see the full view of the learners and the activities they were doing. I make sure that I move around the class when teaching, checking on the progress of learners. I never leave learners unattended in class and when they do individual work, I don't ignore them, I make sure that they are busy.

3. Which strategies from the above was more effective?

The strategies that I mentioned in number (d) which are methods to prevent disruptive behaviour, worked well for me. Learners know what was expected from them and when I told them to stop they would know why. The whistle was also a great way of maintaining control in the class. The lessons I designed were interesting and grade appropriate. The learners understood that there was a reward system and they were encouraged to behave, they also knew there were punishments to avoid and behaved.

4. What were the benefits and challenges of using these classroom management strategies?

The benefit for stating the rules beforehand was that the learners knew and understand why teacher was not pleased with their behaviour and here is a process of self-reflection they go through when you tell them to stop or when they lose a privilege or get punished. The challenge was that some learners misbehave on purpose to seek attention and that was an issue because it interfered with the teaching and learning process. But as time goes by, learners are taught life skills, knowing what is right and wrong and that there is a time and place for everything. The other benefit was the use of the resources in the school, I could plan interesting lessons to the learners, when they enjoyed the lesson they behaved well.

CLASSROOM MANAGEMENT STRATEGIES EMPLOYED BY PGCE FOUNDATION PHASE TRAINEE TEACHERS DURING TEACHING PRACTICE

REFLECTIVE REPORT 2

1. What do you understand about classroom management?

Classroom management are strategies that you use for controlling and managing your classroom, you discipline for disruptive behaviour, and have to keep learners working by giving them activities to do. Classroom management rules and routines are important for classroom management.

2. What classroom management strategies did you use:

a. When a learner arrives late for class

I make sure the learner sits outside the classroom for some minutes and I would tell that learner to get in the class after I have finished what I will be doing with other learners. Because if I just tell them to walk in even if they are late they will disturb those who came earlier.

b. For a noisy learner

I took the learner that will be making noise to sit in front on the carpet, whilst others are sitting on their chairs and desk.

c. To stop disruptive behaviour

I call out the name of the learner who is showing a disruptive behaviour, the moment I call a name they give attention to what I will be telling them.

d. To prevent disruptive behaviour

I give learners more activities to do so that they will be always busy and they would not have the chance to show disruptive behaviour.

e. To ensure that you know what is happening around the classroom

I put my desk and chair on the centre of the class at the front where I will be able to see those who are making noise and those who are not doing their work. I also leave

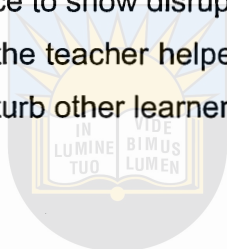
space between the desks and chairs so that I will be able to move from one student to the other without any hindrance.

3. Which strategies from the above was more effective?

The strategy of giving learners more work to do worked very well to prevent disruptive behaviour and also to call out the names of the noise makers so that it stops immediately before other learners join in the making of noise.

4. What were the benefits and challenges of using these classroom management strategies?

The benefit was that you get learners' attention. Giving them more work to do helped because they did not have the chance to show disruptive behaviour. Taking a learner to sit in front on the carpet close to the teacher helped because it is easy to observe that learner and won't be able to disturb other learners.



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REFLECTIVE REPORT 3

1. What do you understand about classroom management?

These are the strategies one uses to control or manage a classroom. Different situations require different strategies and it is important to use the right strategy at the right time.

2. What classroom management strategies did you use:

a. When a learner arrives late for class

I asked the learner to explain the reason why he or she is late for class if the reason is not genuine I punish the learner by making her pick up all the papers in class at break time.

b. For a noisy learner

A noisy maker I called to the front and punish her to sit alone close to the door.

c. To stop disruptive behaviour

I award good behaviour and praise those who behave well so that the disruptive learners will learn and change in order for them to behave well too.

d. To prevent disruptive behaviour

I make sure that there are rule and routines in class and every learner is entitled to follow these rules and routines so that they are well behaved in every times.

e. To ensure that you know what is happening around the classroom

I constantly observe what the learners are doing. If they see that the teacher is looking at us they start to behave.

3. Which strategies from the above was more effective?

The idea of putting rules and routines helped because there was order in class and the learners were well behaving.

4. What were the benefits and challenges of using these classroom management strategies?

The benefit is that the learners in this class behaved well because of the rules and the routines which they were supposed to follow. The challenge was the one of taking the learner who was making noise close to the door, because some learners will even look at what is happening outside and they won't even benefit from what you are teaching some will even go outside and become more stubborn to the teacher.



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**CLASSROOM MANAGEMENT STRATEGIES EMPLOYED BY PGCE FOUNDATION
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REFLECTIVE REPORT 4

1. What do you understand about classroom management?

It is the different ways in which discipline can be made to the learners so that they behave well in class and listen to what the teacher is saying. The use of different classroom management strategies in order to model behaviour.

2. What classroom management strategies did you use:

a. When a learner arrives late for class

They were made to stand in front of the chalkboard for some time. Told to sit down when they have answered to the teacher as to why they were late.

b. For a noisy learner

They were beaten with small pipes, their name were written down so that they will sweep the classroom after class.

c. To stop disruptive behaviour

The learners were beaten or sometimes made to stand in front of the class.

d. To prevent disruptive behaviour

The teacher would move around with a stick, since they were afraid to be beaten they try as much as possible to stop misbehaving.

e. To ensure that you know what is happening around the classroom

The teacher move around the class to check if they are all doing their work with a stick in the hands to make sure they behave well.

3. Which strategies from the above was more effective?

None of them was effective, in fact they behaved when the teacher moved around the class with a stick. The reason I say it was not effective is that, the students were so afraid they wouldn't even be able to express themselves.

4. What were the benefits and challenges of using these classroom management strategies?

The challenges were that if the teacher is not around and as a student teacher you ask questions children would never answer so it was difficult to teach these learners, they were having this idea of getting a hid for every wrong answer. The benefit is that the learners were always quiet when the teacher is moving around.



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**CLASSROOM MANAGEMENT STRATEGIES EMPLOYED BY PGCE FOUNDATION
PHASE TRAINEE TEACHERS DURING TEACHING PRACTICE**

REFLECTIVE REPORT 5

1. What do you understand about classroom management?

I understand that it is ways you go about in class to make sure there is order, and make sure that as a teacher you do not lose control of the class and so that you have a harmonious class.

2. What classroom management strategies did you use:

a. When a learner arrives later for class

If a learner is late for class the person who is responsible for taking that child to school is supposed to walk with the learner into the classroom and explain the reason to the teacher why that child is late for school. For those learners who come to school alone were supposed to bring in a note to explain the reason why they are late. So learners new that if they are late they have to give a good reason failed to do so they will be punished, by making them sweep the class after school, or picking up papers around the school yard.

b. For a noisy learner

Noisy makers were written down their names and they will be punished by means of not going to break, they will remain in class.

c. To stop disruptive behaviour

Learners who show disruptive behaviour were called to seat in front close to the teacher, were the teacher is able to control them without disturbing other learners.

d. To prevent disruptive behaviour

To make sure I prevent disruptive behaviour, I did not leave my learners unattended and make sure they have something do to. Also I make sure that those learners who misbehave they do not sit next to each other, therefore the sitting arrangement was always changing.

e. To ensure that you know what is happening around the classroom

I had 13 learners in my class so it was not hard. My learners were seated in four groups and that arrangement worked well because I could easily spot the misbehaving students.

3. Which strategies from the above was more effective?

The strategy of making my learners seated in groups worked and was effective, and having my learners have work to do all the time whether it was fun work or serious one, this helped because once they know they have nothing to do they become uncontrollable.

4. What were the benefits and challenges of using these classroom management strategies?

The strategies I used worked well because the students were controllable and as for me as the teacher it makes my work easier. The students were very quiet and they listen to the teacher very well because they were afraid of being punished. The challenge was that some learners were very misbehaving to the extent that even if you change their sitting they would always want to sit next to a friend.

CLASSROOM MANAGEMENT STRATEGIES EMPLOYED BY PGCE FOUNDATION PHASE TRAINEE TEACHERS DURING TEACHING PRACTICE

REFLECTIVE REPORT 6

1. What do you understand about classroom management?

Classroom management is the procedures, and the instructional techniques teachers use to manage student in class, to manage their behaviour and the activities that they will be doing.

2. What classroom management strategies did you use:

a. When a learner arrives late for class

When a learner arrives late for class I would make sure I asked them the reason why they are late. Therefore learners in my class they were knowing that if they are late they have to talk to the teacher, therefore most of them came to school early. If they arrived to class when the lesson have already started they were supposed to wait outside and I will call them in when I am done with a lesson to avoid them disturbing those who are already learning.

b. For a noisy learner

Noise makers their names were written down, and they were supposed to clean the class the following day in the morning.

c. To stop disruptive behaviour

To stop disruptive behaviour, I call out the name of the learner who is misbehaving. I make sure I know them all by their names.

d. To prevent disruptive behaviour

To prevent disruptive behaviour, I make sure the seating arrangement is good in the sense that, those who misbehave were not allowed to sit next to each other. The sitting arrangements were always changing every week on Friday.

e. To ensure that you know what is happening around the classroom

The sitting arrangement also helped me to see what is happening around the class, because the learners were seated in groups and I was supposed to seat in front of the class where I will be able to see each and every learner.

3. Which strategies from the above was more effective?

The idea of the learners sitting in groups worked very well, and changing them more often worked because learners knew that if they misbehave they were going to be changed where they are sited.

4. What were the benefits and challenges of using these classroom management strategies?

The benefit of using the strategy of changing the sitting arrangement more often helped a lot because the class was always quiet and the learners were behaving very well except a few. The challenge was that the students were too many to the extent that sometimes you won't be able to move close to the learners and see their work which they are writing.



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**CLASSROOM MANAGEMENT STRATEGIES EMPLOYED BY PGCE FOUNDATION
PHASE TRAINEE TEACHERS DURING TEACHING PRACTICE**

REFLECTIVE REPORT 7

1. What do you understand about classroom management?

Classroom management is the actions that are taken by the teacher to show that everything that is happening in class is well taken care of, the way the class is arranged the decorations in class, the way the teacher teach, as well as the sitting arrangement of the learners all this encompasses what is classroom management.

2. What classroom management strategies did you use:

a. When a learner arrives late for class

Learners in my class were always coming to school early because the teacher give them work to do before the school assembly therefore all learners come to class 30 minutes before to work on their morning work as well as finishing up their homework to those who did not do it at home. Those who were late were just asked why and they would explain to the teacher and mostly they were having a genuine reason some of them it was because they had first gone to the clinic.

b. For a noisy learner

Noise makers were called and sit in front on the carpet next to the teacher and they will do all their work from there. They were only allowed to go and sit on the chair when they start to behave.

c. To stop disruptive behaviour

To stop disruptive behaviour learners who are troublesome were called to sit in front on the carpet

d. To prevent disruptive behaviour

The teacher always sit in front on the centre where you can see all the learners, and learners if they see that they can be noticed all what they are doing they behave well.

e. To ensure that you know what is happening around the classroom

Always move around the class to check what the progress in what they are writing and to check if they are not fighting.

3. Which strategies from the above was more effective?

The strategy of calling those who misbehave to sit on the carpet worked very well because it separate them from those who behave well and they won't be disturbing other learners. More so the strategy of the teacher sitting in front on the centre of the class worked very well because the teacher will be able to notice every learner and see those who misbehave and deal with them urgently before they irritate other students.

4. What were the benefits and challenges of using these classroom management strategies?

The benefit of the strategy is that the students start to behave well if they notice that the teacher is always looking at them and is aware of everything they are doing. The challenge of the strategy of moving around is that sometimes you get tired of moving from one learner to the other because all learners will be raising up their hands to call the teacher to come and see what they are writing, that's what learners in the Foundation Phase are capable of doing, if you check the work of one learner, most learners wants their work to be checked as well.

APPENDIX. C. CONSENT FORMS

Ethics Research Confidentiality and Informed Consent Form

University of Fort Hare masters student **Lilymore Mudziwapasi** is asking students from PGCE Foundation Phase to participate in answering interview questions regarding a research about *Classroom management strategies employed by Post Graduate Certificate in Education Trainee teachers during Teaching Practice*. The researcher is interested in finding out more about the classroom management strategies used by the student teachers during teaching practice.

Please understand that you are not being forced to take part in this study and the choice whether to participate or not is yours alone. However, I really appreciate it if you do share your thoughts. If you choose not take part in answering these questions, you will not be affected in any way. If you agree to participate, you may stop me at any time and tell me that you don't want to go on with the interview. If you do this there will also be no penalties and you will NOT be prejudiced in ANY way. Confidentiality will be observed professionally.

I will not be recording your name anywhere and no one will be able to link you to the answers you give. Only the researcher will have access to the unlinked information. The information will remain confidential and there will be no "come-backs" from the answers you give.

The interview will last around 20-30 minutes. I will be asking you a question and ask that you are as open and honest as possible in answering these questions I know that you cannot be absolutely certain about the answers to these questions but I ask that you try to think about these questions. When it comes to answering questions there are no right and wrong answers.

INFORMED CONSENT

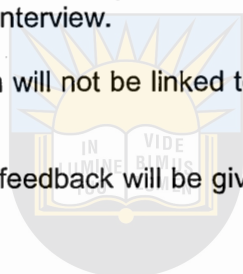
I hereby agree to participate in research regarding Classroom management strategies employed by Trainee teachers during Teaching Practice. I understand that I am participating freely and without being forced in any way to do so. I also understanding that I can stop this interview at any point should I not want to continue and that this decision will not in any way affect me negatively.

I understand that this is a research project whose purpose is not necessarily to benefit me personally.

I have received the telephone number of a person to contact should I need to speak about any issues which may arise in this interview.

I understand that this consent form will not be linked to the questions, and that my answers will remain confidential.

I understand that if at all possible, feedback will be given to my community on the results of the completed research.



.....
Signature of participant University of Fort Hare **Date**.....
Together in Excellence

I hereby agree to the tape recording of my participation in the study

.....
Signature of participant **Date**.....

Ethics Research Confidentiality and Informed Consent Form

University of Fort Hare masters student **Lilymore Mudziwapasi** is asking students from PGCE Foundation Phase to participate in writing a reflective regarding a research about *Classroom management strategies employed by Post Graduate Certificate in Education Trainee teachers during Teaching Practice*. The researcher is interested in finding out more about the classroom management strategies used by the student teachers during teaching practice.

Please understand that you are not being forced to take part in this study and the choice whether to participate or not is yours alone. However, I really appreciate it if you do share your thoughts. If you choose not take part in answering these questions, you will not be affected in any way. If you do this there will also be no penalties and you will NOT be prejudiced in ANY way. Confidentiality will be observed professionally.

I will not be recording your name anywhere and no one will be able to link you to the answers you give. Only the researcher will have access to the unlinked information. The information will remain confidential and there will be no "come-backs" from the answers you give.

I will be asking you a question and ask that you are as open and honest as possible in answering these questions I know that you cannot be absolutely certain about the answers to these questions but I ask that you try to think about these questions. When it comes to answering questions there are no right and wrong answers.

INFORMED CONSENT

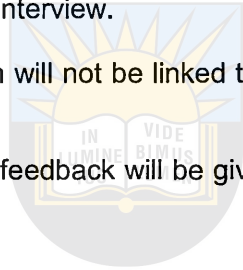
I hereby agree to participate in research regarding Classroom management strategies employed by Trainee teachers during Teaching Practice. I understand that I am participating freely and without being forced in any way to do so. I also understand that I can stop this interview at any point should I not want to continue and that this decision will not in any way affect me negatively.

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I have received the telephone number of a person to contact should I need to speak about any issues which may arise in this interview.

I understand that this consent form will not be linked to the questions, and that my answers will remain confidential.

I understand that if at all possible, feedback will be given to my community on the results of the completed research.



.....
Signature of participant University of Fort Hare **Date**.....
Together in Excellence

APPENDIX D: INTERVIEW SCHEDULE

Face-to-Face Interviews with the PGCE Foundation Phase trainee teachers

Opening

Good afternoon. My name is Lilymore Mudziwapasi, I am a Masters of Education at the University of Fort Hare. As I have mentioned before I am conducting this research as part of my Masters of Education in which I seek to understand the classroom management strategies employed by the PGCE FP trainee teachers during teaching practice. No answer is right or wrong I am looking for your honest opinion on these questions.

1. Gender of the respondent
2. What's your previous degree programme?
3. What do you understand by the term classroom management strategies?
4. Do you see classroom management as something that is practical?
5. Why would you say classroom management is practical or not practical?
6. Which classroom management strategies did you use during teaching practice in the following situations?
 - a) When a learner arrives late for class
 - b) For a noisy learner
 - c) To stop disruptive behaviour
 - d) To prevent disruptive behaviour
7. From the ones you have mentioned which ones did you find more effective?
8. In what way did you find them more effective?
9. Which one of the classroom management strategies was least effective?
10. In what way did you find them to be the least effective?
11. What are the benefits of any classroom management strategies that you have mentioned above?
12. What are the challenges of any classroom management strategies that you have mentioned above?
13. What strategy did you use to avoid punishing or rewarding the wrong learner (avoid timing errors)?
14. What strategy did you use to allow smooth transition of activities in class?

Thank you for your time that you took for this interview.

APPENDIX E: REFLECTIVE REPORT GUIDELINES

CLASSROOM MANAGEMENT STRATEGIES DURING TEACHING PRACTICE

REFLECTIVE REPORT

1. What do you understand about classroom management?
2. What classroom management strategies did you use:
 - a. When a learner arrives late for class
 - b. For a noisy learner
 - c. To stop disruptive behaviour
 - d. To prevent disruptive behaviour
 - e. To ensure that you know what is happening around the classroom
3. Which strategies from the above was more effective?
4. What were the benefits and challenges of using these classroom management strategies



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APPENDIX F: ETHICAL CLEARANCE CERTIFICATE



University of Port Harcourt
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ETHICAL CLEARANCE CERTIFICATE REC-270710-028-RA Level 01

Certificate Reference Number: HAC011SMUJ001

Project title: Classroom management strategies employed by Post Graduate Certificate in Education Trainee teachers during Teaching Practice

Nature of Project: Masters

Principal Researcher: Liymore Mudziwapasi

Sub-investigator:

Supervisor: Mrs K Macknaik

Co-supervisor:

On behalf of the University of Port Harcourt's Research Ethics Committee (UREC) hereby give ethical approval in respect of the undertakings contained in the above-mentioned project and research instrument(s). Should any other instruments be used, these require separate authorization. The Researcher may therefore commence with the research as from the date of this certificate, using the reference number indicated above.

Please note that the UREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the document
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research

The Principal Researcher must report to the UREC in the prescribed format, where applicable, annually, and at the end of the project, in respect of ethical compliance.

Special conditions: Research that includes children as per the official regulations of the act must take the following into account:


Note: The UREC is aware of the provisions of 271 of the National Health Act 61 of 2002 and that matters pertaining to obtaining the Minister's consent are under discussion and remain unresolved. Ineffectiveness was decided at a meeting between the National Health Research Ethics Committee and stakeholders on 5 June 2015. University ethics committees may continue to grant ethical clearance for research involving children without the Minister's consent, provided that the prescriptions of the previous rules have been met. This certificate is granted in terms of this agreement.

The UREC retains the right to

- Withdraw or amend this Ethical Clearance Certificate if
 - Any unethical principal or practices are revealed or suspected
 - Relevant information has been withheld or misrepresented
 - Regulatory changes of whatsoever nature so require
 - The conditions contained in the Certificate have not been adhered to
- Request access to any information or data at any time during the course or after completion of the project.
- In addition to the need to comply with the highest level of ethical conduct principle investigators must report back annually as an evaluation and monitoring mechanism on the progress being made by the research. Such a report must be sent to the Dean of Research's office

The Ethics Committee wished you well in your research.

Yours sincerely


Professor Jidson de Wet
Dean of Research

10 October 2015

APPENDIX G: EDITING CERTIFICATE

PROOF OF EDITING CERTIFICATE

TO WHOM IT MAY CONCERN

Language editing

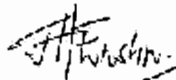
I, Jeanne Enslin, acknowledge that I did the language editing of Lilymore Mudziwapasi's dissertation submitted in fulfilment of the requirements for the degree Master of Education at the University of Fort Hare. As agreed with the Lilymore, I did not check or work on the List of references or do cross-referencing; I did however point out when references in text were not in the correct format.

The title of the dissertation is:

**CLASSROOM MANAGEMENT STRATEGIES EMPLOYED BY POSTGRADUATE
CERTIFICATE IN EDUCATION FOUNDATION PHASE TRAINEE TEACHERS
DURING TEACHING PRACTICE**

If any major changes are made to the text after I sent the dissertation to Lilymore Mudziwapasi on 07 November 2016, I cannot be held responsible for any errors that are made. Alternatively, the document needs to be returned to me to check the language of the changes.

Detailed feedback of all the language editing done has been provided to Lilymore in writing and is evident in the dissertation in track changes.



Jeanne Enslin
Language editor
082-6961224.

J H Enslin BA (US); STD (US); Hons Translation Studies (UNISA)

APPENDIX H: RESEARCHER'S LETTER TO RESPONDENTS

Dear PGCE students

I Lilymore Mudziwapasi a masters student is kindly asking you to participate in answering interview questions and a reflective report regarding a research about *Classroom management strategies employed by Post Graduate Certificate in Education Trainee teachers during Teaching Practice*. The researcher is interested in finding out more about the classroom management strategies used by the student teachers during teaching practice.

Please understand that you are not being forced to take part in this study and the choice whether to participate or not is yours alone. If you choose not take part in answering these questions, you will not be affected in any way. If you agree to participate, you may stop me at any time and tell me that you don't want to go on with the interview. If you do this there will also be no penalties and you will NOT be prejudiced in ANY way. Confidentiality will be observed professionally.

I really appreciate it if you do share your thoughts.

Kind Regards

Lilymore Mudziwapasi

APPENDIX I: SUPERVISOR'S LETTER OF SUPPORT

University of Fort Hare

Faculty of Education
School of General & Continuing Education(SGCE)

East London Campus:
Private Bag 29085, 50 Church Street, East London, 5203, RSA
Tel: +27 (0) 43 704 7221 • +27 (0) 43 704 7216 • Fax: +27 (0) 86 628 2153
Email: nalibeko@ufh.ac.za • shoyisa@ufh.ac.za



Dear PGCE Students

Re: The Introduction of Ms Lilymore Mudziwapasi

It gives me great pleasure to introduce Ms Lilymore Mudziwapasi to you. Lily is a former PGCE student who is in the process of collecting data for her Masters degree.

The title of the Masters is Classroom Management Strategies Employed by Postgraduate Certificate in Education Foundation Phase Trainee Teachers during Teaching Practice. In order to collect the data, she needs to interview PGCE students and request them to write a critically reflective report.

I would appreciate it if you would provide Lilymore Mudziwapasi with your valuable time and information. As she will explain to you, the participation in this research is voluntary and confidentiality will be assured.

Thank you

Karin Hackmack (Ms)
M.Ed Supervisor