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**EDUCATORS' MANAGEMENT OF THE LEARNING ENVIRONMENT FOR
ENHANCED TEACHING AND LEARNING IN SELECTED PRIMARY SCHOOLS IN
THE EAST LONDON EDUCATION DISTRICT**

By

Olabode Sadiat Adewumi



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Supervisor: Professor C. Maphosa

Co-supervisor: Professor E.O. Adu

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ABSTRACT

Classroom environment has been conceptually and practically conceived as a place where learning takes place. However, despite the importance of classrooms in enhancing learning, most classrooms, especially in the sub-Saharan African countries are poorly arranged and situated in noisy and crowded environments. In addition to this, most teachers lack basic skills to manage classrooms. In the light of the above-mentioned issues, the main purpose of this study was to investigate educators' management of the learning environments for enhanced teaching and learning in selected primary schools in the East London Education District, Eastern Cape Province, South Africa. In achieving this aim, the researcher adopted mixed method research approach. The population for this study was selected from intermediate phase educators in the East London Education District. The sample size was 76 intermediate phase educators, which was conveniently selected. Questionnaire (quantitative), interview and observation (qualitative) research instruments were used to collect the data. A structured questionnaire was administered to 76 respondents; while five Head of Departments (HOD) from study population were interviewed and observed. The SPSS was used to conduct both descriptive and inferential analysis. Quantitative data analysis was used to measure perceived stress level situations among intermediate phase educators, while content analysis was used to analyse narratives of the participants. The study found that giving motivational talks, asking about learners parents/guardians, asking about their experiences at home, knowing their needs, and having discussion with their parents/guardians, telling them interesting stories, learning how to call their names properly, giving them responsibilities in the classroom and motivating them to participate in learning activities are important techniques and approaches for dealing with the emotional problems of the learners in the classroom. This implies that teachers should be more compassionate about their learners, because learners with serious emotional problems cannot learn and be productive in the classroom. The study concludes that involving the learners in the decision-making on the procedures, approaches and strategies to classroom management are fundamental for ensuring efficient and productive classroom. Moreover, the educators should adopt varied approaches in the management of the classroom. This is because an approach that works for one

teacher/learner may not work for other teacher/learner. Based on this conclusion, the study recommends that the teachers should set classroom rules and ensure that the learners follow these rules strictly in order to avoid rowdiness in the classroom. Failure to set rules and ensure that the learners follow classroom rules might be counter-productive to learning process.

Key words: Intermediate, Educator, Management, Learning Environment, Teaching, Learning, Classroom, School, Enhanced



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S.A Olabode

Date

19-03-2019



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SUPERVISOR'S STATEMENT

This dissertation has been submitted under the supervision and the approval of:

Signed

Date

Professor C. Maphosa (Supervisor)

21-03-2019



Professor E.O. Adu (Co-supervisor)

21-03-2019



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DEDICATION

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ACRONYMS

(T) AC	-	Teacher AC
(T) CP	-	Teacher CP
(T) GC	-	Teacher GC
(T) PP	-	Teacher PP
(T) SC	-	Teacher SC
DoE	-	Department of Education
EC	-	Eastern Cape
EEA	-	Employment of Educators Act
EMIS	-	Education Management Information System
HSRC	-	Human Science Research Councils
KZN	-	Kwa - Zulu - Natal
NEPA	-	National Education Policy Acts
NIEM	-	National Education Policy for Equitable and Learning Environment
NCS	-	National Curriculum Statement
PED	-	Provincial Education Department
RSA	-	Republic of South Africa
SACE	-	South African Council of Educators
SASA	-	South Africa School Acts
SGB	-	School-Governing Body
SANCE	-	South Africa Norms and Standards for Educators
SPSS	-	Statistical Package for the Social Science

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CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

The focus of this study is on educators' management of the learning environment for enhanced teaching and learning in the selected primary schools. According to Adeyemo (2012), classrooms are learning environments for educators and learners. An efficient teaching can only take place in a well-planned and structured environment or a learning space, (this space called a 'classroom') (Burden, 2006). Thus, classroom is a space bounded by the wall and roof, which an educator houses learners for giving instructions to them (Adeyemo, 2012, p.367). Classroom is the immediate management environment for formal knowledge acquisition (Temli-Durmus, 2016). It is made of a teacher, learners, the learning environment and the physical environment.

According to Hannah (2013), a classroom is a place where learners learn the various skills deemed necessary and proper for them to achieve success in the global society. Hence, a classroom is an important element in any learning institution. Based on the existing literature, a classroom is a place where active interactions and meaningful learning transpire between a teacher and learners (Adeyemo, 2012; George, Sakirudeen & Sunday 2017; Temli-Durmus, 2016; Egeberg, McConney & Price 2016). Asiabaka (2008) cited by Okeke (2013, p.100) writes that, "The primary purpose of the teaching and learning process is to bring about in the learner desirable change in behaviour".

Having discussed the term '*classroom*' it is imperative to conceptualize classroom management and learning environment. Classroom management is defined as a learning environment, which improves learning, motivation and joint functions (Ersozlu and Cayci, 2016, p. 144). According to Adeyemo (2012, p.368) "classroom management is the term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behaviour by learners". This implies the prevention of disruptive behaviour in the classroom settings. Brown (1995) cited in Adeyemo (2012, p. 368) argues that, "Classroom management can be closely described as a process involving the organization of certain academic tasks which are

essential for effective teaching and learning in a specific set up". Burden (2006, p.4) uses the term classroom management as teacher actions to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

It should be noted that researchers use the terms learning environment and classroom management interchangeably to mean the educational settings, teachers' tone to enhanced teaching and learning process in classroom to better both the teacher and the learner behaviours. Learning environment as defined by Aldridge, Fraser and Ntuli (2009), refers to tone, ambience or atmosphere created by a teacher through the relationships developed within the classroom and the way in which instructions are delivered. Ngiri (2014) defines learning environment as the diverse physical locations, context, and cultures in which learners learn. For Burden (2006) as cited in Ari, Tuncer and Demir (2015, p.364), learning environment mean the process of creating and sustaining order and reinstating it when disrupted.

Essentially, Ersozlu and Cayci (2016, p.144) provided a new definition of classroom learning environment as an environment  which improves learning, motivation and joint function. Within this context, there is a need for teacher to establish a learning environment in which learners will feel supported in their learning, feel safe and respected. An environment in which learners will learn to take responsibility for their actions or inactions when it comes to management of classroom learning environment in school (Austin & Omomia, 2014; Sieberer-Nagler, 2016).

However, despite the importance of classrooms in enhancing learning, most classrooms especially in the sub-Saharan African countries are poorly arranged and situated in noisy and crowded environments. In addition to this, most teachers lack basic skills to manage classrooms. As noted by Egeberg, McConney and Price (2016), a classroom that is chaotic and poorly managed because of the teacher poor classroom management skills, is unlikely to enhance teaching and learning in schools; and it impedes the establishment of positive learning environments (George, Sakirudeen & Sunday, 2017, p. 43). As noted by Adeyemo (2012, p.368), educators who have problems with behaviour management and classroom discipline are frequently ineffective in the classroom. According to Temli-Durmus (2016:1950), "learners cannot learn in chaotic and badly managed classrooms".

Therefore, educators should foster a learning environment conducive for teaching and learning. For instance, Egeberg, McConney and Price (2016) states that teachers are influential on how well their learners behave in class. Accordingly, class maintenance begins by setting a stage. An educator is known as the most expensive and important resource in classroom (Ngiri, 2014). Certainly, learners learn from everything that happens to them and their teachers (Egeberg, McConney & Price, 2016). Thus, classroom is a tool, which the teacher uses to create an effective learning environment (Adeyemo, 2012). Effective classroom managers must put in place the following: planned rules and procedures, efficient teaching of these rules to their learners, organisation of teaching instructions to reduce learners' off-task behaviours, effective communication of directions and expectations to learners in classrooms among others (Egeberg, McConney & Price, 2016; Ersozlu & Cayci, 2016; Sieberer-Nagler, 2016).

Similarly, Ersozlu and Cayci (2016) state that the teachers' professional life generally consists of practices of instructional design, use of teaching methods and strategies, use of technology, communication skills, classroom management skills, and assessment and evaluation. Inevitably, not all learners are lucky enough to have an educator with good professional skills of managing learning environment conducive to teaching and learning. A good teacher must attend to the different needs of his/her learners in classroom (Djigic & Stojiljkovic, 2011). Previous studies on classroom learning environment have shown that low level of communication between the teacher and the learner contributes to different undesirable behaviours in the classroom (Adeyemo, 2012, p.372; Ersozlu & Cayci, 2016, p. 149; Kruger & van Schalkwyk, 1997, p. 58). On the other hand, Cetinkaya (2011) in (Ersozlu and Cayci, 2016, p. 149) adds, "teachers' communication skills are vital characteristics in terms of the effectiveness of education and student success". Consequently, by maintaining good rapport with learners in classroom helps in creating positive classroom environment and enhancing teaching and learning activities in class. In addition, Rogers (2002) notes that educators and learners bring personal agenda, their feelings, needs and certain obligations and rights have to be balanced.

This implies that both the teacher and learner are teaching each other through their behaviours and the way they communicate on a daily basis (Rogers, 2002).

Nevertheless, effective management of teaching and learning in school cannot take place in a vacuum, but rather in an environment structured to facilitate teaching and learning in the classroom (Okeke, 2013). Thus, what is a learning environment? In recent years, numerous definitions of learning environment have been proposed in both field of education and other areas of research. As pointed out by many researchers, research has moved away from a focus on controlling behaviour and looks instead at teacher actions to create, implement, and maintain a learning environment within the classroom (Adeyemo, 2012; Burden, 2006; Egeberg, McConney & Price, 2016; Sieberer-Nagler, 2016). Additionally, Adeyemo (2012, p.367) further states that, “classroom teaching is a complex task, in a complex environment”. Therefore, this shows the need to be clear about what is meant by the term learning environment at a classroom level.

Fundamentally, classroom management problem related to management of learning situations and instructional management lead to teachers’ stress and burn out. If a teacher is unable to communicate classroom order in an appropriate manner, this can hinder learning. Djigic and Stojiljkovic (2011, p .820) further describe good teachers as persons full of understanding for learners’ problems, willing to help them, allowing different activities in the classroom as well as maintaining order; having sense of humor and good knowledge of school subjects. Teacher as a manager of the class guides learners in learning and behaviour, teacher controls the learning environment and they leads learners to be successful individually and as a group (Marashi & Nassab- Azizi, 2018). As stipulated in South Africa Norms and standards for educators, SASA (2000):

Educators will mediate learning in a manner which is sensitive to the diverse needs of learners, including those with barriers to learning; construct learning environments that are appropriately contextualized and inspirational; and communicate effectively showing recognition of and respect for the differences of others. Educator must demonstrate sound knowledge of subject content and various principles, strategies and resources appropriate to teaching in a South African context.

In that effect, research is needed to find out what is actually happening in the classroom. Therefore, this study looks at the educators’ management of the learning environment for enhanced teaching and learning in selected primary schools in the East London Education District, Eastern Cape Province in South Africa. The

overarching goal of this study is to provide knowledge that would help in improving the educators' management of the learning environment in South Africa.

1.2 MOTIVATION FOR THE RESEARCH

Researchers have and continue to debate about classroom behavioural problems related to management of learning situation and instructional management. Learners' misbehaviour in classroom is said to be the major cause of teachers' stress and burn out in South African schools. As noted by Zondi (1997, p.3), in South African schools, behaviour management problems exist and educators, especially beginning educators, find it challenging to deal with them effectively. According to Durmus (2016, p. 1950), classroom management is commonly mentioned as the most complex aspect of teaching and learning and effective management of classrooms is important for construction of effective learning environments. Both researchers believe that teachers who are not professionally trained may not be successful in managing his/her class.

Maphosa (2013) states that understanding learners' indiscipline and its management concerns are critical issues if schools are to be safe places where meaningful learning takes place. According to Maphosa (2013), teaching activities cannot be implemented in environment of fear, uncertainty and disruptions. Therefore, discipline in school is a crucial aspect of classroom management in any educational setting. Teaching and learning cannot take place in a poorly managed learning environment. Poorly managed classrooms are said to lead to discipline problems, low academic achievement and dissatisfied teachers and learners (Jacob, Vakalisa & Gawe as mentioned in Padayachie, 2013, p.18). Learners behaviour interfere with the teacher teaching, right of others to learn (Levin and Nolan (2004) in Burden (2006, p.4). However, educators' belief in managing the classroom is crucial to classroom management styles. Educators should be able to empower their learners, and therefore enhancing teaching and learning in school. Classroom management is an increasing problem for teachers in primary schools (Temli-Durmus, 2016, p.1590).

In the words of Zondi (1997), the new system of education in South Africa introduces, Curriculum 2005 methods of teaching that place a burden on teachers to be able to manage their classes more efficiently and effectively. Learners are to create their own knowledge, decide what and how to learn in their chosen programs. The teacher, as

a facilitator, needs to know how to handle the dynamic situations with which he or she faced in the classroom. Section 8 (1) of the South African Schools Act (RSA, 1996a:8) notes that discipline must be maintained in classroom situations so that the education of the learners would flourish without disruptive behaviour and offences. Obviously, the work of a teacher is to teach and to ensure smooth delivery of teaching and learning without any form of disruptions. Considering the above mentioned classroom problems, the study would focus on the educators' management of the learning environment in selected primary schools for enhanced teaching and learning in the East London Education District in Eastern Cape Provincial South Africa.

1.3 BACKGROUND TO THE STUDY

Literature on teaching and learning has shown that managing learning environment is one of the greatest concerns to many teachers and educational stakeholders worldwide (Adeyemo, 2012; Jones, Bailey & Jacob, 2014). Behavioural management and indiscipline problems have been noted in the literature as a major cause of teachers' failure and increased stress levels. A study by Egeberg, McConney and Price (2016:1) found that "classroom management which includes both instructional and behavioural management is a major issue for teachers, school leaders, system administrators and the public". A study by Lewis et al (2008) cited in Postholm (2013, p.399) found that social behavioural problems in the classroom constitute some of the major reasons why teachers do not feel comfortable in their work.

Classroom management problems are related to instructional activities and learners' misbehaviour like learners not paying attention, teacher teasing, back chatting, noise making, and late arrival are mentioned by researchers (Akin, Yildirim & Goodwin 2016; Egeberg, McConney & Price 2016; Temli-Durmus 2016). Jones, Bailey, and Jacob (2014) further write that successful learner learning depends on a teacher's ability to manage the learner as an individual or as a group. In the opinion of Donald, Lazarus and Moolla (2014), no single learning environment that will suit all learners, but for any one learner or group of learners, thereby positive environment is one that matches learner different needs and values. That mean, educators should be aware of the diversity of needs and values of learners in classroom, and then be flexible and responsive to them.

In Australian schools, behaviour management problems are considered as a second most significant concern, after workload, for newly qualified teachers (Ingersoll & Smith 2003; Ingersoll 2002 cited by Egeberg, McConney and Price, 2016, p13). Their study demonstrates that behaviour problems are important factors of stress and burnout for both beginner and experienced teachers.

In order to eradicate the problems and improve teachers' effectiveness in schools, the implementation of reactive behavioural approaches introduced in Australian schools to improve classroom management include; establishing expectations and teaching social skills by identifying and defining a small number of positively stated rules or agreements and then ensuring that these are well taught, modeled, reviewed and supervised by the teacher, moving around the classroom, interacting with students, reminding and redirecting students to appropriate behaviour. Understanding young people and the standard of knowing their needs and underlying motivations for their behaviours will help to inform a teacher's instructional and behavioural approach to classroom management. Importantly, to create and maintain productive classroom, teacher should engage learners and minimize disruptive behaviours by keeping the flow of a lesson, preventing misbehaviour and ensuring the active participation of all learners (Egeberg, McConney & Price, 2016).

Another study conducted in United State by Sieberer-Nagler (2016) revealed that Australian schools have common classroom challenges as United State schools. Most of the critical problems associated with classroom management are identify as discipline, students' motivation, handling students' social and emotional problems, little or no support from the parents, violence, working with special education or inclusion students. Sieberer-Nagler (2016) further suggests that teachers should promote positive relationships with learners, walk around at regular intervals in the class to observe the learner's behaviour, communicate you are watching the learners' learning behaviour and progress. Also generate good will, respect and cooperation Sieberer-Nagler (2016, p. 166). The author further explains that the feelings of teachers are so important for their daily work because teachers' attitude is very important in the classroom. However, teachers' positive attitude is necessary for all other teaching processes in the class.

In Turkey, “classroom management has been one of the most debated issue in Turkish education system and it is mostly related with discipline which has a lot to do with seeing the teacher as the authority of the class” (Akin, Yildirim & Goodwin, 2016, p. 774). Classroom management problems related to physical management; planning, time management, relationship management, and behaviour management have a connection to learners, teachers, schools, classes, curricula, and parents as noted by various authors. Most frequently teachers are faced with challenges during teaching such as talking out of turn, making noise, disturbing others, engaging in irrelevant activities, making fun of other children, attention deficiency, lack of motivation, chatting, and not following instructions, complaining about classmates, nicknaming, and misusing the materials (Akin, Yildirim & Goodwin, 2016). To address these challenges, number of strategies are adopted in managing learning environment by the elementary teachers.

One of the strategies is termed as behaviour practice. In this strategy, teachers and learners establish the rules at the beginning of the term. They then discuss the rationale of the rules, displaying the rules, doing class evaluation about obeying rules, establishing a warm climate based on love and trust, preventing offensive behaviours, being against physical and verbal violence. In this context, classroom teachers should plan the language of corrective discipline when they were planning teaching at the beginning of the term such as the use of verbal positive language, eye contacts or body language to communicate with learners and use a soft voice when delivering consequence (Akin, Yildirim & Goodwin, 2016). This may help teachers reduce stress, make teaching and learning activities enjoyable for both teachers and learners.

Another strategy suggested by Akin, Yildirim and Goodwin (2016) is the physical environment practices which focuses on the physically orderliness of the classroom such as seating arrangement, orderliness of tables and desks, visuals, materials, and bulletin boards as well as their content, and cleanness of the classroom. However, classroom arrangement is very important in planning learning environment at the start of the term. The elementary school teachers must have a good classroom arrangement to support effective teaching and learning process either by planning functional floor plans with teacher and learner work areas, by dedicated areas like

transitions area and teacher area. Also an optimal use of furniture, materials, and constant reminders for learner to pick up pieces of paper around them in order to maintain cleanliness in the classroom can be used.

Teachers also use planning practices as a strategy in which planned activities are employed by teachers and these include developing a daily plan, checking the teacher's guide, prepared for the topic beforehand, and making modifications in the curriculum with respect to the children's level of readiness and needs. Having an effective classroom does not mean learners would behave well but it depends on teacher level of understanding of his/her learner needs because each learner is different (Akin, Yildirim & Goodwin, 2016). Consequently, a good teacher creates a learning environment that is inclusive to all learners. They plan their instructions in a way that all learners will understand them by using different teaching approaches. For example, learner-centered approach, or group learning, and finally the teacher should possess a good knowledge of subject contents and most importantly, acquire professional managerial skills needed.

Time management practice is also another strategy used, focusing on curricular preparations such as preparing daily plans, preparing yearly unit plans at the beginning of term, choosing the activities based on difficulty level and time and practicing scaffolding among learners.

In addition to Akin, Yildirim and Goodwin (2016) views, Kauchak and Eggen (2008) cited in Padayachie, (2013, p. 51) argue that, to enhance teaching and learning, class time need to be divided into four categories, i.e. allocated time, instructional time, engaged time and academic learning time. Allocated time refers to the total time allocated for teaching, learning and classroom routine activities like taking attendance. Instructional time refers to the time where in teaching and learning actually take place. During the engaged time, learners participate actively in learning activities by asking and responding to questions asked by the teacher, completing exercises given to them and presentations and academic time take place when learners participate actively and are successful in learning activities (Kauchak & Eggen, 2008 cited in Padayachie, 2013, p. 51).

More importantly, teachers should teach their learners to use time judiciously while doing classwork and learners should be made to understand, that time is a valued

resource which should be used wisely. When a learner is engaged with one or other thing disruptive behaviours could be prevented thus increasing chances of learning to take place in the class. Teachers use relationship management practices to create a comfortable environment for communication, establishing a democratic class atmosphere, encouraging respect for others, encouraging team spirit, respecting students' ideas, not comparing students but encouraging collaboration, friendship and monitoring the relationship patterns among them, not applying strict disciplining, preventing the complaints and developing students' conflict management skills (Akin, Yildirim & Goodwin, 2016, p. 786).

To deal with rule breaking and disruptive behaviour in class, learners should have clear understanding of classroom rules and consequences. Teachers should encourage learners to make good decisions, create good rapport, knowing learners as individuals, they should avoid arguments with learners, listen to learner opinions and let them feel the sense of belonging and love and lastly, teachers should come up with a plan with positive corrective measures. In addition, Curwin and Mendler (1999) cited by Burden (2006) suggest that when the teachers are delivering consequences they must always implement a consequence when needed, simply state the rules and consequences, be physically close to the learners when implementing a consequence, make direct eye contact when delivering a consequence, and use a soft voice.

The teacher must not embarrass a learner in front of his peers and must be firm and anger free when giving the consequence (Curwin & Mendler, 1999 in Burden, 2006, p.30).

In Norway, Postholm (2013) research "Classroom management": What does research tell us? Reviewed literature-involving learners from Australia, China and Israel. His study focused on teacher-teacher relations in school. According to Postholm's study, learners report; the manner in which teachers create good behaviour in the classroom influences their attitude to schoolwork and their teachers. The author noted that behaviour problems in the classroom constitute one of the major reasons why teachers do not feel comfortable in their work (Lewis., Romi., Katz., & Ovi, 2008 in Postholm, 2013, p. 390). Similarly, Friedman (2006) as mentioned by Postholm (2013) asserts that the greatest frustration teachers experience is that they may be unable to develop good enough relations with their pupils, and that this may cause burnout.

Through the literature review, the author found that several factors hindered classroom management. These includes self-understanding of teachers and their mindfulness, the multicultural classroom, behaviour management, the lack of knowledge on classroom management, knowledge of physical and social context, rules, relations and commitment, person-centered versus teacher-centered classroom management, an ecological perspective on classroom management and the classroom management in connection with motivation and learning (Postholm, 2013). The author believes that the most important factors for good classroom management are recognition and reward for responsible behaviour, as well as discussions with pupils leading to agreed results (Postholm, 2013).

Postholm (2013) further adds that teachers adopted two strategies, i.e. hinting and involvement. Hinting is defined as the teacher describing what the pupil has done wrong, and that the teacher expects the pupil to stop doing this. Involvement means that the pupils in a class are allowed contributing to the development of rules for good behaviour. Postholm (2013) supports idea that the teacher should use minor rather than major reprimands (warnings), and act with as little aggression as possible. In the view of that, a teacher could also communicate with learners by using verbal warning or by the use of body language to enhanced effecting teaching and learning.

In his major study, Adeyemo (2012) reported that the common problem experienced by Nigerian teachers is related to behaviour management problems. Igbo (2005) as cited in Adeyemo (2012) identifies three major causes of classroom disruptive behaviour as, the school, the teacher and the learner shaped by the learning environment. Moreover, Santrock (2004) as cited by Adeyemo (2012) observes that the causes of disruptive behaviour in classrooms are traceable to three important sources, the teacher personality, professional competences and the child (learner). According to Adeyemo (2012), the major disruptive behaviour faced by teachers are bullying, hitting, name calling, sleeping in class, prolonged chatting, excessive lateness, unexcused exit from class, verbal or physical threat to a learner and teacher, and eating in class. According to Adeyemo (2012), causes of disruptive behaviour in the classroom are traceable to the society and in particular to the schools, teachers, children and the homes. In my view, teachers should carefully plan their lessons before arrival of learners to classroom to prevent misbehaviour. Further, educators should

consider the use of non-verbal techniques such as make eye contact with learner or walking around the classroom to maintain discipline in the classroom.

A number of teaching approaches have been suggested to enhance learning environment in the classroom, with one of these approaches being permissive approach. According to Adeyemo (2012), permissive approach refers to the total absence of control or imposition of any kind on the learners. This approach is believed that learners are to be left freely and alone, to carry out learning activities in classroom. Teachers should helped learners to carry out learning on their own choices. Permissive approach gives learners natural development; learners solve their problems in the natural ways with no control from the teacher (Adeyemo, 2012). Another approach suggested by the author is the socio-emotional approach. Socio-emotional approach tells of action among more than one individual. This approach is usually based on interpersonal relationship with the awareness of the learner. The teacher, who is normally the principle actor in classroom matters, takes his/her intensions with real enthusiasm and he/she adapts democratic principles to classroom setup. A teacher takes the learner with confidence where learners' negative and positive behaviours are converted to purposeful learning. It is in this approach that teachers establish strong interpersonal relationship with the learners (Adeyemo 2012).

In addition, teachers also adopt punishment and scolding to make learners comply with suitable learning situation. In this way, learners sit quietly with no movement and look frightened. However, this may not be effective in other classroom approaches; it involves the use of threats, pressure, force, disapproval action, coercion, ridicule and sarcasm. On instructional approach, this involves all process of activities engaged in by the teacher with the aims of facilitating change in the learners (behaviour) through the planned interaction between the learners and the learning activities Offorma (1994) mentioned in Adeyemo (2012, p. 369). That mean, diagnosing, planning and the preparation of instructional help teacher to achieve educational goals. In this approach, there is planning, acquiring of skills, methods and evaluation procedure. Teachers experience guided and direct instruction activity and solve problems through using better strategies.

Lastly, is the group process approach to classroom management. This approach is the molding learners in order to achieve instructional objective. It involves the grouping

of the learners based on social bases. Classroom teachers should avoid punishment that embarrasses or demeans their learners.

Another major study from Nigeria is that of George, Sakirudeen and Sunday (2017) which was conducted in Akwa Ibom State secondary schools. According to these authors, many classroom teachers waste time and energy in intention classroom supervision so that the classroom-learning environment could be conducive for lessons. According to these authors, poorly managed classroom are characterized by disruptive behaviours such as late coming, sleeping during lessons, miscopying of notes, eating, noise making, calling names, verbal and physical threat to fellow learners or the teachers. Ekere (2006) quoted in George, Sakirudeen and Sunday, (2017) the authors suggest that the teacher can deal with these classroom behavioural problems and reduce them by adopting either of the following teaching techniques.

The first technique is the verbal instruction. This is when a teacher gives clear instruction on what should be done, and gives the learners concrete direction to compliances. In this method, the teacher try to be consistent in enforcing the verbal instruction to curb learners' misbehaviour Good (2004) in George, Sakirudeen and Sunday (2017). Corporal punishment is another suggested approach. Corporal punishment until recently has been widely used by teachers to reduce learners' misbehaviour in the classroom although corporal punishment is not applicable in some schools as an effective classroom management. Instructional supervision is also another technique teachers can use in the classroom. In this approach, a teacher moves around the classroom to observe learners closely, engage them in academic activities, asking questions, employing both verbal and non-verbal teaching methods to make the learners to behave well and pay attention.

The authors also suggested delegation of authority to learners. This is where the teacher delegate authority to his/her deserving learners and assign them duties in the classroom. For an example, the teacher would ask the learner to clean the chalk board, time keeping, controlling noise making, managing teaching materials, copying lesson note from the chalkboard, and class representation on behalf of the class Nima (2004) as cited by (George, Sakirudeen & Sunday, 2017). In this view, a teacher must understand that effective classroom management is very important in maintaining

positive learning environment in school. Therefore, teachers should be trained in classroom management in enhancing teaching and learning.

In summary, their study established that the classroom management differ from one teacher to another because of the teacher's personality, teaching styles, preparedness and number of learners in the classroom. In their research, Oghuvbu and Atakpo (2008) observed that primary school teachers faced with common behavioural management problems such as shouting, calling names, talking, discussing and sleeping during lessons. Positive planning and implementation of classroom discipline by the teacher is influenced by problems with over-populated classrooms, inadequate instructional materials, negative attitudes of pupils towards school, and inadequate amount of basic materials such as seats for teachers and pupils in order to function effectively (Oghuvbu, 1998; Adeogun, 2001 cited in (Oghuvbu & Atakpo, 2008).

The authors further suggest that teachers must plan discipline policies, derived from a list of all types of classroom activities, imagine learners' positive behaviour, design classroom rules, generate consequences for severe misbehaviour, and plan systems that encourage motivation and participation of learners in their classes (Randall; Egbuchulem, cited by Oghuvbu and Atakpo, 2008, p. 381). Yet, the goal of the classroom teachers should be to create a learning environment in which their learners will develop self-discipline.

In Botswana, Oats (2016) findings showed that the school setup in Botswana, teachers and school managers oppress learners and deny them a voice in the running of school affairs. He further writes that hierarchy of power perpetrated by teachers within schools has marginalized the voices of learners. Similarly, Ngiri (2014) note that the general approach to teaching in Botswana primary and secondary schools is teacher-centred (Arua, Moanakwena, Rogers, Tierney & Lenters (2005) cited by Ngiri, (2014)). The author further highlight that teachers dictate the pace of teaching and learning. Moreover, in any classroom, a teacher who use didactic teacher-centred approach discourage active interaction between learners and themselves; while Glasser (1998) in his Choice theory of behavioural management encourage teachers to create positive relationship with learners in order to have a safe learning environment. Oats (2016, p.2879) says that, "such practice provides an irregular school environment for the birth and growth of democracy within schools". The writer additionally points out

that learners are not safe and without a safe learning environment, learning cannot take place in class.

Furthermore, it is generally believed that educational system in Botswana makes it difficult for teachers to promote democratic habits and for learners to acquire and practice them in their classrooms. However, Botswana teachers should be allowed to practice teaching approach that is best for their classroom setting, teaching style in which both procedures and consequences may be agreed upon by both teachers and the learners. Referring to Burden (2006, p.166), "learners have real human rights in the school context, the right to be treated with respect, right to voice opinions and have them acknowledged by the teachers".

Based on these issues, Oats (2016) then suggests number of teaching strategies to Botswana teachers in managing the learning environment.

One of the strategies was morning meeting. A teacher gathers a whole class each morning to greet one another and share news, and warm up for the day ahead thereby promoting friendship among the learners. Another strategy is helping learners. Teacher creates classroom rules to ensure an environment that allows all members to meet their learning goals. Teachers' positive language is also another strategy i.e. using words and tone as a tool to promote learner's active learning, sense of community, and self-discipline. Classroom organisation is setting up the physical classroom in ways that encourage students' independence, cooperation, and productivity. Working with families is also a strategy teachers use in managing learning environment by creating avenues for hearing parents' insights and helping them understand the school's teaching approaches. Lastly, collaborative problem solving by using conferencing, role playing, and other strategies to resolve problems related with learners were suggested (Oats, 2016).

In South Africa, Zondi (1997) revealed in his study that teachers experience classroom behaviour problems in which they have difficulty in managing. The author further writes that teachers perceive classroom management as one of the major problems in their teaching (Zondi, 1997). The lack of South African literature and research at the classroom levels to assist teachers renders the problem of dealing with classroom problems more serious. According Zondi (1997) behaviour management problems exist and educators, especially beginner educators, find it challenging to deal with

them effectively. The author suggests that South African teachers need the assistance from experts in order to handle behaviour problems that learners display in classrooms (Zondi, 1997). Behavioural problems experienced by teachers are identified under two categories: Common classroom behaviour problems: this include noise in the classroom, late arrival of learners in the classroom after break, teacher disturbance by a colleague or learner inattentiveness, loitering in the classroom, verandas and in corridors, rude remarks and learner teasing.

The second one is individual classroom behaviour problems: this entails playfulness, learner resistance to instruction, teacher teasing by learners, unnecessary acknowledging, and teacher remarks to learner, and the disturbance of other learners during the lessons. Other classroom behaviours that learners displayed involve violence and aggression or violent undertones.

The author argue that based on these two categories of classroom behaviour problems; in handling classroom behaviour problems, most of the teachers ignore the behaviours and concentrate on teaching despite the persistence of the behaviours; for example noise, late coming, learner disturbance, inattentiveness and teasing.

In addition to Zondi's findings some teachers tried to handle these behaviour problems, but failed to stop them, and they too eventually ignored them. The teacher should make the consequences of continued disruptive behaviour clear within a choice or may be by warning. Though, Unal and Unal (2012) claim that teachers who are interested in fostering and promoting effective classroom learning cannot ignore classroom behaviour of their learners, teachers should adopt a strategy appropriate to maximize learners' misbehaviour in class.

Individual classroom behaviour problems: There are problems that occur uniquely for some teachers. Maphumulo and Vakalisa (1996) in Zondi (1997, p.137) highlight that the "teacher's personality traits are basic to classroom management". This view implies that the manner in which the teacher behaved and related to learners determined the circumstances under which classroom behaviours manifested. Furthermore, Zondi (1997) suggests effective strategies to guide teachers in enhancing teaching and learning in their classrooms. Some of the strategies taken from Kounins' (1970) strategies for the teachers include, maintaining With-it-ness that is teacher (communicating awareness learner behaviour) and Overlapping (kept

learners busy all the times) planning lessons (planned carefully for transitions), presenting clear classroom activities, ensuring learner success and challenge.

Also is maintaining momentum and smoothness, gaining and holding attention, using body language to stop disruptive behaviour, and the use of eye contact. It has been observed that little literature focus on educators' management of learning environment at the classroom level, mostly important, in South African primary school. Therefore, the researcher chooses to fill that gap by investigating how teachers manage learning environment for enhanced teaching and learning in primary schools at the classroom level.

Moreover, Zondi's study used a single research method, therefore, this study utilized a mixed research methods to explain the issue understudy.

According to a section in the National Education Policy for Equitable Provision of an Enabling Physical Teaching and Learning Environment (2010) in National Educational Policy Act (NEPA, 1996) aim at guiding "the provision of an enabling physical teaching and learning environment for all South African learners on an equitable basis. In the Bill of Rights, the South African Constitution guarantees "the rights to human dignity (Section 10) to the environment that is not harmful (Section 24) and to basic education (Section 29) for everyone, including children in schools. This section sets the tone for the provision of education in an environment that is safe and secure" (NEPA, 1996). Within this context, problem statement below was formulated.

1.4 STATEMENT OF THE PROBLEM

Research has shown that "poor learning environments in school contribute to learner irregular attendance and dropping out of school, teacher absenteeism, and poor state of learners and poor ability of teachers to engage learners in active learning and the teacher and learners ability to engage in meaningful teaching and learning" NEPA (1996) as cited in National Policy for Equitable Provision of an enabling School Physical Teaching and Learning Environment (2010, p.7, 27). This view is supported by the Human Sciences Research Councils (2005) HSRC as cited in Modisaotsile (2012) that in South African schools, almost 20 per cent of teachers are absent from schools on Mondays and Fridays. His study further demonstrates teachers' absentee rates increase to one-third at month end. According to his study statistics, teachers in

black schools teach an average of 3 and 5 hours a day, compared with about 6 and 5 hours a day in former white schools (HSRC ,2005) cited in Modisaotsile (2012, p. 4). This implies that teacher's readiness contribute to poor management of classroom learning environment. Further, in Eastern Cape Province, the issue of overcrowding was identified as the major problem, with similar findings being reported in Limpopo and KwaZulu-Natal (NEPA, 1996).

According to the statistics, educators spend around 40% to 75% of available instructional time in activities other than instruction, while learners spend as little as 17% of their classroom time successfully engaged in academic tasks and that indicate a typical intermediate grade level averaged 38 minutes of instruction out of a three-hour period (NEPA, 1996). That means classroom managements problems remain a key issue in South African schooling system and it affect learners' right to learn. Padayachie (2013, p.3) study reveals that 'the major factor influencing the opportunities for learners to learn is time-on-task, which relates to the amount of time that learners spend engaging with the curriculum. Time on task dependent on the quality of both classroom and behaviour management and owing to disciplinary problems. Conversely, disciplined environment proved to be conducive to good teaching and learning Modisaotsile, (2012) In addition, poor learning environment has posed serious problem in enhancing teaching and learners' performance in schools (George, Sakirudeen and Sunday, 2017). Hence, an effective classroom management is required in creating a supportive learning environment.

In South African schools, most classroom are characterised by a wide variety of cultural backgrounds and language differences (Modisaotsile, 2012). This is believed to provide teachers with more educational challenges. Mostly importantly, classroom behavioural management problems such as inattentiveness in classroom, not following teacher orders, how teachers can establish mutual relationship between teacher and learners without taking advantage of teacher kindness for granted. This contribute to unconducive learning environment, teacher readiness, misbehaviour in class, unnecessary disruptions by learners who have social problems like single parenting, inattentiveness and notice me behaviour among others (Amsterdam, 2010; Marishane, 2014). Moreover, Zondi (1997, p.4) reported that teacher education curricula in most universities and colleges of education fail to cover adequately aspects of classroom management; and that teachers leave the universities and

colleges of education without acquiring adequate teaching skills and knowledge of how to manage their classrooms most effectively.

Modisaotsile (2012, p. 5) further notes that “the failing standard of Basic Education in South Africa” parents, educators and researchers express concerns about teachers who create an unsafe physical and emotional environment for learners. This has a serious disadvantage on how well learners behave in classroom. In the South Africa School Acts (1996) it is stipulated that ‘no meaningful teaching and learning can take place in an environment that is unsafe and insecure to both educators and learners’. Therefore, teachers must foster safe, friendly, and vibrant classroom environments to increased learning outcomes (SASA, 1996). Overcrowded classroom is a hindrance to classroom management and classroom discipline specifically. Larger classes are noisier and more prone to pushing, crowding and hitting that can affect negatively on classroom management. Crowded classrooms are big reason of poor classroom management (Akin, Yildirim and Goodwin, 2016). Teachers lose valuable lesson time while attending to other activities instead of teaching because they spend most of their lesson time trying to control the learners (Mustafa, Mahmoud, Assaf, Al-Hamadi & Abdulhamid, 2014). The amount of time teachers spent productively on teaching and learning is questionable.

Zondi (1997) further explains that the lack of South African literature and research on classroom management to support teachers renders the problem of dealing with classroom behaviour problems more serious. It is mandated in South Africa Norms and Standards for educators SASA (2000) that teachers’ roles include creating learning environments that is appropriately encouraging and communicate effectively showing recognition of and respect for the differences of others. Research to date has tended to focus attention only on learner achievements in school rather than important issues educators need to consider in managing effective classroom learning environment in school, which is a tool that a teacher use to enhance teaching and learning process. Inevitably, the lack of teaching professional skills for some teachers makes their managerial role difficult and frustrating. Research wise, there has been little mixed methods research analysis of the issue under study. Thus, the purpose of this mixed methods research study is to investigate educators’ management of the learning environment for enhanced teaching and learning in selected primary schools using structured questionnaire, unstructured interview and classroom observation.

1.5 MAIN RESEARCH QUESTION

How do educators manage the learning environment for enhanced teaching and learning in selected primary schools in the East London Education District?

1.5.1 Sub-Research Questions

1. What do educators consider as important issues to manage in a learning environment in schools?
2. What informs educators on how they managed the learning environment for enhanced teaching and learning?
3. How do educators deal with challenges associated with managing learning environment for enhanced teaching and learning in schools?

1.6 PURPOSE OF THE STUDY

In the light and nature of the above mentioned problem statement, the main purpose of this study is to describe educators' management of the learning environments for enhanced teaching and learning in selected primary schools in the East London Education District, Eastern Cape Province, South Africa.



1.7 RESEARCH OBJECTIVES

The main objectives of this study were to:

- (a) Examine what the educators consider as important issues to manage in a learning environment in schools.
- (b) Understand what informs the educators, and how they manage the learning environment for enhanced teaching and learning in schools.
- (c) Evaluate the challenges associated with managing learning environment for enhanced teaching and learning in schools.

1.8 SIGNIFICANCE OF THE STUDY

It is hoped that this study will contribute to the growing area of research by describing the educators' management of learning environment in primary schools. Previous studies on classroom learning environment have mainly focused on curriculum development, School Governing Bodies (SGBs) roles in school, inequality education, learners' performance in subjects, gender, and principal roles. Majority of these studies are mostly single method in research approach. Moreover, there is very little

research on educator management of learning environment at a classroom level available. Conversely, this study employed mixed methods research approaches, hence, it may shed more light on the issue understudy.

As discussed earlier, effective teaching and learning cannot take place in an unmanaged environment. Therefore, this study might create awareness for the need for teachers to establish positive classroom learning environment in schools, and it might also give teachers voice on what they are dealing with in managing the classroom. Then, the finding of this study would guide the policy makers, school administrators on the need to introduce classroom management in teacher educational curricular at primary school level, as many educators lack classroom management professional skills. Information obtained from this study might be of assistance to the heads of schools in monitoring teaching and learning activities in their classes. Furthermore, this study may educate parents and guardians on the important of parental supports in establishing classroom order for better teaching and learning process in schools. In general, this study may encourage the public to join efforts to help in classroom management, thus improving teaching and learning in schools.



1.9 RESEARCH METHODS AND METHODOLOGY

1.9.1 Research Paradigm

This study based on mixed methods research; this allows the use of pragmatism paradigm. Pragmatists places the research problem at the centre of the research process and applies all approaches to understand the research problem (Briggs, Coleman & Morrison, 2012, p.125).

1.9.2 Research Approach: Mixed Methods Research

In order for the researcher to provide accurate result to the above stated research questions, mixed methods research approach shall be adopted. Creswell and Plano Clark (2011) defined mixed method as an approach in which both quantitative and qualitative approaches used as they provide strengths that balance the weakness of both.

1.9.3 Research Design: Concurrent triangulation

Research design defined by Creswell and Plano Clark (2011) as the procedure for collecting, analysing, interpreting, and reporting data in research studies. Its purpose is to conceptualise an operational plan to undertake the various procedures and tasks required to complete the study and to ensure that these procedures are adequate to obtain valid, objective and accurate findings to the research questions (Kumar, 2014). Thus, concurrent triangulation design approach is appropriate for this study because it will help the researcher to have better understanding of the learning environment at the classroom level.

1.9.4 Population and Sampling

Population for this study shall comprise of intermediate phase educators in the East London Education District. The design in this study is parallel mixed methods sampling. Parallel mixed methods design allows researcher to triangulate results since both quantitative and qualitative adopted within a single study. Stratified random sampling will be adopted to select participants for quantitative strand and purposive sampling technique for qualitative to generate data independently Teddlie and Tashakkori (2009, p. 187). The use of stratified random sampling allows researcher to divide the population into groups (public school and private school) and then randomly sample from each group separately.

1.9.5 Data Collection Instruments

Mixed methods research data collection procedures includes sampling, gaining permissions, collecting data, recording the data, and administering the data collection Creswell and Plano Clark (2011). As has been indicated above, this study adopted both quantitative and qualitative and this allow the use of three research instruments, This includes; structured questionnaires for quantitative data while semi-structured interviews and observation will be used for qualitative data. Quantitative will precede qualitative data collection because quantitative research is of more than qualitative, qualitative will follow by schedule semi-structured interview then classroom observation. In this study, quantitative data will be analysed statistically since it only generate numeric data and qualitative strategies generate narrative data, it will analysed using thematic analysis. The primary data sources shall include stratified randomly sampling of (76) intermediate educators' and (5) head of Departments within the study population.

1.10 DELIMITATION OF THE STUDY

This study focuses only on intermediate phase educators in the East London District. It covered educators in selected private and public primary schools in the East London Education District. The choice of intermediate phase educators is premise on the fact that they are the one dealing with learners at a complex development stage, and that because they are the most important resource in classroom which researcher could collect in-depth information from and to provide accurate answers to issue raised in this topic. Hence, the choice of participants, study population and sampling method will be discussed fully in chapter three.

1.11 DEFINITION OF KEY TERMS

Educator: In the South African Schools Act No. 84 of 1996 (RSA, 1996: 2) refer 'educator as a teacher'. In this study, "educator" and "teacher" used interchangeably to describe the person who is responsible for teaching and guiding the learners learning activities in the classroom.

Management: Management can be defines as the process of designing and maintaining any setting in which people work in a group for the purpose of accomplishing predetermined goals (Adeyemo, 2012, p.367). According to Du Plessis, Conley and Du Plessis (2007) management means to organise, lead and control the teaching and learning process in such a way that the learner will get the maximum benefit from the process. In this study, management refers to everything a teacher do to enhance teaching and learning activities in class. Management is the organisation of learning situations in regards to planning, guiding, supervising, decision-making, leading and coordinating teaching activities in classroom.

Environment: In this study, environment refers to the conditions and circumstances that surround people.

Learning environment: Learning environment is defined by Ngiri (2014) as the diverse physical, location, context and culture in which learners learns. In this study, learning environment refers to carefully designated area (i.e. classroom) in which learning is intended to occur.

Enhanced means improved, enriched, or better (Dictionary meaning). In this study, enhance describe ways of motivating and encouraging learners to actively be involved in the teaching and learning in the classroom.

Teaching and learning: Teaching is defined as creation of suitable conditions for learning, using different forms of information, exercises, and assignments. Learning refers to a lifelong process of experience that changes the individual (Du Plessis, Conley & Du Plessis, 2007). In this study, teaching refers to acts or practice of educators; while learning refers to changing way in which learners understand or experience the world around them.

Primary school: In South Africa, a primary school includes the foundation and intermediate phase, as well as grade 7 (SASA, 1996:84). In this study, primary school comprises of intermediate phase learners in schools (Grade 4-6) from age +10-12 years.

Classroom: “Classroom is a place where active interactions and meaningful learning transpire between teachers and their learners” (Temli-Durmus, 2016, p. 1). In this study, classrooms refers to learning environments or a formal place, organised by educator in which learners gather to learn and to achieve common educational goal from more knowledgeable person (educator).

Classroom management: According to Burden (2006, p.4), classroom management includes teacher actions to create an active learning environment that encourage positive social interaction, active engagement in learning, and self-motivation. Classroom management can also referred to as effective execution of the educational and teaching task of the teacher with the aim of attaining teaching aims (Kruger and van Schalkwyk, 1997).

In this study, classroom management used to mean the preventative and corrective measures taken by educator in enhancing teaching and learning activities.

Therefore, the researcher will employ Kruger and van Schalkwyk (1997) definition to describe how educators do manage the learning environment for enhanced teaching and learning. Classroom management is thus, a means by which the effectiveness of education and teaching is enhanced. Moreover, classroom management and learning environment is used interchangeably to mean the educational setting at the classroom level. Teacher actions in establishing classroom order and the tone used to enhance teaching and learning activities.

Learner: In South Africa Schools Act, “learner” means any person receiving education or obliged to receive education in terms of this Act (SASA 1996:84). In this study, a learner refers to any person who is receiving form of primary school learning.

1.12 CHAPTER OUTLINE

This dissertation is composed of five themed chapters:

Chapter One: introduction and background

This chapter covers introduction, background to the study, problem statement that outlined intentions of researcher to carry out the study. It also includes the main research question and sub-research questions, purpose of the study and significant of the study.

Chapter Two: Theoretical framework and literature review

This chapter will be presenting empirical findings of literature internationally, nationally and in South Africa contexts about educators’ management of learning environment. It will also discuss the theoretical framework and its importance to this study.

Chapter Three: Research methodology

This chapter focuses on the research methodology and methods used in the study. This describes the research paradigm, research design, sample and the sampling techniques, data collecting methods and data analysis. It defines why such methods and design are used. This section also outlined the ethical considerations and negotiating entry into the research site.

Chapter Four: Data presentation and discussion

The chapter described into details the actual sample size and its characteristics. It summarizes the main data and findings. Further discussions on the major themes, patterns and relationships related to the literature reviewed.

Chapter Five: Conclusion and recommendations

This chapter concludes the study based on the findings and recommendations for future research are made.

1.3 SUMMARY

This chapter provides a brief overview of introduction and background to the study. It states the problem, the main research question and sub-research questions, the

purpose, and objectives of the study. It further explains the significance of the study, research methodology and methods, delimitation, definitions of terms and it introduces the subsequent chapters. In the next chapter, the researcher focuses on the theoretical framework and literature review.



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CHAPTER TWO

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1 INTRODUCTION

The previous chapter dealt with introduction and background to the study. This chapter begins by laying out the theoretical dimensions of the research. Put differently, it presents general overview and rationale of the study. Having said this, this chapter reviews the existing literature on educators' management of the learning environment in schools. This review is fundamental because it enables both the researcher and the readers to know the state of knowledge on the subject matter of this present study. More importantly, it enables the researcher to establish the existing gaps in the literature. The establishment of gaps in literature is crucial in order to highlight the relevance and contributions of this present study to literature and policy terrain.

2.2 THEORETICAL FRAMEWORK



The aim of this study is to describe educators' management of learning environments for enhanced teaching and learning in selected primary schools in the East London Education District, Eastern Cape Province, South Africa. Learning environment as defined by Sieberer-Negler (2016) refers to the teacher actions to create, implement, and maintain a learning environment. However, a supportive learning environment plays an important role in the maintenance of order in classroom.

In order to achieve this aim, this study draws on the concept of the behaviourist's theory (Choice Theory). Choice theory was developed by William Glasser in 1998. Choice Theory state that all we do is to behave. Choice theory is a psychological model that explains how and why human beings behave the way they do (William Glasser 1998 as mentioned by Erwin, 2003). This theory is relevant in this study because it encourages teachers to avoid punishment. Therefore, the application of Choice Theory in class allows a teacher to explain his/her expectations clearly and verbally to learners. Choice Theory allow the teacher to focus on desirable behaviours. In short, Choice Theory believes that classroom should be run by both the learners and the teacher and learners should always be allowed to choose how the classroom is run;

and also teachers should teach their learners to be responsible for their behaviour (Li Li, 2014)

Choice Theory of basic needs is appropriate for this study because it helps classroom teachers to understand the component of internal motivation, it assist them to understand learner basic needs in the classroom to build a safe learning environment and it helps them to promote positive relationship with learners (Erwin, 2013). This implies that, intermediate phase educator should try to use best teaching methods to enhance teaching and learning process in class because they are to guide their learners to do their best and to behave well in the class. By so doing it can help teachers to reduce learners' misbehaviours in the classroom.

2.2.1 Importance of Theoretical Framework in Research

Theoretical framework is a powerful tool that assists researchers in coming to more sophisticated understanding of the issue understudy (Boughey, 2017). It enables researchers to work within a specific theory that guide their study. Boughey (2017) further writes that theoretical framework affects the research questions and the way research questions are phased. Theoretical framework affect the design of the study, research methods, the way the analysis is conducted, the language of the dissertation and the style used to write the study (LiLi, 2014). Within this context, Glaser's Choice theory of basic needs was adopted in order for the researcher to explain in details how intermediate phase educators manage the learning environment in primary school to enhance teaching process.

Furthermore, theoretical framework is important as it allows the researcher to see the things they do not see before one embarks on a project. It allows the researcher to see things differently. Theoretical framework allows the researcher to have full understanding of issue understudy (Boughey, 2017).

It allows researchers to see other worlds and other way of beings, and also allows researchers to explore world differently. Theoretical framework is important as it assists the researcher to think on what researcher want to look at, how the researcher want to look at about the issue understudy, and what theory will assist the researcher to see and explain the gap identified in previous studies.

Unal and Unal (2012) posit that, behaviour management is any pre-planned intervention aimed at preventing misbehaviour; that is, preventing misbehaviour rather than reaction to misbehaviour (Proactive). This aspect includes setting rules, establishing a reward structure, and providing opportunities for learner input (Martin and Sass 2010 as cited by Unal and Unal, 2012, p. 45). This study explores how teacher attitudes and actions influence learners' behaviours in the classroom. To that, Burden (2006, p. 36) extends Bosch view and provide an insight into teacher management of learning environment, by indicating that teacher personality, teaching style and that professional skill must be learned, practiced, evaluated, and should be modified to fit the changing situations in the classroom. Having discussed various scholar's views and important of theoretical frameworks in research, I will now move on to discuss notable theorists of behavioural management and their application to classroom management.

2.2.2 Classroom Management Models

According to the literature, behavioural theories are used to support the philosophy of education and classroom management styles. Thus, this section summarizes the works of popular theorists of behavioural management, explains important, and contributions of each theorist in the development of behavioural management in classroom settings.

Burden (2006, p. 33) extends Lee and Marlene Canter (2002) work, where they developed a common sense easy to learn approach called assertive discipline theory; a take-charge approach for teachers to control their classroom in a firm and positive manner. In revised edition by Canter, assertive discipline goes beyond the initial take-charge and later includes additional classroom management procedures. Canter notes that many teachers were unable to manage the undesirable behaviour that occurred in their classrooms.

Canter attributed their findings to a lack of training in the area of behaviour management on the teachers. Furthermore, they explained the assertive attitude necessary to deal with classroom management and discipline, the parts of a classroom discipline plan, aspects of teaching responsible behaviour, and ways to deal with difficult learners in classrooms. Assertive discipline aims at teaching teachers to teach their learners to choose responsible behavior. By doing this raises learners' self-

esteem and increases their academic success. Assertive discipline theory helps classroom teachers to become head of their classroom and positively influence their learner behaviour. Canter maintains that teachers have the right and responsibility to:

- Establish rules and directions that clearly define the limits of acceptable and unacceptable learner behaviour.
- Teach these rules and directions.
- In addition, the teacher should ask for assistance from parents and school administrators when support is needed in handling learners' behaviour (Lee & Canter, 2002 cited by Burden, 2006, p. 33).

Both authors suggest that the teacher must not threaten learners but promise consequences for improper behaviour in class. Rudolf Dreikurs (1897-1972) believes in a mutual respect. He called the needs of all humans to belong and feel part of a group as the genuine goal of human social behaviour. He suggests that teachers could have acceptable classroom behaviour by helping their learners reach their genuine goal of belonging by involving learners in decision making. He called these strategies democratic teaching. Dreikurs encourages teachers to use praise culture, make learner has a strong sense of belonging, praise learner efforts to get along on work with others in class. Dreikurs (1972) demonstrates the important of praise attempts to follow rules and adhere to routines. In practicing this, learners would have a social interest. Based on Dreikurs opinions, teachers can use several teaching techniques to help misbehaving learners in their classrooms to behave appropriately without reliance on punishment.

- ❖ First, the teacher should identify the goal of learners' misbehaviour. This is by examining the main signs of the misbehaviour and teachers should consider their feelings and reactions as a means to tentatively, identify the goal of the learners' misbehaviour. According to Dreikurs, learner goal might be to gain attention, to seek power, to seek revenge, or to display inadequacy. By cautiously attending to the identification of misbehaviour, enhanced good teaching and learning process in class is achieved.
- ❖ Second, the teacher must adjust their reactions to the misbehaviour. In this, the teacher ensures that they react to learners' misbehaviour in the way that it does not reinforce the misbehaviour.

- ❖ Third, provide encouragement statements to learners. Encouragement consists of actions that acknowledge the learner work and express confidence in them. Relate to your learners in a constructive tone. This can motivate them to behave well in classroom.
- ❖ Fourth, the teacher can use logical consequences. Dreikurs write that the teacher should use logical consequences instead of using punishment. This allows the learners to experience the consequences that flow from misbehaviour. What are logical consequences? Dreikurs define logical consequences as an event that is arranged by the teacher that is directly and logically related to the misbehaviour. For an example, if learner leaves a piece of paper on the classroom floor, the learner must pick the paper off the floor.

Dreikurs views are similar to the South African Schools Act 84 of 1996, which states that discipline should be maintained in schools and classroom situations so that the education of learners flourishes without disruptive behaviour and offences (Republic of South Africa, 1996:8 quoted by Maphosa and Shumba, 2010, p. 389). The Act places the responsibility of maintaining discipline on educators. However, the use of corporal punishment in schools was banned in South Africa schools under the Acts of 1996 (Maphosa & Shumba, 2010).



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Cater (1992) theory is related to learners' right in school. According to Cater, learners have right to learn in a safe learning environment that is well arranged and organised and also teachers have the right to teach in a classroom that is free from chaos, misbehaviour, and disruption from learners. Classroom management in his theory explains the important of fostering and creating a peaceful learning environment. Cater (1992) further writes that learners must have a clear understanding of the classroom rules.

According to Adeyemo (2012, p. 373), Jacob Kounin (1970) invented preventive discipline theory, his work focused on determining whether specific behaviour settings and environmental conditions influenced behaviour (Adeyemo, 2012). Kounin believes is that the best teacher prevents problems in the classroom by preparing ahead for them. According to Kounin, teachers are acutely aware of the environment (Within) and they should kept their learners busy at all times and plan carefully for transitions. This implies that, teacher must establish classroom management procedures at the

beginning of the term to prevent later problems. Conversely, Kounin does not believe in teachers personality traits are important in classroom control but teachers ability to manage groups and lessons. His ideas include ripple effect, wittiness, overlapping, effective transition and focus group. Kounin believes teachers are better classroom managers because of their skills in the above-mentioned areas. Possession of these skills helps teachers to enhance teaching and learning business in classroom.

Kounin's theory agrees with both Glasser and Kohn, as he also theorises that the keys to positive classroom management is in preventing management problems from occurring in the first place by planning in the beginning of each school year. Alfie Kohn (1996) developed theory called from compliance to community. Kohn challenges traditional thinking of teacher about their learners. Instead, he suggests that teachers should focus on developing caring, supportive classrooms where learners participate fully in solving problems with behaviour. He encourages teachers to develop a sense of community in their classrooms, where learners feel safe and are continually brought into making decisions, expressing their opinions, and working cooperatively toward solutions that would benefit the class.



Behavioural management theories have been assisting teachers in building solid foundation on the management of learning environments in school. Therefore, behavioural management theory could be of great help to intermediate phase educator in school if they practise it in appropriate manners. The following part discussed details of choice theory and application in classroom management.

2.2.3 Glasser: Choice Theory

As mentioned in the theoretical framework, Glasser is the founder of Choice theory and internationally acknowledged leader in the field of internal control psychology (Sullo, 2007). William Glasser in the late 1970 implemented Choice Theory (Glasser, 2010). Glasser believes in five basic human needs (love and belonging, survival, power, freedom and fun) needed for psychological balance. He continues to argue that people need to feel in control of their lives. Choice theory state, "we are internally motivated and not externally motivated. This means that teachers need to motivate learners internally and not externally. However, literature proves that both intrinsic and extrinsic motivation can be used in classroom while Behaviour theory believes that, if a learner is being rewarded he / she is likely to repeat a behaviour.

2.2.3.1 The basic belief of Choice Theory

According to Wydeman in Coetzee & van Niekerk (2015, p. 183), “schools help to satisfy learners’ psychological needs and add quality to their lives. Further, educators should teach, manage, provide a caring environment and conduct class meetings in a way that adds quality to learners’ lives”.

In addition, Glasser’s Choice theory state that:

- All we do is behaving,
- Almost all behaviour is chosen,
- The genes to satisfy five basic needs, survival, love, power, freedom and fun drive us, and
- Choice theory is all about relations; it encourages us to choose empowering relationships (William Glasser Institutes, 2010).

Glasser continues to say that, “what happen outside of humans has a lot to do with what we choose to do, but the outside event does not cause our behaviour. What we get, and all we ever get from the outside is information, how we choose to act on that information is up to us” (Glasser, 1990, p. 4). Educators and learners who use Choice Theory in their curriculum improved academically (Webster, Cooper Winter-Williams, Charlery, Lindsay & Gordon, 2015, p. 7). However, educators are known as the main source of knowledge and value for the learners (Zondi, 1997). With Glasser’s Choice Theory assumptions, the researcher find it useful to describe how educators could manage the learning environment for enhanced teaching and learning in classroom.

In South African schools, learners’ indiscipline is contributing to the classroom management problems. Maphosa and Mammen (2011) revealed that the issue of learner indiscipline has taken centre stage for a long time both internationally and nationally. However, teachers need to understand why their learners misbehave the way they do. Accordingly, Choice Theory is important and effective in managing the classroom situations (Sullo, 2011). Choice Theory helps to explain how to prevent disruptive behaviour in classroom. It emphasizes the need for learner to have choices, learn to be responsible for their own actions and satisfy their needs in a way that will not interfered with other learners in class (Lang & Evans, 2006, p. 192).

However, SASA (1996) states that 'no meaningful teaching and learning can take place in an environment that is unsafe and insecure for both the educator and learners'. Therefore, classroom teachers should foster safe, friendly, and vibrant classroom environments to increase learning outcomes SASA (1996). Also, South Africa Norms and Standards for educators SASA (2000) state that teacher' roles include creating learning environments that are appropriately encouraging and communicate effectively showing recognition of and respect for the differences of others.

Glasser's Choice Theory highlights the importance of building and maintaining positive relationships with others to create a shared vision. Another section in the National Education Policy for Equitable Provision of an Enabling Physical Teaching and Learning Environment (2010) mentioned in National Educational Policy Act (NEPA, 1996) aim at guiding "the provision of an enabling physical teaching and learning environment for all South African learners on an equitable basis. Moreover, in the Bill of Rights in the South, African Constitution guarantees "the rights to human dignity (section 10) to the environment that is not harmful (section 24) and to basic education (section 29) for everyone, including children in schools. This section sets the tone for the provision of education in an environment that is safe and secure" (NEPA, 1996). These indicate the importance of managing good learning environment to enhancing teaching and learning in school.

In addition, learners' disruptive behaviour such as teacher teasing, needless talk during lesson, inattentiveness, late arrival to class, sleeping, calling names, laughing inappropriately, fighting, bullying are commonly identify by teachers. Misbehaviour is when learners behaviours are said to be hindering the teacher from teaching, affects right of others to learn, physically unsafe or psychologically or learner destroying school property (Levin & Nolan 2004 as cited in Burden, 2006, p. 4). However, intermediate phase educators need to understand that intrinsic motivation of learners help when planning their classroom management.

As pointed out by scholars, learning environment may be the same in school but teacher's belief or attitude in managing their classroom may not be same. Educators are to motivate the learners from inside out not based on punishment, but instead they

should communicate clearly the important of behaving in a responsibly way (Adeyemo, 2012; Burden, 2006; Postholm, 2013; Sieberer-Negler, 2016). In the opinion of Glasser, educators who care about the welfare of their learners will not accept excuses for learners' misbehaviour; instead, reasonable consequences should always follow learners' behaviour whether bad or good so that learner could learn from the consequence of their actions. In Choice Theory, excuses for bad behaviour are not accepted. More significantly, Choice Theory of basic needs help teachers to enhance teaching and learning activities in class and prevent learners' misbehaviours if effectively used.

As discussed earlier, all living creatures control their behaviour to fulfil their needs for satisfaction in one or more of the five basic needs (Glasser, 1998). Therefore, educators should understand that learners will wants to make a choice for survival, they would want to be loved, have sense of belonging, gain power and freedom and they would want to have fun to get along with other people in their environment. Thus, teachers should always-consider learners needs, use soft tone to communicate classroom rules, routines and consequences. Below is the discussion of Glasser's five basic needs:



2.2.3.2 Five Basic Needs

- 1) Survival
- 2) Love and belonging
- 3) Power
- 4) Freedom and
- 5) fun

Survival: According to Glasser (1998), survival is a physiological need, which includes the need for food, shelter, and safety. Because humans have genetic instructions to survive, not only as individuals but also as a species, this includes the need to reproduce. According to literature, learners' satisfaction of their need for survival in classroom is sometimes due to the matter of gaining power and control over their lives (Raffini, 1996). However, teachers should come up with strategies that can assist their learners to develop and maintain a sense of autonomy and self-determination in the classroom (Raffini, 1996).

In a classroom, teachers should ensure safety of their learners; learners need to feel physically and emotionally safe, they should help the learners to meet their needs for survival without them interrupting the peace of classroom. According to bill of rights of South African constitution, everyone has “the rights to human dignity (section 10) to the environment that is not harmful (SASA, 1996). That also applies to learners in the classrooms as they are eligible to an environment that is not harmful to them, an environment where they feel safe and happy to learn. Thus, intermediate phase educators need to provide opportunities for learners by develop consistent classroom rules that add to the sense of order and security (Glasser, 1998). This could help learners to meet their needs for survival in class by following the classroom rules; hence, creating a safe conducive learning environment for all.

Moreover, individual learner seeks to function on their own by determining their own behaviour in class. The need for survival may be satisfied when a learner is free to behave of his/ her own choice. Therefore, teachers should teach their learners to choose wisely and to have choices instead of being forced to behave. It is obvious, teachers tend to control learners behaviour with rewards or other form of punishments. Glasser’s Choice Theory validate use of fair consequences rather than punishments. Consequences encourage learners to abstain from inappropriate behaviour in classroom because learners understands that they are to take responsibility for their actions whether good or bad (Glasser, 1998).

In South Africa classrooms, teachers are not allowed to hit learners thereby educators are to come up with value consequences to curb learners misbehaviour in the class (Zondi, 1997). All same, teachers are to provide a learning environment free from chaos. That mean, classroom a teacher should familiarizse himself or herself with a behavioural management theory that can assist them in managing learning environments effectively.

Love and Belonging: In addition to the learner need for survival, another important basic need is love and belonging. The need to love and belong includes the need for relationships, social connections, to give and receive affection and to feel part of a group (Glasser, 1998). Glasser, further explains that teachers’ responsibilities are to provide the condition for their learners to feel a sense of belonging and acceptance in class. Raffini (1996, p. 7) writes that “need to belong and to love relate to others, it has

an important influence on a learner's intrinsic motivation in the classroom." The researcher will emphasize more on motivation in the literature.

However, to facilitate a positive learning environment, teachers should encourage learners by creating a team building activities, conduct class meeting on a regular basis for class building, problem solving and content related discussion, making joint decisions in class to make learners have a sense of belonging. Beside, educators should allow learners to become the owner of their ideas and be responsible for consequences of their behaviour and learning. The understanding of learner feelings and their own emotions may help teachers to respond to disruptive behaviour in the class (Erwin, 2003).

In South African schools, where learners come from different racial backgrounds, if the teacher does not have adequate knowledge on classroom learning environment it could be a problem to understand the learners because of individual beliefs. It is generally believed that each individual cohort bring own beliefs to class, so it is the teacher's duty to ensure people get along together to promote love and sense of belongings. Each learner should be motivated to secure a place within the classroom learners seek for love and to get along with other race without interrupting the class if teacher could at least make them feel they belong. Raffini (1996) argue that, when learners develop a sense of belonging and acceptance by conforming to the social and academic expectations of their teacher and peers, then they make useful contributions to the group solidarity.

On the other hand, learners may discouraged by attempts to gain acceptance by their teacher. However, they feel better about themselves, intrinsically motivated, and engaged in their learning when they feel connected rather than isolated from their teachers or peers in the classroom.

Power: According to Erwin (2003), the word power is synonymous with dominance, authority, or control. Glasser explains in his work Choice Theory that the concept of power takes on a much broader, more positive meaning. People behave in three general ways when they attempt to meet their need for power:

- ❖ **Power Over:** This mean exercising one's influence over something or someone. When people use or abuse power over other people, we see power

in a negative light Erwin (2003). However, many people use their influence with others for the greater good. Gandhi, Martin Luther King Jr., and Mother Theresa cited in Erwin (2003) conclude that power over is not, by definition, bad. Power over only becomes destructive if one is using power irresponsibly, depriving others of meeting their basic needs. The same principle is applicable to teachers in the classroom, when a learner behaves in a way to seek teacher attention not minding others learner needs or right to learn (Erwin, 2003). For example, Zondi (1997) in his study notes that some educators decided to ignore learners' mmisbehaviour and carried on with teaching, while others they tried to handle these behaviour problems, but failed to stop them and they too eventually ignored them.

- ❖ **Power Within:** According to Erwin (2003), this is obtained when developing the knowledge and skills that increase the quality of our lives. For an instance, gaining power within includes learning, achieving success, and enjoying the feeling of self-worth that comes with personal growth. Without the need for the power within, human beings would never have developed the culturally and technologically sophisticated world we live in today (Erwin, 2003). Further, theorists' belief that something innate in human beings drives us to set goals, to achieve them, to improve upon what others have done before us, and creatively adapt to new situations, the need for power within. However, teachers should help their learners to gain power and that is what the school is about.
- ❖ **Power With:** According to Erwin (2003), power within is achieved when working cooperatively with others. It is the place where the need for power and the need for love and belonging intersect. The drive to achieve power with is something a classroom teacher can tap to help every learner learn and achieve more. However, if educators can provide a need for learners to meet the power within in classroom, this could help them enhance teaching and learning in school.

In addition to definition of Power With, to be powerful is to achieve, to be competent, be skilled and recognized for our achievements and skill, to be listened to and have a sense of self-worth (Erwin,2003). Erwin (2003) belief that when a learner fail to meet their power needs through learning and achieving, learner can instead engage in win-lose power struggle in an attempt to gain

power over teacher or learners in class, and this may cause disruptive behaviour in class. For teachers to have a warm learning environment they should give learners in their class a voice; and engage with different teaching methods as suggested.

Freedom: This is also an important concept of Choice Theory basic needs in classroom. The need to be free is the need for independence, autonomy, to have choices and to be able to take control of the direction of one's life (Glasser, 1998). "Human beings need to be controlled in the direction of our lives as much as possible. This includes freedom to and freedom from" (Erwin, 2003, p. 4). Further, learners need to be able to make choice for sake of maintaining an orderly learning environment. On the other hand, freedom must come with responsibility. To learning environment in class, educators should be provided with freedom of choice regarding learner seating, cooperative learning activities, share with their learners that they have a say in what they learn and how they learn it. In order to have their "say" learners must learn to make choices (Erwin, 2003).

Another way to teach the theory concept in classroom is by teaching using skits or role-playing (Glasser, 1998). Moreover, Glasser created a series of skits to assist teachers in teaching the theory. The skits help in teaching learners about such concepts as building trust, making connections and responsible choices, making decisions, talking together, acquiring knowledge to using knowledge, authentic assessment, competency, getting along, caring and respecting, moving from external control to internal control (Glassers, 1998). However, allowing freedom in class means avoidance of physical or emotional discomfort, which includes fears, stress, monotony and disrespect.

Fun: Glasser maintains that the need for fun is basic to all human beings. The need for fun is the need to find pleasure, to have fun (Raffini, 1996). Fun means the desire of people to seek activities that will provide them with social, physical, cognitive or psychological pleasure (Raffini, 1996, p. 11). Further, if teachers intrinsically motivate their learners to dedicate large amounts of effort to learning without interrupting the lesson, teachers need to design their lessons with a clear understanding of learners' need for involvement and enjoyment. By so doing will assist teachers in enhancing learning process in classroom. However, some schoolteachers believe that learning is

supposed to be hard work, and if it is enjoyable it cannot be serious or of significance (Raffini, 1996).

Glasser links the needs for fun to learning. According to him, all of the higher animals (dogs, primates etc.) play; as they play, they learn important life skills. Human beings are no different. It is true that "play is a child's work." is the last but effective teaching strategies teachers must pay attention to. Erwin (2003, p.4) put it that 'Play is a child's work'. Glasser's Choice Theory sees more to that not only children but also older children, youth and adult. Fun helps people to reduce stress. Not only important to learning but it is for the physical and emotional well-being of human being (Egeberg, McConney & Price, 2016; Unal & Unal, 2012).

This implies that, fun is very important in building teacher-learner relationship in class (Glasser, 1998, p.41). Classroom teachers need to recognise the importance of feeling both emotionally and intellectually positive in enhancing teaching and learning in school. On the other hand, a classroom where there is no laughter, warmth or basic "joi devivre" Roger (2002, p. 80) they become depressing places both for the teacher and learners to work and learn in (Roger, 2002).

In this view, educators should motivate their learners from inside out not always based on any forms of rewards or punishment i.e. outside motivator. Learners do not necessarily need to be rewarded before they behave well if educator has done his/her homework, as the classroom manager right from the beginning of the term (Erwin, 2003; Glasser, 1998). Motivation refers to the process of arouse learner interest in class. According to literature, intrinsic and extrinsic motivation plays vital roles in the teaching and learning settings (Burden, 2006). Some literature argue that extrinsic motivators help learners feel more competent in the classroom as it enhances intrinsic motivation while some are of the opinions that these two types of motivation differ depending on how teachers use them at driving learner behaviours (Burden, 2006; Erwin, 2003; Rusk, 2016; Sullo, 2007).

Teacher should clearly explain classroom rules, routines and consequences and let the learners understand consequences for every action they took. They should create learning environments that is intrinsically rewarding. Glasser further reveals his true feelings with classroom learning environment. He advocates for the use of Seven Caring Habits teachers should be asking themselves when managing their

classrooms. These are: supporting, encouraging, listening, accepting, trusting, respecting, and negotiating differences. They should also express disapproval of the Seven Deadly Habits in classroom; which are: criticising, blaming, complaining, nagging, threatening, punishing, and bribing or rewarding to control. However, a teacher with this habit is likely to cause misbehaviour in class.

The five basic needs constitute the source of all internal motivation that guide all human behaviours (Sullo, 2007, p.6). Consequently, intermediate phase educators should understand their learners' needs, they should focus on learners' good behaviour, know that each learner they teach is unique. This could help them to change their classroom into a place where learners would like to learn and a place where learners behave in responsible ways. Glasser says without attention to these five basic needs, teaching may be interrupted by learners' misbehaviour and that learners are bound to fail.

He further writes that discipline problems in our classrooms should be viewed as total behaviours. The entry context of the situation needs to be examined in an effort to seek a solution.



Similarly, Sullo (2007) asserts that all of our behaviour represents our best attempt at any moment to satisfy our essential needs or genetic instructions so is to the physical need for survival. According to this author, humans have four basic psychological needs that must be satisfied to be emotionally healthy; belonging and connecting, power or competence, freedom and fun. Although some learners are internally motivated to be powerful but may not know how to achieve power responsibly. It is the job of educators as classroom managers to teach their learners how to be powerful in a respected and responsible ways.

In my view, everything we do in our internal world relates to one or more of the above explained basic needs of survival, love and belonging, power, freedom, and fun. Learners in classroom want their teachers to respect their feelings and recognise their different needs. However, teachers should consider all these basic needs when dealing with learners in their daily activities. In addition, teachers should provide needed information to learners to help them improve in their behaviours. Learners behave when they discover learning helps them to connect with other children in

class, therefore, this also help them be competent, have choices, and be free; all of these only happen in an environment structured to facilitate teaching.

2.2.3.4 Relevance of choice theory of basic needs in this study

Choice theory is appropriate to this study because it explains how people behave in an environment and what instigate people's behaviour. It encourages classroom teachers to be careful in their own teaching and the way they deliver instructions to learners. Williams (2008) quoted by George, Sakirudeen and Sunnday (2017) add that classroom management includes how teachers works, how the class works, how the teacher and learners work together and how teaching and learning take place. Accordingly, Choice Theory is applicable as it allows the researcher to examine what the educators consider as important issues to manage in a learning environment in schools.

Choice Theory states that humans satisfy five essential basic needs of survival, love and belonging, freedom, power and fun in an environment. Therefore, intermediate educators are to ensure that learners satisfy these needs to enhance teaching and learning in class.

Another important element of Choice Theory in this study is that it helps the researcher to understand what informs the educators, and how they manage the learning environment for enhanced teaching and learning. The theory specify that all we do is to behave, educators just need to give information to learners. Therefore, educators should communicate clearly the classroom routines to their learners and by so doing learners learn to behave responsibly in class. In addition, Choice theory will also assist the researcher to evaluate the challenges associated in managing learning environment for enhanced teaching and learning in schools. In a classroom, where Choice Theory is applied -learning increases and disruption reduce. This is because when learners know that they are able to connect, feel a sense of competence and power, have some freedom, and enjoy them in a safe, secure learning environment they are able to learn (Sullo, 2011).

Importantly, Choice Theory lays emphasis on the importance of building and maintaining positive relationships with others to create a shared vision (Glasser² as cited in Vance, 2011). In addition, Choice Theory defines the basic needs that provide

the foundation for all motivation as love and get along with others; achieving a sense of competence and personal power; acting with a degree, freedom and autonomy; experiencing joy and fun and surviving. Aim of all our behaviour is to meet one or more of these basic human needs (Glasser, 1998). One of the main principles of Choice Theory is that Glasser believes that all behaviour is purposeful. A purpose underlies all behaviour. Furthermore, human doing the best they can to meet the basic human needs given the knowledge, the skills, and the resources in our repertoire of behaviours. I hope the understanding of Choice Theory would encourage intermediate phase teachers to manage their class successfully.

In the behavioural perspective, learning is seen as an influence that causes a relatively permanent change in the knowledge or behaviour of an individual (Postholm, 2013). Furthermore, intermediate phase educators would understand more of their learners' needs in the classroom by employing Choice Theory principles in the class. More importantly, intermediate phase educators need to understand that learners in their classroom will make a choice for survival, love, sense of belonging, gain power and freedom and have fun as suggested in Glasser's work to enable smooth teaching. It is therefore important for educators to construct classroom policy that include a code of conduct, which clearly indicates expected behaviour. This will assist them in maintaining positive learning environment.

As stated earlier, classroom behavioural problems exist in school and it said to be the major cause of teacher stress and burn out. It is hoped that by practicing this theory in classroom might assist intermediate phase educators to decide on how best to plan their teaching to prevent common behavioural and instructional problems they may face in the class. Accordingly, behavioural management theories focus on maintaining order and it has been of great help for teachers in managing their classroom.

Choice Theory as explain by Glasser is an internal control psychology that gives people information to help them understand themselves, other people and what motivate behaviour. Glasser believes that Choice Theory requires learning the difference between making choice that help us as humans connect with other people in good relationship. Glasser believes is that external control tear people apart and it destroys relationships. Punishing learners might bring no change in their behaviours but bitterness. Glasser said all what we need to do is to communicate clearly

information to learners about classroom rules then learners will understand the consequences of their actions, thereby, it make them to behave in a responsibly manners in class. Choice theory challenges the ancient of I- know- what's – right – for– you tradition (Glaser, 1998, p. 4).

However, teachers should allow the learners to have a say about their teaching so that there would not be need to impose actions on them. By so doing, may promote peace among peoples in the classroom and both the teacher and the learners be connected to each other in good relationships.

The assumptions of Choice Theory include:

- ❖ The only person whose behaviour we can control is our own.
- ❖ All we can give another person is information.
- ❖ All long-lasting psychological problems are relationship problems.
- ❖ The problems in relationship are always part of our present life.
- ❖ What happened in the past has everything to do with what we are today, but we can only satisfy our basic needs right now and plan to continue satisfying them in the future.
- ❖ We can only satisfy our needs by satisfying the pictures in our Quality World.
- ❖ All behaviour is total behaviour and it made up of four components: Acting, thinking, feeling and physiology.
- ❖ All total behaviour is chosen, but we only have direct control over the acting and thinking components. We can only control our feeling and physiology indirectly through how we choose to act and think.
- ❖ All total behaviour designated by verbs and named by the part that is the most recognizable (Glasser, 2007, p. 8).

The strengths of Choice Theory according to Webster, et al, 2015 include:

- ❖ It encourages learners to take control of their own learning.
- ❖ It helps learners to realize the consequences of their own behaviour.
- ❖ It allows learners to discover solutions to their own problems.
- ❖ It helps learners to understand their needs and identify legitimate ways of satisfying these needs.

- ❖ It improves relationships in the learning environments and organisations through the choices we make (Webster, et al, 2015, p.8).

Furthermore, previous studies on classroom learning environments indicated that Choice Theory has been helping teachers in planning effective classroom management in schools. In their work, scholars such as (Adeyemo, 2012; Egeberg, McConney & Price, 2016; Padaychie, 2013; Unal & Unal, 2012) reveal their true feelings with application of Choice Theory in classroom. According to these authors, behavioural theory is used to maintain classroom order and enhancing teaching. They further concurs that, Choice Theory has been helping classroom teachers understand learner behaviour, help teacher understand more details on classroom management in school and teach teachers to react to learners common classroom behavioural problem accordingly.

Adeyemo (2012, p. 373) opines that Glasser's theory stressed the use of choice as the cause of behaviour, good or bad, and thus taught teachers to direct learners towards making value judgments" about their behaviour. By making value judgments, learners would come to realize the importance of "good" choices in behaviour and continued to make them again in the future. Thus, learners are taught the difference between a "good judgment", and a "bad judgment". However, Choice Theory help teachers to promote good behaviour and diminish bad behaviour in the classroom.

According to Egeberg, McConney and Price (2016, p. 3), Choice Theory developed by Glasser provide the framework for interactionist approach. The interactionists focus on what the individual does to alter the social environment, as well as what the environment does to shape the individual. Interactionist (or authoritative) teachers work with learners helpfully and respectfully, ensuring learning while preserving learner dignity and good teacher-student relationships in their classrooms. However, Glasser ideology helps establish and maintain productive classroom, it teach teachers to engage learners and minimise disruptive behaviours by keeping the flow of a lesson, preventing misbehaviour and ensuring the active participation of all learners.

Additionally, Unal and Unal (2012, p. 44) discuss behavioural theories developed by Adler, Dreikurs, and Glasser, and provides the framework for Interactionist ideology and its importance in education. They assumed that teachers believe and act according to all three approaches. According to these authors, three approaches to

classroom interaction are non-interventionist, interventionist, and interactionalist ranging from low teacher control to high teacher control. They believed that some teachers demonstrate characteristics of each category in different situations. While participants in their study were open to interacting with the learners (Interactionist), none was in favour of allowing learners to have maximum control, or to have the primary responsibility of developing their own rules. They did not believe that teachers should provide a classroom environment in which learners are allowed, and even encouraged, to express their inner feelings freely. However, interactionists find solutions satisfactory to both the teacher and learners, using some of the same methods as non-interventionists and Interventionists (Glasser (1986) as mentioned by (Unal & Unal, 2016, p. 44). However, the author's works demonstrate that Glasser Choice Theory have been helping teachers in maintaining effective learning environment and it teaches teachers the important of focus on learner's desire behaviours.

In addition, Choice Theory creates awareness to teachers on the importance of maintaining peaceful environment suitable to all learners (Glasser, 1998). Above all, the main aim of all behavioural management theories according to Rogers (2002, p. 26) is to enable individuals and groups to own or be accountable for their behaviour, respect others' rights, feelings and needs also to build workable relationships. This theory could help intermediate educator to define his/her own classroom management practice. It may assist them on how best to communicate with learners in classrooms.

Choice Theory focuses mainly on maintaining good behaviour in an environment. Glasser (1998) theorizes that learners must have a choice and that if they are helped to decide on the rules in the classroom, they will then have ownership of their learning, have pride in their participation, will have higher self-esteem and will exhibit greater levels of self-confidence and higher levels of cognition, thereby preventing misbehaviour in classrooms. This approach to classroom management creates a safe space to learn, as mainly it is their space, their classroom, and they own it. When this sense of ownership is established, learners will love to come to class (Glasser, 1998).

Choice Theory has an expanded list of human needs, which are more central to its basic application. Glasser (1998) lays emphasis on five basic needs every humans need to satisfy in a learning environment. The author believes all humans are

motivated by these five main basic needs. These needs are survival, belonging and love, power and importance, freedom and independence, and fun. The most important of these needs is love and belonging because getting along with others in class is required as a basis in satisfying all other needs.

The classroom should therefore be a needs-satisfying place for learners (Glasser, 1998). Conversely, learners usually try to satisfy their needs for love and acceptance through behaviour designed to get attention such as teacher teasing, noise making, chatting, late arrival to class, eating, not pay attention etc.

From the above discussions, literature has established that extrinsic motivators help learners feel more competent in the classroom as it enhancing intrinsic motivation while some claims that these two types of motivation differ depending on how teachers use them at driving learner behaviour. Mostly, researchers used a single research method to analysis their findings for both of the teacher and of learners, which I think is not enough to fully analysis what really is happening in classrooms. Classroom learning environment is complex study on its own. Furthermore, some literature demonstrates that, it is difficult for teachers to help learners satisfy their need for control without feeling threatened. While some belief that it difficult for teachers to react properly when communicating with learners about their inappropriate behaviour. A study by Zondi (1997) in South Africa notes that teachers ignore learner misbehaviour when trying to attend to them but sometimes they find it difficult to do so. Another study indicates that it is difficult for teachers to help learners experience the true sense of autonomy implied by the Choice Theory (Webster et al, 2015).

This study uses yet another focus and attempt to bridge the gap between the previous studies by describing intermediate phase educators' management of learning environment in primary schools using a mixed research methods to analyse the data. This study focuses on the intermediate educators because they are the ones dealing with learners in their developmental stage, which is a sensitive stage in learners' life. The study may suggest strategies for the teachers enhancing learner autonomy, increasing love and belonging, self-esteem, stimulating learner involvement, and encouraging educators to enhance competence in their learners. However, a teacher is most resourceful source the researcher can collect useful information from to explain issues understudy. In order for the readers to understand much better on teacher

professional skills and their roles in South Africa classroom, the next part focuses on review of literature on classroom environment.

2.3 THE REVIEW OF LITERATURE

The aim of this section is to unpack literature related to educator management of classroom learning environment.

As stated in the previous chapter, the researcher will now discuss the research questions in which this study intends to work on. The main research question is about educators' management of the learning environment for enhanced teaching and learning in the selected primary schools in Eastern Cape Education District. The sub-research questions are:

- ❖ What do educators consider as important issue to manage in a learning environment in schools?
- ❖ What informs educators on how they manage the learning environment for enhanced teaching and learning?
- ❖ How do educators deal with challenges associated with managing learning environment for enhanced teaching and learning in schools?



Many studies have investigated the classroom management in general both internationally and nationally (South African context). This allows the researcher in this current study to describe scholars' different perspectives of classroom environment. It also allows the researcher to establish what other researchers had accomplished in the research works, and establish the possible gaps with respect to teachers' management of learning environment in schools.

Moreover, various studies on learning environment indicate classroom behavioural management has a historical problem for classroom teachers. It is certain positive learning environment is important as it set the stage for effective teaching and learning. Unorganised classroom lead to poor classroom management and this is likely to obstruct teaching and learning activities in classroom. More importantly, some learners work to impress their teachers as they see them as knowledgeable and they believe in them. But we need to ask what is the teacher belief toward the learners in managing the class? Is teacher management styles encouraging or discouraging learners to

behave well? Is it judging, criticizing or shame learners' errors? By answering some these questions, I hope this study will shed more light on how intermediate teachers do manage the classroom environment for enhance teaching and learning in primary schools.

2.3.1 What does education mean?

Gilbert (1994) cited by Killen (2010, p. 110) explained education from two perspective. In the first perspective, education seen as “a servant of the economy”, competent teachers are thought of as “technicians who have developed certain specifiable skills” and who can produce “pre-determined learning outcomes in learners”. This is referred to as a “technicist” view of education. The alternative perspective, education is seen “fundamentally as an agent of social change” and teachers are seen as “innovative professionals” whose competence goes well beyond simply having “a set of specific, identifiable technical skills”. This is refers to “liberatory” view of education. Therefore, education helps in the growth of a nation. According to Killen (2010, p. 51), in South Africa, the National Curriculum Statement (NRS) place a very clear focus on using education as a means of shaping the nation.

2.3.1.1 Brief history of teacher education in South Africa

South African education is known for its multicultural educational background which said to have a great effect on the educational development of the country. Lewin, Samuel and Sayed (2002) write that during the apartheid period, education in South Africa was provided for along the racial lines. According to these authors, prospective teachers were trained in colleges of education that were designed to cater for particular racial group. Further, the three important features of these arrangement were, teacher education located mainly within colleges of education, teachers education were grounded in the philosophy of apartheid and apartheid education; and lastly is the linkages between providers of teachers and schools were also cast in distinct racial moulds.

Inevitably, South African teachers received different teachers training because of school segregation. Thus, the type of training individual teachers received may limit their teaching skills on how well to manage the class effectively.

2.3.2 Educator roles in the South African classrooms

It is believed that teachers at all levels in school contribute to the transformation of education of a nation. Teachers play an important role in classroom environment; they are seen as the most important resource in the classroom. In South Africa, the National Curriculum Statement envisage teachers who are qualified, competent, dedicated and caring and who will be able to fulfil the various roles outlined in the Norms and Standards for Educators of 2000 (Government Gazette No 20844) cited in Revised National Curriculum Statement (2005). In this regard, South African policy defines seven roles an educator must do in the classroom. These roles define what it means to be a qualified teacher in South Africa. Seven roles include: Teachers as mediators of learning, interpreters and designers of learning programmes and materials, leaders, administrators and managers, scholars, researchers and lifelong learners, community members, citizens and pastors, assessors and learning area/phase specialists (RNCS, 2005).

Kruger and van Schalkwyk (1997) additionally explain leadership as part of an educator management task in class; this implies that teachers must direct the learners and teaching and learning activities in such a way that educational teaching will take place effectively. Educators must make decisions suitable to the learners' levels in class; he / she must manage learning in the classroom, carry out all classroom administrative duties efficiently and participate in school decision-making structures.

2.3.3 Learning environment at classroom level in general

Learning environment is viewed as a very self-conscious action on the part of the teacher. Educator action in planning and enhancing teaching process can only be successful in a well-managed environments. Thus, this study aimed to describe how intermediate phase educators' do manage the learning environment for enhanced teaching and learning in selected primary schools in Eastern Cape. Learning environment plays an important role in the maintenance of order in classrooms, and it helps teachers to cope with learners undesirable behaviours in classrooms (Burden, 2007; Postholm, 2013; Temli-Dermus, 2016). These authors theorizes the need for creating an effectively classroom management in schools. Educators should therefore

ensure a classroom where learners would like to learn. Glasser (1998) notes that, learners need to be aware of their responsibilities; and they should be allowed to make their own decisions about their learning and behaviour in the classroom. He further suggests that learners must have a choice and that they should be helped to decide in making classroom rules. However, having pride in their participation, this will allow them to have higher self-esteem and will show some levels of self-confidence and higher levels of reasoning.

Rice and Dogri's (2002) as cited in Ngiri (2014, p.4) assert that intermediate learners are not easy to teach especially when they are in their transition from childhood to adulthood. According to this author, intermediate learners struggle with much insecurity like self-identity, self-concept and self-esteem among other things. The author additionally suggests that teachers need to plan their teaching strategies in such a way that will meet learners' needs socially, academically and emotionally (Ngiri, 2014). Inevitably, classroom management problems could be associated with physical, planning, time, relationship and behaviour management contributing to poor classroom management in schools.



When working with class as a social system, it comprises of interchanging between individual factors, behaviours, hence, skills are needed to make it successful (Dijkovic & Stojilkkovic 2011; Posthom, 2013). Further, complex environment requires classroom management. This includes extensive knowledge of what is likely to happen in the classroom, an ability to process a large amount of information rapidly, and skill in carrying out effective actions over a long period. This comprises of teacher actions to create a learning environment that encourage positive social interaction, active engagement in learning, and self-motivation (Burden, 2006). In short, this could only take place in a learning environment structured for learning, and this environment called classroom.

Classroom is the physical place in school, where teachers meets and interact with learners within the subject matter and other teaching materials so that learning can take place. Management in the classroom includes organising, planning, guiding, and controlling the resources or (learners) to achieve maximum teaching and learning activities. Therefore, teachers need to ensure order to maintain positive classroom environment. Burden (2006) put it that learning community which is classroom needs

to have order for learners to be successful academically and behavioural wise. Order is one aspect of classroom management; this is when learners are following the actions necessary for classroom activity to be successful. For an example, transition from one lesson to another lesson, following the classroom procedures, learner focus on the instructional task and behaviour (Burden, 2006).

Another aspect of classroom management is off-task behaviour. This is when a learner's actions are not focused on the instructional activities, but yet not considered disruptive. Off-task behaviour includes learners not paying attention, daydreaming, teacher teasing, and noise making during lesson (Burden, 2006). All these are not good for classroom management and can lead to teacher stress or burnout. Another thing that teachers needs to understand in managing classroom is feelings (Nieman & Monyai, 2006). This includes both the teachers and learners morale in class. Further, if both the teacher and learners are motivated and enthusiastic, then the classroom atmosphere will be warm and positive. On the other hand, the combination of teacher stress and unmotivated learners can lead to a negative and unhappy classroom milieu (Nieman & Monyai, 2006). Therefore, teachers should establish an environment where learning will take place without any form of disruption during the teaching time.



2.4 IMPORTANT CONSIDERATIONS IN MANAGEMENT OF THE LEARNING ENVIRONMENT IN SCHOOLS

The first research question is “what do educators consider as important issue to manage in a learning environment in primary school”. The classroom climate is so important in enhancing teaching and learning in schools. This is because it create a positive learning environment which is a main reason that the children like to go to school, and learn (Sieberer-Negler, 2016). The teacher's most important activity in a typical class environment is the one related to classroom management. Learning and teaching cannot take place in a mismanaged classroom Marzano (2003) as quoted by Kaykci, 2009, p. 1215).

The understanding of important issues that teachers considered in managing their classroom could assist teachers in maintaining learning environment, and this may include teacher attitude towards classroom management and how well they belief they can handle classroom situations in school. More importantly, “the aspect of the

classroom a teacher must consider is the relationship between the teacher and the learners” (Muijs & Reynolds, 2005, p.109). However, classroom teachers should always have it in mind that important issue like the physical arrangement of the class, creating a warm and friendly learning environment; teachers should be concerned about learners’ feelings. Bru, Stephens and Torsheim (2002) as cited by Djigic and Stojiljkovic (2011, p. 821) state that teachers must consider the following in managing learning environment in classroom: providing academic support, providing emotional support, careful and simultaneous monitoring the entire class and conflict management.

In the same vein, Adeyemo (2012) looked at management definitions to explain how a teacher action in classroom affects and how well learners learn. Management according to him is a “process of designing and maintaining any setting in which people work in groups for achieving predetermined goals”. As Adeyemo tells us, “any setting” means that management is applicable to all establishments including educational setting. The author continues to argue that management role of a teacher in classroom is not the same as that of other profession, such as an accountant, of a bank manager, or of a clinical manager. Adeyemo (2012) maintains that “management role in an institution has specific objectives and a school is not an exception so to achieve its aims. A school has to have objectives, and to achieve these objectives, the various people with responsibilities in the school especially in a classroom have to plan, organize and lead” (Adeyemo, 2012, p. 368). This implies that the teacher is an important resource in a classroom, and teacher do the plan, organise and lead his /her learners in order to minimise learners’ disruptive behaviour.

Thus, teachers should consider the following important tips in managing learning environment for enhanced teaching and learning in school. The first is instructional management, which is the most important aspect of curriculum implementation in the organised classroom plan. This include teachers making daily decisions about subjects, course, content, grouping of instructional material pacing and sequencing of activities and assessing how well learners learn. Creating a democratic atmosphere is another important issue teachers must consider in managing their classrooms and use of appropriate teaching method, develop appropriate interpersonal communication skills, self-discipline, and problem solving skills.

In their work Akin, Yildirim and Goodwin (2016) pointed out that Turkey teachers considered the physical setting of the classroom, planning the first days and motivation, rules and routines, coping with learner misbehaviours, and establishing teacher-parent cooperation thus, enhancing teaching and learning. Also, respond to the needs of learners with any special needs such as transferred or inclusive learners. Their study findings proved that “classroom management is not perceived as a way of strictly controlling the learners; rather teachers attribute quite positive meanings to it. Further, teachers are mostly characterised by collaborating with learners while making several decisions, considering their needs and interests, assigning responsibilities to them, creating a sense of belonging, and respecting learners. Turkey teachers considered the fact that elementary school learners are young and in need of more care, custody, and love compared to other stages of schooling process (Akin, Yildirim & Goodwin, 2016, p. 791).

To have a better understanding of issues teachers consider important in managing learning environment, Djigic and Stojiljkovic (2011) present three broad dimensions teachers need to consider, which are: (a) instructional management, (b) people management, and (c) behaviour management.



Instructional management is described as activities such as establishing daily procedures, monitoring seatwork, monitoring students' independent work, and allocating materials. People management specify how the teacher perceives the learners and how they view their relationship with the learners and behaviour management related to the concept of classroom discipline but then differs in that it focuses on teacher's pre-planned methods of preventing misbehaviour in class rather than simply on their reaction to it once it occurs. Management as explain by Lang and Evans (2006) refers to all activities teachers do to create and maintain conditions in which learning can take place in classroom.

Furthermore, Lang and Evans (2006) believe that smoothly running and productive classroom learning environment in which learners are actively involved in teaching and learning activities, where there is little disruption and off-task behaviour, do not happen by accident. Hence, teachers should provide a supportive and an organised learning environment to prevent or minimise learners' misbehaviour in class. On the other hand, teaching cannot take place in an unmanaged environment. Goleman (1997)

quoted in Pluckrose (2000, p. 397) believed that teachers should focus their attention on four areas: the learners understanding of self; pupil's mastering of emotions; pupil's motivation; and social skills.

When pupils develop such emotional skills it may lead to perceptions of well-being and self-esteem while Egeberg, McConney and Price (2016) argue that to enhance teaching and learning in class, teachers must understand the physical, social, and intellectual needs of learners and know how they learn. This will enable the development of effective teaching strategies that address the learning strengths and needs of learners from diverse backgrounds and differentiate teaching to meet the specific learning needs of all learners in class.

This allows teachers to establish challenging learning goals, which help in developing a culture of high expectations for learners. Also, teachers who use effective classroom communication, including verbal and non-verbal strategies, to support learner understanding, participation, engagement and achievement as well as to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical as well as creative thinking (Egeberg, McConney & Price, 2016, p.11). Their study demonstrated that knowing and understanding young people, their needs and underlying motivations for their behaviours will help to inform teachers' instructional and behavioural approach to manage classroom environment effectively.

Wiseman and Hunt (2008) in Sieberer-Negler (2016, p. 165) state that "there are three important questions to teach successfully in class: Who are our students? What do we want them to learn? What do we want them to do when they don't learn to learn? This point seems to agree with other scholars, on what teachers should consider important in managing the class learning. Sieberer-Negler (2016) adds that teachers must have high expectation of learners in class, make clear rules, and it is important to know how to handle trouble as to deal with disturbances in class so that teaching and learning is not interrupted. Teachers must also know how to handle mistakes in their classrooms as it is natural to make mistake. Teachers must not shame learners for making mistakes.

According to Hattie (2012) as quoted by Sieberer-Negler (2016, p.166) "an optimal classroom climate for learning is one that generates a climate in which it is understood and that it is okay to make mistakes". Mistakes are the essence of learning Further,

good teachers create a classroom climate that welcomes admission of errors; they achieve this by developing a climate of trust between teacher and learner, and between learner and learners (Sieberer-Negler, 2016). The climate is one in which 'learning is cool', worth engaging in, and everyone – teachers and student – is involved in the process of learning. Another thing teachers must consider is time spent on activities; this must follow the class routines, and motivate learners to learn.

In addition, it is important that teachers have an in-depth understanding of the subjects that they teach in class. I think considering all these may help teachers in understanding learners' different needs and have general confidence in teaching. However "to be successful, teachers must be able to establish appropriate student behaviour in their classrooms in order to maximise the time that they and their students spend on learning" (Wiseman and Hunt (2008) as mentioned in Sieberer-Negler, 2016, p. 163).

Postholm (2013) believes that teachers consider having good mutual relations with the other teachers and cooperating. In this collaborative atmosphere, they can agree on how well to deal with the interaction processes with the learners, parents, and guardians to promote a good learning environment. In their study, Unal and Unal (2012, p.42) "the impact of years of teaching experience on the classroom management approaches of elementary teachers" reveal that experienced teachers identify the establishment of classroom management as one of the major goals that needs to be accomplished in the first week of the year. George, Sakirudeen and Sunday (2017) relate that teachers consider moving around the classroom to ensure that learners are actively participating in learning activities, inspecting learners who are fighting or disrupting the lesson. Teachers considered instructional supervision to create an avenue for an interactive session between the teacher and the learners in order to discover learners' weakness, strength etc.

The authors further add that teachers delegate authority to create an avenue for learners to be part of their academic work (George, Sakirudeen and Sunday, 2017). While Oghuvbu and Atakpo (2008) hold the belief that teachers plan discipline policies, derived from a list of all types of classroom activities, imagine pupils' positive behaviour, design classroom rules, generate consequences for severe misbehaviour,

and plan systems that encourage motivation and participation as important in managing effectively classroom learning environment.

On the other hand, Oats (2016) suggests that teachers should consider need for basic education curriculum improvement, use of pedagogies that nurture awareness of the concept of democracy among the learners and creation of friendly school culture. The author further states that teachers should consider morning meeting, rule creation, the use of positive teacher languages, classroom organisation, working with parents and collaborative problem solving as important issue in managing the classroom. I therefore argue that practicing good democratic class may assist teachers to have proper learning environment in schools.

Zondi (1997) concurs that teachers should consider that effective classroom managers, based on skills they exhibit, establish and monitor classroom procedures and standards by communicating them to learners, pre-plan and present lessons with the consideration of learners' needs in mind, monitor learners' progress, develop their “self-control and self-evaluative skills”, and ensure on-task behaviours by handling misbehaviour quickly.



In addition to the scholars' views, effective teachers should create a favourable learning environment because it is very important for positive learning environments. Teachers should consider establishing a cooperative responsible classroom by developing positive teacher-learner relationships, promoting learners self-esteem, and building trust among the learners. These actions might help teachers to maintain a classroom free from learners' misbehaviours and create an environment where learners will feel safe, valued and respected. In the next session, the researcher will consider some themes that came up from the literature.

2.4.1 Establishing a supportive learning environment

According to Burden (2006), learning environment should be designed to assist all learners feel safe, respected and valued in order for them to learn effectively. Further, characteristics of good learning environment include security, open communication, mutual liking, shared goals, connectedness, and trust. George, Sakirudeen and Sunday (2017, p. 43) further points out that effective learning environment sets the stage for teaching and learning, it sets a tone in the classroom that capture learners attention and this is a necessity for effective teaching and learning.

However, a classroom that is not structured for teaching is likely to impede teaching activities. Beside effective classroom needs rules as stated by Djigic and Stojiljkovic (2011) classroom management is related to all teachers' actions aimed to establish the stimulative learning environment. Muijs and Reynolds (2005, p. 109) elaborate more on the important of creating a warm environment for learners. According to these authors, the most important aspects of classroom climate is the relationship between the educator and the learners. A warm, supportive learning environment is said to be crucial to teacher effectiveness, more importantly, in encouraging learners to participating in the lessons.

Moreover, classroom teachers should create an unthreatening learning environment for learners, in that their opinion is valued. Important component of the classroom climate is the enthusiasm shown by the teacher. In a classroom, if teacher is not interested about the lesson taught this attitude is likely to rub off on learners and this may lead to learners' misbehaviour. On the other hand, a teacher who is happy about the lesson being taught is more likely to motivate his/her learners to contribute to the lesson. Another thing the teacher can do is to create attractive, colourful, and bright environment to cheer up the learners and thereby this make the environment more pleasant environment for learning (Muijs & Reynolds, 2005). Additionally, a teacher who is concerned with learners' emotional and social well-being as well as their academic needs need to be stimulated for more learner involvement in lessons.

2.4.2 Teachers' personal traits / feelings in the classroom

The influence of the classroom environment, personal feelings of the teacher, and behaviours of both the teacher and the learners are constantly interacting and may provide both positive and negative effects. For example, in a well-run classroom, a teacher may feel a sense of accomplishment and learners learn. In another situation, the learner misbehaviour could lead to a more chaotic learning environment and the teacher feels dissatisfied/less accomplished. In Sieberer-Negler (2016, p. 166) views, the feelings of teachers are so important for their daily work because a teacher's attitude is very important in the classroom. Further, a positive attitude is fundamental because it is a prerequisite for all other techniques in the class. Teachers' personal traits and belief about their ability to bring about good learning outcomes in their

classroom and their confidence in teaching in general play a vital role in their abilities to serve their learners (Marashi & Azizi-Nassab, 2018).

Therefore, teachers' beliefs, practices and attitudes are important for understanding and improving educational processes. This is closely linked to teachers' strategies for coping with challenges in their daily professional life and to their general well-being, and they shape learners' learning environment and influence learner motivation and achievement. The teacher actions include "establishing, organising and managing classroom activities, developing teachers' teaching skills and creating good teacher-learner relationships" (Zondi, 1997, p. 18).

Therefore, responsibilities of teachers are to provide background information about their own personality and the teaching style, which they would like to practice in class. Sieberer-Negler (2016) continues to say that for teachers to have successful school days it is important that they stand in front of their classes in a positive interaction between them and students. Conversely, negative thoughts contaminate the relationship; while positive thoughts enrich the relationship. So teachers who think about their learners are important to bring about positive learning environment.

2.4.3 Providing academic and Emotional support

According to Killen (2010), learners enter the classroom with feelings and emotions that may be as a result of how they see themselves and how they think others in the environment see them. Further, these emotional factors play a big part in determining which learners feel a sense of belonging in the learning environment, and which learners feel isolated. However, these feelings could be as result of learners' cultural background or the way in which learners have been treated by the previous teachers or classmates.

Consequently, intermediate teachers are dealing with learners in their critical development stage in which learners are struggling with insecurities, self-esteem, self-identity and self-concept (Ngiri, 2014). Therefore, teachers should understand this sensitive stage in learners' lives when managing them. Teachers should help learners to develop morally, discuss with them issues like honesty, ethics and loyalty. Teachers should help learners to shape their views of right and wrong, let the learners understand the consequences of their behaviour when not following the class order. Teachers must try not to humiliate or insult their learners in front of the class as this

may damage the learner emotionally and thus fail to contribute to the lesson. In addition, teachers should use their knowledge of child development when mediating learning.

According to the literature, learners' levels of development will determine their interest and motivation. Ackermann (2001) as cited by Nieman and Monyai (2006, p. 99) highlight that "adolescents need a secure sense of real love, regard, interest and support from their teacher as significant other" including acceptance, accommodation of the learner personal view point, their emotion and social needs. On the other hand, the learner in their adolescent stage should be supported in search for true identity so has to realize their full potential as responsible adult later in the society. This is very important consideration a teacher must have in mind when planning to ensure smooth delivery of lesson in class.

2.4.4 Behavioural management practice (Classroom order / discipline)

In their work, Maphosa and Shumba (2010) demonstrate the importance of good behavioural management practice in school. Similarly, South African Schools Act 84 of 1996 states that discipline must be maintained in the school and classroom situations so that the education of learners flourishes without learner disruptive behaviour and offences (Republic of South Africa, 1996, p. 8). The Act places the responsibility of maintaining discipline and classroom order on the educators. Moreover, in the Schools Act of 1996, the use of corporal punishment in schools was banned. According to the Act, the perpetrator is liable to a sentence.

Therefore, educators in South African schools need to come up with strategies that take into account the learners' rights and protection (Maphosa & Shumba, 2010). The authors highlight the need for the effective classroom behavioural management to be practiced in the class that will allow learners to behave responsibly and have respect for others. However, Teyfur and Celikten (2008) cited in Kayikci (2009, p. 1216) observed that in the "classroom environments where there are no rules, teachers fail to control the class and to manage time, and as a result of mismanagement unproductive learning environment emerges".

In light of the above, behaviour management and discipline issues are noted as significance causes of teacher stress and burnout. Discipline environment proved to be conducive to good teaching in school (Rogers, 2006). According to Glasser (1998)

disorderliness in class stem from five basic needs, which are survival, love / belonging, freedom, fun and power. The author further said 95% of all behaviour stem from need for power although love and belonging is the most important of all, still, it affect the other needs. To avoid learner misbehaviours in class, Glasser suggests seven caring habits teachers should use in classroom. These are; supporting, encouraging, listening, accepting, respecting, trusting and negotiating differences in class. Therefore, what informs teachers on how to manage the classroom environment in South African schools?

Discipline is regarded as a very important aspect of classroom environment. In a scholastic environment, the word discipline refers to learning, regulated scholarship, guidance and orderliness (Mabeba & Prisloo, 2000 as mentioned in Nieman and Monyai, 2006, p. 163). For the teacher to establish good behavioural management practice, he / she must allow the learners to have a say in formulating these rules so they will be familiar with classroom order and then clearly explain these rules to them. Therefore, classroom rules must have this characteristics; make sure classroom rules is not too lengthen, ensure that these rules are workable and reasonable. Teachers should plan rules at the start of each school year, spell out specific consequences clearly and teachers should avoid punishment that demeans the learners in their classrooms.

To maintain discipline in classroom, Nieman and Monyai (2006) think that teachers should consider the use of nonverbal techniques in class. When they notice the learner misbehaviour, the teacher can stop talking to gain the learner's attention, make eye contact with responsible learner or use of a calming gesture or walking closer to the responsible learner. In addition to classroom behaviour management, McCombd & Pope (1994) quoted in Nieman and Monyai (2006, p. 170) highlight the following qualities that teachers can use to increase learner motivation and to establish good classroom behaviour:

Knowledge: in the classroom, teachers should know each learners needs. This is in agreement with Glaser's view of teacher management of classroom. Glasser believes that all human needs fulfil basic needs like survival in an environment, belonging and love, power, freedom and fun. The lack of these in a classroom can lead to chaos, inhibiting both teaching and learning process in class. I believe having a good

knowledge of learner needs at a particular time in class would help teachers to minimise common classroom behavioural problems like learners inattentiveness, teacher teasing, talking out of turn, making fun of other learners, unexcused exit from class and other misbehaviours.

Interest: teachers show interest in each learner's development, especially intermediate teachers who are dealing with learners in the complex development stage (adolescent). Teachers should always display positive feelings about every learner's ability to succeed.

Firmness and consistency: classroom teacher should always take firm, consistent action in term of rules and limits. Beside, effective classroom management need rule. Rules refer to a standard of behaviour, which tell learners what to do or may not do in class. Therefore, rules and consequences must be fair and clear. Learners like to be treated fairly, and not preferentially.

Democratic treatment: teachers must behave justly and democratically towards all learners in classroom. In my opinion, democratic practice is important in maintaining an environment structure for effective teaching to take place.



Warmth: teachers must try to reveal a warm personality in class. Friendly and warm attitude is best for learning environment; it will motivate learners to love come to school and like to be a teacher in class.

Respect: Show respect for the efforts of all the learners in your classroom. A learner that feels valued, respected and loved is the one that will try his/her possible ways to be in the teacher good book, thereby minimised disruptions in class.

Enjoyment: A teacher should enjoy his /her job. Learning environment should be a place of fun and enjoyment. It is believed that learning without fun make learner bored. Therefore, teacher should make their teaching enjoyable to all learners.

Discipline without humiliation: Good teachers discipline the learners without humiliating them. For example, the intermediate learners are still struggling with self-esteem, self-concept. As adolescent, they need a secure sense of regard and support from their teacher.

Encouragement: Teachers are to be encouraging to their learners to take risks. However, discouraged learner fear consequences and not taking chances.

Moderation: Teachers should not expect perfection. They should create room for interactions by talking to their learners before and after class. They should not let their actions underrate the learner works, as learners are not the same. Teachers should understand each learner's ability.

Sense of humour: Good teacher should display a sense of humour. They should pre-plan their teaching beforehand. When managing learning environment, a good sense of humour is important.

Persistence: A good quality teacher will never give up. Teachers should be more persistent in their work to promote positive learning environment in school.

So far, the researcher has focused on important consideration in managing the learning environment at the classroom level. The following part will discuss on what inform teachers on how they manage classroom environment to enhance teaching and learning in school.



2.5 WHAT INFORMS EDUCATORS ON HOW THEY MANAGE THE LEARNING ENVIRONMENT

The second research questions sought to understand what informs educators on how they manage the learning environment for enhanced teaching and learning in school. Research has shown that a rich learning environment bring about high standards for all learners in school. However, a safe classroom environment stimulate an effective school, so effective teachers take it upon themselves by providing classroom climate and culture by fair application of rules and regulations to their learners as well as create warm and inviting classroom (Mupa & Chinooeka, 2015). Classroom management is not about controlling learners or demanding perfect behaviour. Instead, effective management is about supporting learners to manage themselves throughout daily learning and activities (Jones, Bailey & Jacob, 2014).

In recent years, several scholars have shared their views of what informs teachers in managing good classroom environment in both the field of education and other areas of research. In their work, Egeberg, McConney and Price (2016) state that establishing

expectations and teaching social skills by identifying and defining a small number of positively stated rules or agreements and then ensuring that these are well taught, modeled, reviewed and supervised by the teacher, moving around the classroom, interacting with students, reminding and redirecting students to appropriate behaviour are some of the strategies for managing classroom behaviour. In addition, understanding young people and the standard of knowing their needs and underlying motivations for their behaviours help teacher's instructional and behavioural approach to classroom management. In maintaining a productive lesson, teachers must minimise disruptive behaviours by keeping the flow of a lesson, preventing misbehaviour and ensuring the active participation of all learners.

Similarly, Bulger, Mohr & Walls (2002) cited in Sieberer-Nagler (2016, p. 165) say that, "teachers can begin to establish a positive learning environment by showing their passion for the subject matter, using learner names, reinforcing learner participation during class, and being active in moving among the students. Therefore, classroom teachers must have an in-depth understanding of the subjects that they teach in class. Nevertheless, the knowledge of subject matter alone is not sufficient to ensure that teachers will be effective and that learners will be successful in their learning. Additionally, teachers must have an understanding of their learners' interests and styles of learning.

Sieberer-Nagler further explains that teachers must be able to deal with unexpected events and have the ability to control learner behaviour, using effective classroom management strategies because an effective classroom management and positive classroom climate construction are essential goals for all teachers.

Akin, Yildirim and Goodwin (2016) suggest that teachers should choose the activities based on the difficulty levels for students. According to these authors, the use of learner-centred activities, encouraged collaboration, scaffolding, and team spirit, create a warm and democratic learning environment, respect for students' ideas, build relationships with them based on love and trust, and make them active in the decision making processes about the class will assist teachers to have a better classroom learning environment. Within this light, classroom teachers should make sure that all learners are engaged during lesson. This may assist them to be successful in the class

work, hence teachers should adjust the classroom environment to achieve the stated objectives.

Postholm (2013) present the issue of classroom management. According to Postholm, the aim of classroom management is of twofold.

The first is to establish a quiet and calm environment in the classroom so that the learners can take part in meaningful learning in a subject. The second aim is that classroom management contributes to the learners' social and moral development. In his view, the researchers state that, the main duty of the teachers at school is to create learning opportunities for the learners, not to control them (Postholm, 2013). Further, Osher, Bear, Sprague & Doyle, (2010) mentioned in Postholm state that teacher's main duty is to facilitate for and maintain learners' cooperation in the ongoing activities; and that this is what organizes and creates life in the classroom. In this light, classroom management is about creating conditions that involve the pupils in teaching activities. Thus, the attention is put on the class as a group, and the direction and energy of the various activities that organises and guides the collective actions in the classroom.

Unal and Unal (2012) noted that assigning responsibilities to the students or giving them a choice to select their responsibilities also consider learners level of readiness and needs and make modifications in the curriculum, use multiple stimuli, materials, and activities to draw learner attention and assist the teacher to manage classroom. Barge (2014) believed that teachers who establish classrooms that are caring, supportive, safe, challenging, and academically robust helps to define positive learning environment. Similarly, Kayikci (2009) said teachers should first understand learners' needs and the relationship of behaviour related to these needs. Afterwards they should provide a good classroom management in order to answer the personal needs of the students in the classroom (Jones, 1988; Celep, 2002 as mentioned in Kayikci, 2009). In Mupa and Chinooeka (2015) work, both authors advised that educators should take it upon themselves by providing school climate and culture by being consisted and fair in application of rules and regulations among their learners as well as create warm and inviting classroom.

Adeyemo (2012) examined the relationship between effective classroom management and students' academic achievement in physics subjects. According to this author, classroom management includes all the things a teacher must do to foster learner

involvement and cooperation in classroom activities and to establish a learning environment. This include, arranging the physical setting, establishing and maintaining classroom procedures, monitoring pupil behaviours, dealing with deviant behaviour, keeping pupils accountable for work, and conducting lessons that keep pupils on task (Emmer, 1987; Sanford, Emmer & Clements, 1983 quoted in Adeyemo, 2012).

However, effective teachers have plan rules and procedures carefully, systemically teach them to learners, organise instruction to maximize learner task engagement and success, communicate directions and expectations to learners. Teachers who have problems with behaviour management and classroom discipline are frequently ineffective in the classroom. George, Sakirundeen and Sunday (2017) cited Abell (2011), revealed that managing classroom environment, teachers should have specific skills such as the ability to plan and organize the classroom, an aptitude for teamwork, great deal of commitment, teachers' willingness to change the class, creative thinking and implement teaching actions.

Oats (2016) maintain that there is strong relationship between a favourable learning environment, growth in democratic thinking and practice in schools. There is need for adoption, and application of relevant teaching methods, strategies and techniques that strengthen democratic conducts in the classroom. Therefore, teachers need not just an understanding of democratic society, ideals, behaviour and attitudes but also need to exercise this knowledge and understanding in the classroom (Oats, 2016, p. 2902).

For Zondi (1997), good teachers ensure that learners are occupied to the extent that they do not get the chance to disturb the lesson. A good classroom leader inculcates in learners the habits to responsibility, accountability, self-reliance and independence. Any drive by the teacher towards educative teaching and learning will mean successful intellectual maturity of the learners. On the other hand, the teacher's bad mannerisms or negative attitude towards learners may create a problem for both teacher and learner such that the latter may end up hating the teacher. If the teacher scolds learners and insults them or undermines their abilities, learners may end up becoming aggressive toward the teacher. Therefore, a mutual relationship between the teacher and the learners is very important to create a good teaching-learning environment. Kayikci (2009) further says that the teacher's most important activity in a typical class

environment is the one related to classroom management. However, a positive classroom environment needs to be enhance for teaching activities in school.

In addition to Kayikci's view, teachers are to motivate learners in their care; arranging classroom communication pattern; attaining classroom discipline; and of effective and productive employment of time, human and material resources in order to prevent students' undesired behaviour in class. Since teachers are responsible to give learners the learning tools, they need to interact with and meet the demands of the social and instructional environment of school. In South African context, Employment of Educators Act (EEA) No. 76, 1998 in NEPA (1996) maintain that 'No meaningful teaching and learning can take place in an environment that is unsafe and insecure to both educators and learners', therefore, it is important that teachers foster safe, welcoming, and vibrant classroom environments to increased learning outcomes.

It is believed that educators' professional conduct affects learners academically, emotionally and in their development as a whole., and that, learners' academic development and emotions direct educators to act in a professional manner at all times' NEPA (1996). Teachers are described as providing, in their own personal styles and ways, the three protective factors for learners: caring relationships, high expectations and opportunities for participation and contribution NEPA (1996). The approaches used by teachers can provide a set of best practices to guide their work in classrooms and schools. However, as with all teaching practice, it is often one's beliefs, about young people, their needs, the behaviours they exhibit, and the influences on those behaviours, which drive teachers actions" (Egeberg, McConney & Price 2016, p. 9).

Furthermore, Clements and Martin (1983) cited in Egeberg, McConney and Price (2016, p11) contend that teachers tended to fall back on old habits based or incorrect and sometimes misconstrued views of young people. This is because many teachers not only lack classroom management skills but also have attitudes and beliefs that are inconsistent with current research about classroom management and young learner. It is apparent that even practicing teachers need assistance in clarifying and changing misconceptions in their thinking, which will in turn affect teacher behaviour practice. In summation, Muijs and Reynolds (2005) in their book *Effective Teaching, Evidence and*

Practice describe what they perceived as the characteristics of teacher at the classroom levels:

- ❖ Being responsible for ordering classroom activities during the day for learners i.e. teachers structured teaching;
- ❖ Allows learners to be responsible for their work and independence within the lessons time;
- ❖ An effective teacher cover only one curriculum area at a time, that is, not abandon a subject half taught;
- ❖ Ensure high levels of interaction with the whole class;
- ❖ Providing ample, challenging work;
- ❖ Create a positive atmosphere in the classroom;
- ❖ Allow high levels of learners' participation in tasks; and
- ❖ Showing high levels of praise and encouragement to his/ her learners in class (Muijs & Reynolds, 2005).

Having reviewed the existing literature, I think every classroom manager should ensure that they manage time and routines effectively so that instructional time is maximised for active teaching and learning in classroom. In light of the above, the following themes formulated:



2.5.1 Teacher as a role model

Teachers play vital roles in the lives of the learners in their classrooms (Muijs & Reynolds, 2005). They should always demonstrate good manners to learners in their class. Talking, addressing code, handling individual differences in class, even the way the teacher dress to class convey some messages to the learners. Since, teachers are best known for the role of educating the learners placed in their care, beyond that, teachers serve many other roles in the classroom. To enhance teaching process in classroom, teachers must first set the classroom tone, build a warm environment, mentor and nurture learners, become good role models, and listen and look for signs of trouble. However, effective teaching activities mainly take place in well-organised classroom environment.

In addition, a good knowledge of classroom management is important in managing effectively all classroom tasks. The most common role a teacher plays in the classroom is to teach and transfer knowledge to learners in class. Every teacher in a

school is given a curriculum they must follow that meets the stated guidelines. The teacher follows this curriculum throughout the year; all pertinent knowledge is to be dispensed to the learners. Teachers teach in many styles including lectures, small group activities and hands-on learning activities. Teachers also play an important role in the classroom when it comes to the environment. Learners watch their teacher's actions. If the teacher prepares a warm, happy environment, learners are more likely to be happy. An environment set by the teacher can be either positive or negative. If learners sense the teacher is angry, learners may react negatively to that and therefore learning can be impaired. Teachers are responsible for the social behaviour in their classrooms. This behaviour is primarily a reflection of the teacher's actions and the environment he / she sets (Muijs & Reynolds, 2005).

However, some teachers typically do not see themselves as role models, while unintentionally they are. Learners spend much of time with their teacher and therefore, the teacher becomes a role model to them. This can be a positive or negative effect depending on the teacher behaviour toward them because they are there not only to teach, but also to love and care for their learners. In addition, Muijs and Reynolds, (2005) additionally add that teachers highly respected by people in the community and hence become a role model to learners and parents. In this case, the teacher should be able to do the following:

- ❖ **Mentoring:** mentoring is a natural role taken on by teachers, whether it is intentional or not. This again can have positive or negative effects on learners. Mentoring is a way a teacher encourages learners to try to be the best they can. This also includes encouraging learners to enjoy learning. Part of mentoring consists of listening to learners. By taking time to listen to what learners say, teachers impart to learners a sense of ownership in the classroom. This helps to build their confidence and helps them want to be successful in work (Muijs & Reynolds, 2005).
- ❖ **Signs of Trouble:** another role played by teachers is a protector role. Teachers task include looking for signs of trouble in the learners. When learners' behaviours change or physical signs of abuse noticed, teachers are expected to look into the cause of problems. Teachers must follow the policy procedure when it comes to following up on all signs of trouble (Muijs & Reynolds, 2005).

- ❖ **Pleasant classroom learning environment:** This includes decoration of the classroom-learning environment that attracts learners to come and learn. A beautiful classroom environment influences learners' behaviour and learning. Therefore, teachers must create an environment that will allow all learners participation in the teaching and learning activities (Muijs & Reynolds, 2005).

2.5.2 Time on task and academic support

Academic learning time is the amount of time learners are actively engaged in learning activities in class. However, the amount of time learners get engaged in activities might be different within classrooms. Low achieving learners go off task because they do not have full understanding of class materials and routines, while high achieving go off task after they have completed their assigned work. Therefore, teachers should make sure that they communicate clear instructions to learners and ensure they are actively involved in classroom tasks (Burden, 2006). Clarity in teaching assist learners to have better understanding of what is expected of them, thereby; it helps learners to be successful in their study. By doing this will minimise learners' disruptive behaviour.

The teachers' task includes management function in classroom; classroom planning is the necessity for effective classroom management before the start of the school academic year. A good teacher plans the classroom before the start of the academic year in order to have a successful classroom management. According to the literature, the hardest part of planning is getting started, and, an effective classroom management is important in establishing effective learning environment. Lang and Evans (2006) describe three major aspects of effective classroom management in school. This include, getting a good start, establishing rules and procedures and preventing behaviour problems i.e. general considerations.

Getting a good start: According to Lang and Evans (2006), an effective management begins with motivation and problem prevention in the classroom. Teachers should display a professional attitude that gives a clear message of love and care to learners in their class, relate with the learners in a soft tone like "I care about you; I know that you can behave; I want to help you be a better you". Show that the teachings are meaningful, interesting and relevant. By doing these things learners will start to trust

their teachers and grow both in academically and socially. Another thing to start with is to communicate clearly the classroom rules, procedures and routines ideally.

Learners should be involved in establishing rules. Let the learners know that when they misbehave in class, the teacher will not allow the misbehaviour to continue but not hold a grudge that can damage learner self-concept. Learners' misbehaviour should not be taken personal. Classroom problems should be handled professionally (Lang & Evan, 2006).

Establishing rules and procedures in the classroom: Teachers should define and set reasonable rules and procedures. Learners in class need to see that the behaviour expected from them is fair and not impose on them. Lang and Evans (2006) additionally writes that, rules specify expected and forbidden behaviours while procedures prescribe the steps to accomplish activities. In a successful classroom, rules should be taught clearly. Therefore, teachers must try spending up to one-third of the few days of school resumption teaching rules and procedures for smooth running of the lessons. Some commonly accepted classroom rules are: Respect the rights and feelings of others, respect the property of others, bring all necessary materials and be ready to start when the lesson begins, be attentive, only one person at a time can talk during the lessons and follow all school rules (Lang & Evans, 2006).

Preventing behaviour problems: This is third major aspect of an effective classroom management. According to Lang and Evan (2006) effective classroom management, engage in “preventive medicine” The authors describe the attributes of effective teachers as the following:

- Effective teachers work hard at establishing an environment that is caring, supportive and task oriented;
- They have good understanding of their subject matter, are enthusiastic about the subject they teach and organise it into “success experience” for learners;
- They are encouraging, fair, consistence, and do not have favourites;
- They use a variety of instructional strategies, methods and skills. They recognise learner individual differences, developmental level and the multicultural composition of their classroom;

- They model, set, and consistently enforce reasonable, broad rules found on mutual respect;
- They do not take learners misbehaviour personally; instead they handle disruptions in a professional manner and they teach and expect interpersonal skills such as paraphrasing, perception, checking, behaviour description, and feeling description (Lang and Evan 2006, p. 172).

2.5.3 Effective planning and classroom organisation

Classroom management is significantly related to preparation (Muijs & Reynolds, 2011). Further, preparation strongly emphasise effective planning and organisation as fundamentals for effective teaching, not least as a general rule. However, it can be stated that effective classroom are managed through procedures and rules, not through punishment. Classroom procedures are planned and implemented early on, from the first lesson of the new school year. The implementation of an effective learning environment from the start of planning the lesson could help teachers to create opportunities for smooth teaching and learning process. Muijs and Reynolds (2011) additionally suggest some classroom procedures that teachers can adopt in planning the classroom:

- Starting the lesson: teachers should write instructions on the chalkboard before the learners come in so they can get started with the lesson immediately.
- Appropriate seating environments: seating arrangement is very important so that learners could have enough space to move around to work comfortably without pushing and the teacher has enough space to move around to watch them at work without disturbing learners.
- Dealing with external disruptions: disruptions from outside take teachers' valuable time e.g. head teacher coming in to make announcement or teacher coming from another classroom to ask questions or even learners coming in with various requests. Teachers need to make sure that interruptions cause minimum disruption to the lesson by having clear rules for learners like sitting quietly or by dealing with them quickly.
- Establishing clear rules and procedures: ensuring the smoothly running of the lessons is to establish clear rules and procedures from the start of the year.

- Smooth transitions between the lesson segments: educators should ensure that not too much time is wasted during transition from one part of the lesson to the next part of the lesson.
- Pupil talk: obviously, inappropriate learner talk disrupts lessons. Talking during the lesson off task a learner and others in the classroom. The teacher correcting this will slow down the lesson and make the classroom climate less pleasant for learning. Hence, clear rules on when learner is to talk or not allowed are very important.
- Giving homework assignments: always giving homework immediately following related in- class activities.
- Maintaining momentum during lesson: teachers need to maintain momentum during the lesson and have to avoid actions that can impede momentum such as over dwelling or 'dangling' i.e. dangling in the air or 'flip flop' such as start an activity but goes to another activity before finishing it, after teacher goes back to the original activity once again. This can cause confusions among some learners.
- Downtime: this is when the learner finishes seatwork before the time, he/she can be asked to go into reading corner and silently read a book. Teachers should ensure additional tasks are available for such learners to avoid disturbing other learners in the classroom.
- Ending the lesson: this is the moment which management problems are likely to occur in class. Teachers should ensure that planning and pacing the lesson to leave enough time for activities at the end, giving out homework early so that no confusion occurs, establishing a set of rules for leaving the classroom etc. (Muijs & Reynolds, 2011).

2.5.4 Classroom management dimensions

In their studies, Nancy Martin and Beatrice Baldwin (1993a; 1993b) as cited by Djigic and Stojiljkovic (2011) explain the three broad dimensions of teacher's leadership in classroom management: Personality, teaching and discipline. Personality dimension includes teacher's beliefs about learners' personality and teachers' actions that contribute to individual development of learners. This dimension is related to teacher perceives of the general nature of learners' abilities, motivation and overall

psychological climate. Teaching dimension includes all the teacher does to establish and maintain learning activities in the classroom, the physical arrangement of space and use of time. The third dimension (discipline), refers to actions taken by the teacher to establish appropriate standards of behaviour in the classroom.

According to Kruger and van Schalkwyk (1997), in order for a teacher to be successful in managing the classroom, the teacher should focus on two classroom management dimensions:

Task dimension: This is linked to the task of educating and teaching the learners. Education and teaching are a teacher's main task and in the execution of this, the teacher works with learners and with the help of other people such as the parents, learners' leaders and the school administrators, supervisors and HODs.

Human dimension: Is the teacher's ability to relate well and obtain the help and collaboration of, for example, parents, students' leaders, HODs and other superiors in the execution of the main task (teaching task). In other words, this is the ability of the teachers to establish sound interpersonal relationships with all the partners in education.

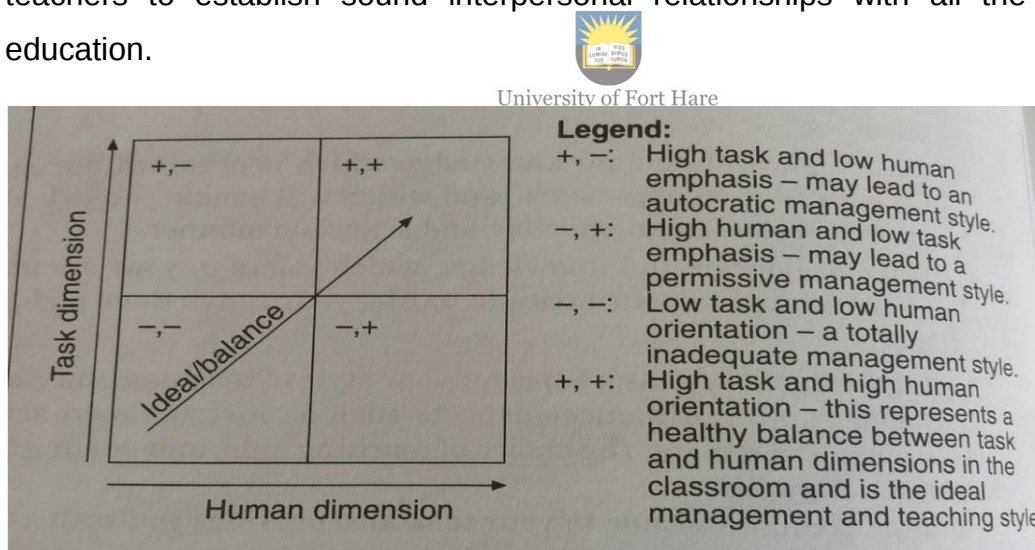


Figure 2. 1: Human and Task dimension in the classroom (Kruger & van Schalkwyk, 1997:20).

The right balance between the human and task dimension in the classroom is necessary, because if one of the two dimensions is over-emphasised, it may only give rise to an autocratic management leadership problem and teaching style. Conversely, if the human dimension is over emphasised, it may give rise to a laissez-faire leadership and teaching style (Kruger & van Schalkwyk, 1997). Therefore, the

utilization of both the human and the task dimension should equally be emphasised during teaching in the classroom.

2.5.5 Classroom management leadership style

As stated earlier, classroom tone and teacher leadership are important aspects of classroom management. The teacher as a class manager should exercise their leadership well; they must exercise their authority so that rights of learners are protected. Roger (2007, 99) maintains that an authoritarian teacher should try exercising their power in a thoughtful manner to ensure social order rather than mere control. Burden (2006) writes that medium teacher approach support and encourage learners to choose their behaviour wisely. Conversely, dominant actions of teacher may lead to them not attending to all learners needs.

Before proceeding to examine different forms of leadership in class, several authors have been using words such as styles, forms, approaches, strategies, models, methods to categorise teacher leadership practice in the class. Also, Lang and Evans (2006, p. 336) write in their book that literature on instruction is inconsistent in its use of terms strategies, methods, and skills. Therefore, in the discussion the researcher will be using both terms interchangeably. In a classroom, teachers play important roles in classroom activities. The manner in which teaching take place, is influenced by the teacher's personal attitude and teaching style. Teachers should display leadership style in fairly manners towards their learners to gain their trust.

Austin and Omomia (2014) rightly claim that teachers have the biggest influence on how well learners behave. According to these authors, it is not the quality of the learners, the involvement of the parents, or the administration that make the most influences, but the teacher's attitude. Therefore, a teacher's attitudes tell how he / she feel about the learners in class. Similarly, Sieberer-Neglaer (2016) says everything a teacher does in classroom, for example, how the teacher handles learners' responses, putting routine in place, developing rules, communicating these rules to learners has implications for classroom management. They are the one who make decisions regarding teaching style, teaching instructional materials, classroom activities and most importantly, dealing with learner's behavioural problems. Moreover, a friendly learning environment stimulate learners desire to learn and behave well. Therefore,

teachers must adopt the best classroom management style that he / she find successful and suitable for the learners in the classroom.

Kruger and van Schalkwyk (1997) in their book “classroom management”, identifies three common leadership management styles in class: the autocratic management style, the democratic management style and laissez-faire or permissive management style. The autocratic style advocates a coercive and dictatorial style of classroom management. Teachers who use this style rely on their own experience, knowledge and understanding ignoring the views of the learners. On the other hand, the democratic management style is related to interactive teaching approach. It provides the impression of freedom in the classroom where learners are at liberty to express their feelings and needs but the teacher maintains a balance between the task and human aspect in the classroom. Conversely, the laissez-faire style signifies total freedom with no input whatsoever from the teacher.

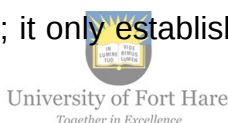
In addition, Djigic and Stojiljkovic (2011) revealed the important of creating an effective classroom environment enhancing teaching and learning. According to these authors, teachers should always practice classroom management style based on constructive and productive relationship with their learners. Behaviourists such as Lewin, Lippitt and White (1939) quoted by Djigic and Stojiljkovic (2011) suggest different classroom management styles teachers can use to manage the classroom. According to these authors, democratic leadership style has many benefits compared to authoritarian or laissez-faire style application in class settings. The democratic leadership in classroom means that teachers are considered as one of the members of class community, where teacher exchanges views with learners, involves them in the activities and give directions, but without attempt to dominate. Such behaviour of teacher encourages learners to accept common work, to take the responsibility for their school obligations, to set high standards of learning and be motivated for achievement.

Nieman and Monyai (2006) are of the opinions that not all types of teaching strategies are suitable for all lessons; some teaching methods are more suitable to particular subject and period of that subject. Teachers should adopt suitable leadership in class in their teaching by considering the age, grade, availability of teaching materials and subject. Killen (2010) believes that no single teaching methods are effective all the time for all learners. For instance, the system of education in South Africa introduces

Curriculum 2005, methods of teaching that place a burden on teachers to be able to manage their classes more efficiently and effectively. Learners are to create their own knowledge, decide what and how to learn in their chosen programs. Therefore, teacher as a facilitator, need to know how to handle the dynamic situations with which he or she faced in the classroom (Zondi, 1997).

Unal and Unal (2012) argue that experienced teachers became more controlling on both behaviour and instructional management. Their views supported that of Djigic and Stojiljkovic (2011) who found out that teachers become more interventionist as they gain more experience. Both of these researchers agreed that beginning teachers tend to respond in ways that are less directive and obtrusive than their experienced teachers and new teachers appear to be patient, share responsibility, and interact with learners. Conversely, experienced teachers react in a manner that could be classified as more interventionist in nature Glickman and Tamashiro (1980); Wolfgang (1995) cited in (Unal & Unal, 2012).

Austin and Omomia (2014) are of the views that good classroom management does not guarantee effective instruction; it only establishes the environmental context that makes good instruction possible.



Furthermore, Djigic and Stojiljkovic (2011) and Unal and Unal (2012) additionally state that teachers who practices interactionist style encourages interaction and cooperation into the classroom. They also respects learner's personality, appreciates the initiatives, interests and needs of learners, uses teaching methods and materials that obtain full activity of the whole class during the lessons, designs activities well focused to learning goals, implement procedures to build positive discipline based on self-control and responsibility of students. Egeberg, McConney and Price (2016) believe that teacher's objectives and approach vary depending on the theoretical lens through which he or she views their learners.

Due to the positive social climate and involving learners as active participants of teaching and learning process, classroom becomes safe and stimulating learning environment. Therefore, such a teacher is able to achieve the best results in the educational process (Djigic & Stojiljkovic, 2011). To be effective manager, educators should see classroom as a whole system. They should establish classrooms that are caring, supportive, safe, challenging and academically robust to help to prevent

learner's disruptive behaviour (Barge 2014; Donald, Lazarus & Moolla, 2014; Ersozlu & Cayci, 2016; Sieberer-Nagler, 2016).

Literature provides insights into the possible classroom leadership styles available to schoolteachers and this served as tool on understanding the research questions relating to leadership management styles in South African schools. Agreeing, learners should give voices in the decision-making process in class, although, there must be a balance on how far the learners can be involved so that the teachers' authority may not be taken for granted (Kruger & van Schalkwyk, 1997).

In summation, for teachers to enhance teaching and learning in school it is important that they create environment that encourage positive social interaction, learners' active engagement and self-motivation in classroom. They should select teaching strategies that better suit his / her learner needs. This gives learners the opportunities to learn and behave themselves during and after lessons. In addition, effective teachers should prepare their teaching plan to match a particular teaching strategies or a group of teaching strategies. As mentioned earlier, the first leadership style in class called autocratic management style; the second is democratic management style and the third is laissez-faire management style.  Trained class managers should be able to use all the three styles in accordance with the teaching and learning situations. Teachers use one of these styles more often depending on teacher personality, experience and teaching background (Djigic & Stojiljkovic, 2011; Egeberg, McConney & Price, 2016; Unal & Unal, 2012).

2.5.5.1 Autocratic management style

The autocratic classroom management style described as teacher-centered, teachers form the greatest part of the task and the human aspects in the classroom. Teachers' actions are dominant learners. Learners' participation in classroom activities are limited to listening, working, learning and performance, tasks aspects in class situation are overemphasised at the expense of learners and some learners may be see this as impersonal and cold. In short, teacher's play the role of a leader while the learner plays the role of learner. Oats (2016) notes that teacher who use didactic teacher-centred approach discourage active interaction between learners and themselves.

Unal and Unal (2012) study demonstrated that experienced teachers are more likely to prefer to be in control in their classrooms than beginning teachers while interacting

with learners when making decision. Therefore, teachers take control of the situation by implementing immediate a disciplinary tactic to control the behaviour Witcher et al., (2002) as cited by (Unal & Unal, 2012). Adeyemo (2012) writes that autocratic leadership is the total absence of control or imposition of any kind on the learners . Both of these writers suggest learners be left freely and alone, to carry out learning activities. This principle generally believes to makes learners aggressive, develops unhealthy rivalry, causes withdrawal attitude, and distorts effective group work.

Some characteristics of autocratic leadership as explained by (Kruger and van Schalkwyk, 1997), are autocratic teachers keeps to a fixed, inflexible schedule in class, he / she arranges and controls all the activities in the classroom. Autocratic teacher draws up all the classroom rules and procedures. Teacher make all the decisions pertaining to the class such as test dates, class projects, and he / she determine who become the class leader. Autocratic teacher permits only one-way communication and another one is that autocratic teachers relies on his / her official position for authority and he maintain a rigid, military styles of discipline. Further, autocratic is of the advantage because learners experience feelings of security in such a rigid class, the teacher has fixed rules, procedures provide learners with certainty about what is expected of them, and in autocratic class there is certainty about learning content (Kruger & van Schalkwyk, 1997).

On the other hand, it disadvantages are more than its advantages. For instance, the teacher dominates the class activities, thereby suppressing learners' voices. Some of which are the following:

- ❖ Classroom climate is characterized by competition between learners, an unwillingness to work together, a lack of discipline and order when the learners are left alone, and fear.
- ❖ Another disadvantage is that learners have no say in classroom activities. In autocratic class, creative thinking is suppressed.
- ❖ The learner experiences no personal growth (learner are afraid of taking risk).
- ❖ Learners do not cooperate with one another, and learners acquire a negative attitude towards the subject content (Kruger & van Schalkwyk, 1997).

2.5.5.2 Democratic or interactionist classroom leadership style

Adeyemo (2012) further explains democratic atmosphere should be created, where possible, such that needs and interest of the learners, as well as their likes and dislikes, are adequately catered for. Further, democratic teachers take every learner with confidence where learners' negative and positive behaviours are converted to purposeful learning. On the other hand, in their study, Akin, Yildirim and Goodwin (2016) observed that teachers are expected to adopt, in particular, a student-centered approach to classroom management.

In this style, teachers establish strong interpersonal relationship with the learners. Kruger and van Schalkwyk (1997) continue to argue that democratic leadership is related to the interactive teaching approach. This approach requires the teacher to have a thorough knowledge of his or her subject and a good knowledge of people, so that he or she can encourage students to take part in teaching and learning activities in an active and meaningful way in the classroom. Such approach to teaching necessitates a democratic leadership style, with which the teacher maintains a balance between the task and the human aspect in the classroom. A teacher using this management style wants his/her learners to reach their full potential, to be happy, well adjusted, successful and capable, and while doing so the teacher should have confidence in his/her learners. This is because learners who are treated with dignity and respect are able and willing to co-operate in class, to learn the skills needed to solve problems that will encourage them to exercise self-control (Kruger & Van Schalkwyk, 1997).

Furthermore, one of the characteristics of the democratic leadership style is that learners have a say in various leadership activities. For example, learners are allowed to take part in the class decision-making, classroom policy, rules and procedures, the organisation of class activities and maintaining order in the classroom. Teachers who have a democratic leadership style are said to be friendly, firm, encouraging, helpful, warm caring and fair. Similarly, Glasser (1998) believes that teachers should be asking themselves when managing their classrooms if they have the good habits which include supporting, encouraging, listening, accepting, trusting, respecting, and negotiating differences.

This style has advantage to teaching and learning process, amongst which are that learners will take part in classroom activities with more confidence, students initiative

and creativity are encouraged, students receive recognition and appreciation, relaxed yet productive classroom atmosphere, and there are both sound and effective discipline (Kruger and van Schalkwyk, 1997). Therefore, learners feel involved in the teaching activities.

The disadvantage of democratic style is time-consuming and consequently, the teacher may not be able to complete their syllabi within the time allowed (Kruger & van Schalkwyk (1997). Within this light, South Africa educational system requires teachers to allow learners to take full part in teaching and learning activities. Kruger and Van Schalkwyk (1997) said that learners are expected to carry along and should have a say in the management activities in class.

From the above discussion, I think learner's involvement in decision-making process could also be a disadvantage to classroom order because when learners are too much involved in the decision-making process, teachers will need to attend to individual opinion, call for meetings repeatedly to enable them to get learners' opinions on particular matters, and this can cause a delay in the classroom process. Thus, I concur with Kruger and van Schalkwyk (1997) who state, it may be too time consuming and consequently teachers may not be able to complete their syllabi.



2.5.5.3 Laissez-faire or permissive classroom leadership style

Under this classroom management style, the teacher believes that there is a need to maximise learners' freedom. According to Kruger and van Schalkwyk (1997), this classroom leadership style is applicable when the teacher believes in a self-realizing or learner centred-teaching style. Such a teaching style over-emphasise the human aspects of the teaching and learning situation. The personal happiness and development that the learner experiences in the classroom is more important than the subject content, which the learner must master often. In this style, the teacher plays a supportive role and remains in the background instead of giving much direction in the teaching-learning activities. The following are some of the characteristics of laissez-faire leadership: learners make their own decision on classroom activities; learners propose classroom rules and procedure; the organisation of the classroom space creates the opportunity for free participation by students and an informal type of discipline is applied in the classroom situation (Kruger & van Schalkwyk (1997).

In certain teaching-learning situations, the democratic kind of teaching and classroom leadership style may of course be advantageous, especially in classroom situations in which students should be creative (art classes, craft classes, etc.). If, however, a teacher applies this classroom leadership style to all situations, teaching may not be successful. Such a disorganised situation gives some students a feeling of insecurity, tension and fear. There is also very little or no sign of productive class or learning work (Kruger & van Schalkwyk, 1997).

However, in enhancing teaching and learning activities, classroom teachers should be able to apply best classroom style according to the situation at hand and for the different levels of learners. This assists teachers to promote peace, love and freedom that learners will trust their teacher and feel accepted among other things. Classroom management styles are said to relate to teaching methods, then, next session will discuss some of the common teaching strategies teachers adopt in class to enhance teaching and learning activities.

2.5.6 Classroom teaching methods / strategies



This describes what a teacher assumes to be the most appropriate way to manage his/her classroom. Learning environment vary from classroom to classroom and from educator to educator, or school context to another. Therefore, various teaching methods have been suggested and these methods explains how teachers engage their learners in teaching for effective learning to take place in class and to minimize the use of academic time on other activities.

To enhance teaching and learning activities in classroom, teachers need to prepare their lesson plan to a particular teaching strategy or a selection of teaching strategies. Nieman and Monyai (2006) assert that not all types of teaching strategies are suitable for all lessons; some are more suitable to particular subject. However, teachers should plan the lesson and make sure it is direct to the lesson objectives. Further, multicultural background of both the teachers and the learners in the most South African schools demand that teachers be professionally trained with classroom management skills and have better knowledge of all teaching methods. Adeyemo (2012) also confirm that effective teaching requires considerable skill in managing the numerous tasks and situations that happen in the classroom each day. Moreover, in the literature, teaching

methods are used interchangeably as strategies, techniques, tactics and modes of instructions. Teaching method refers to the manner in which a teacher present the lesson contents to a certain group of learners or class (Kruger and van Schalkwyk, 1997).

Adeyemo (2012, p. 372) continues that, “teachers varying approaches to classroom management are reflected in differing levels of effectiveness”. For example, a well-prepared teacher has a much greater chance of achieving effective lesson management. Lang et al. (1994) quoted by Adeyemo (2012) state that different approach to discipline range from intimidation to total permissiveness. However, teachers should be able to use certain teaching strategies to help their learners gain the knowledge that they need to achieve in the teaching process. In addition, Egeberg, McConney and Price (2016) as well as Oats (2016) point out that teachers should choose the activities based on their difficulty levels for learners by adopting teaching methods such as in class: Learner-centred activities, Encourage collaboration, scaffolding and team spirit, create a warm and democratic learning environment. respect learners’ ideas, build relationships with learners based on love and trust, and make them active in the decision-making processes about the class.

Teaching methods are said to relate to classroom management style because it is an important part of planning the classroom management. Effective planning is needed in managing the learning environment most especially in managing large classroom. If a right teaching method apply in class it will definitely help the flow of lesson in which learners learn and behave nicely. In this way, it minimise disruption of lessons since each person in class feel accommodated and respected.

South African as a rainbow country is known for its diverse culture in which learners comes from. For the teachers to adopt the right teaching methods in class, teachers are required to create a classroom environment that meet learner’s different needs and developments. In South African classroom, the teaching methods are aimed at:

- Bringing about the greater unity between the various teaching subgroups;
- Bringing about a common feeling of pride;
- Promote mutual understanding;

- Promoting cooperation;
- Promoting knowledge of the other culture;
- Eliminating mutual fear and suspicion;
- Promoting peaceful coexistence; and
- Promoting development and enrichment between the various cultures and aimed at improving communication between the groups (Kruger & van Schalkwyk, 1997, p. 133).

Furthermore, Kruger and van Schalkwyk (1997) groups teaching methods into three and these could help teachers in managing the classroom activities. Teachers should apply these methods depending on the subject contents and the aims and objectives of that lesson. The first called demonstrative strategy; the other one is interactive strategy and lastly known as self-discovering strategy.

2.5.6.1 Demonstrative teaching methods

a) Narrative, lecture and speech: Demonstrative teaching methods compose of narrative, lecture, speech and demonstration strategies. These methods are teacher-centred, teacher speaks while learners sit and listen to their teacher. In this method, teachers present the teaching in an interesting manner for learners not to lose interest in the lesson. Teachers using this method must be enthusiastic, not depend too much on textbook, use simple still well-chosen language, test whether the class is paying attention, state the objectives of the lesson to leads learners thinking and conclude the lesson with summary (Kruger & van Schalkwyk, 1997).

b) Demonstration: Teachers using this method convey information verbally and visually to the learners. When using this method, teachers must bear in mind the following as recommended by Kruger and van Schalkwyk (1997). Learners must prepare for the demonstration, the verbal explanation and the demonstration must take place simultaneously. The speed of the demonstration must be adapted to suit the class group, teachers must remember to always ask questions during the demonstration, all learners must be able to see the demonstration clearly and also the demonstration must be followed up by a practical application by individual learners or groups of learners.

2.5.6.2 Interactive teaching methods or discussion methods

a) Teaching-learning methods: This method further grouped into teaching, learning, and discussion (class discussion and group discussion). These teaching and learning methods are believed to be the most natural way in which teaching takes place. Interactive method is a two-way discussion in which teachers take the lead ensuring that classroom remains constantly focused with the learners participating throughout. It involves face-to-face interactions. In order for the teacher to use this method successfully, he /she must follow the management rules.

- ❖ First, the teacher must be able to motivate learners' interest and maintain it for the duration of the lesson.
- ❖ Second, ask learners questions throughout the lesson. This will increase their concentration.
- ❖ Third, teachers must try adapting the level and speed of the discussion to the learner subject knowledge, abilities, interest and general knowledge.
- ❖ Fourth, constantly determine whether the learners are able to keep up.
- ❖ Finally, teachers must allow sufficient opportunity for summarising at the end of the teaching learning discussion (Kruger & van Schalkwyk, 1997).

b) Class discussion: In this method, the teacher and learners are constantly bring up a subject or question in class which give rise to a class discussion. The following management aspects should be focused on:

- ❖ The teacher must not lead the discussion, but unobtrusively steer the discussion in a certain direction (directing).
- ❖ Listen and observe well throughout (communication).
- ❖ Ensure that all learners get an opportunity to take part in the discussion (motivation).
- ❖ The teacher must see that the discussion takes place in an orderly manner (communication and discipline) and at the end of the lesson period there must be sufficient opportunity for summaries and conclusions (Kruger & van Schalkwyk, 1997).

c) Group work: In-group work, learners are divided into groups and group's members work together to attain the stated objectives that the teacher has set aside for them within a stipulated time. This method requires good preparation and planning, the following management aspects are important to successfully manage the class:

- ❖ Set objective for the learner then divide the class into groups, group work on the same problem or each group receive its own assignment (organisation).
- ❖ Teacher must provide task sheet to direct and focus attention of the learners, as the teacher moves around the groups to attend to the questions asked and ensure that the group keep to the assignment (discipline).
- ❖ Finally, teachers should ensure that at the end of group work they give opportunity for summarising and then drawing conclusions (Kruger and van Schalkwyk, 1997).

d) Self-discovery teaching method: In this teaching method, teachers can use games, projects, work chats and fieldwork methods in conveying teaching to learners in class. Classroom games aimed at self-discovery by means of experience. According to Kruger and van Schalkwyk (1997), the following management aspects are important to be successful in class. Teachers must thoroughly plan for the objective, content, course and evaluation of the lesson. Correct classroom atmosphere for playing should be created, all the necessary teaching materials must be made available, and emphasis must be on the learners experience and the success

However, to enhance teaching and learning in a learning environment, a teacher should ask him / herself what to do to create a rich and stimulating environment for learning in which the learners will follow simple class rules and routines. Teachers should be able to plan the best teaching strategies that will motivate learners to learn and behave in a responsible manner during and after the lesson. In the next session, I will discuss the challenges associated with managing the classroom environment and strategies adopted.

2.6 CHALLENGES ASSOCIATED WITH MANAGING CLASSROOM LEARNING ENVIRONMENT

The third research questions focuses on how educators deal with challenges associated with managing learning environment for enhanced teaching and learning in schools. According to the literature, instructional problems e.g. incomplete classwork, inattentiveness, and behavioural problems e.g. fighting, teasing, discipline identified as some of challenges teachers are facing in the course of managing the classroom in schools (Adeyemo, 2012; Akin, Yildirim & Goodwin, 2016; Sieberer-Negler, 2016).

Temli-Durmus (2016, p. 1950) says classroom management commonly mentioned as the most intricate aspect of teaching, effectively managed classrooms are important for construction of effective learning environment. This author mentioned the common problems in classrooms such as side talking, interrupting teachers, incomplete assignments, giving students the opportunity to express their opinions, involving students in decision making processes, designing appropriate seating arrangement and so on.

As pointed out by many researchers, the major problems associated with managing the learning environment in schools comprise of discipline, students' motivation, handling students' social and emotional problems, little or no support from the parents, violence, working with special education or inclusion students and management issue. Moreover, aspects such as inattentiveness, attention deficiency, lack of motivation, chatting, daydreaming, not following instructions, complaining about classmates, misusing the teaching materials, learners' stubbornness, non-participation in lessons, and social emotional problems culminate the challenges of classroom management (Adeyemo, 2012; Akin, Yildirim & Goodwin, 2016; Burden, 2006; Egeberd, McConney & Price, 2016; Ngiri, 2014; Postholm, 2013; Sieberer-Negler, 2016; Unal & Unal, 2012; Zondi, 1997).

Within this context, Egeberg, McConney and Price (2016, p. 1) revealed, "classroom management which include both instructional and behavioural management as a major issue for teachers, school leaders, system administrators and the public". They further demonstrate that behaviour problems is an important factor in the stress and burnout for both beginner and experienced teachers.

Austin and Omomia (2014, p. 313) also verify that starter teachers are quick to express their concerns over lack of competence in handling disruptive behaviour of learners

and this lead to stress and burn out. Further, Egeberg, McConney and Price (2016) as well as Oats (2016) advocate that teachers should choose the activities based on their difficulty levels for learners by practicing; Learner-centred activities, encourage collaboration, scaffolding and team spirit, create a warm and democratic learning environment. They should further respect students' ideas, build relationships with learners based on love and trust, and make them active in the decision-making processes about the class. The authors suggest implementation of reactive behavioural approaches such as establishing expectations and teaching social skills by identifying and defining a small number of positively stated rules or agreements and then ensuring that these are well taught, modelled, reviewed and supervised by the teacher, moving around the classroom, interacting with students, reminding and redirecting students to appropriate behaviour.

The frequent problems that the teachers encounter are fundamentally problems of learner motivation. Therefore, teachers should establish appropriate learner behaviour in the classrooms in order to maximize the time spent on teaching activities (Wiseman and Hunt (2008) cited by Sieberer-Nagler, 2016). Further, Levin and Nolan (2007) cited in Sieberer-Nagler (2016) reported that teachers spend as much as 30 to 80 percent of their time addressing discipline problems. Hence, the authors suggest that teachers should familiarize themselves with best approaches to teach effectively. According to these researchers, classroom management strategies are tools that the teachers can use to help enhance the learning environment in school; this range from activities to improve teacher-learner relationships to rules to regulate the learner behaviour.

Akin, Yildirim and Goodwin (2016) in their study confirmed that classroom management problems related to physical management; planning, time management, relationship management, and behaviour management are major challenges the teachers faced in their classrooms. This is said to have connection to learners, teachers, schools, classes, curricula, and parents.

To find a way to enhance teaching activities in class, the authors recommended good behavioural practices such as establishing class rules at the start of the term, physical management practices such as physically orderliness of the classroom. Moreover, planning practices as a strategy in which planned activities are employed by teachers

include developing a daily plan. Another one called time management practice, the teacher manages teaching time judiciously by teaching the learners to participate in class activities.

Postholm (2013) also presented the issue of behaviour problems in the classroom and according to him, this constitute one of the major reasons why teachers do not feel comfortable in their work (Lewis et al, 2008 cited in Postholm, 2013). Also, Friedman (2006) as mentioned by Postholm (2013) asserts that the greatest frustration teachers experience is that they may be unable to develop good relations with their learners, and that may cause burnout. Various studies show that several factors and conditions influence classroom management: such as self-understanding of teachers and their mindfulness, the multicultural classroom, behaviour management, lack of knowledge on classroom management, knowledge of physical and social context, rules, relations and commitment, person-centred versus teacher-centred classroom management, an ecological perspective on classroom management and classroom management in connection with motivation and learning. Postholm (2013), further suggests good classroom management are recognition and reward for responsible behaviour which goes a long way in enhancing teaching activities in class. He supports the use of reprimands i.e. warming.



Similarly, Adeyemo (2012) found that the disruptive behaviours commonly identified by teachers are bullying, hitting, name-calling, sleeping in class, prolonged, chatting, excessive lateness, unexcused exit from class, verbal or physical threat to a learner or teacher, and eating in the class. Further, these disruptive behaviours persistently impede the academic learning of the school making it difficult for both the learners and teachers to function effectively and efficiently. Learners that are disruptive are observed as not only likely to cause serious problems to their classmates and teachers but are most affected both socially and educationally (Santrock, 2004; Sorcinelli, 2002 cited by Adeyemo, 2012). The author claims that the causes of classroom disruptive behaviour are traceable in general to the society and in particular, to the schools, teachers, children and the homes because both the teachers and students play an important role when it comes to implementing effective classroom management.

Similar findings were reported by George, Sakirudeen and Sunday (2017) as well as Oghuvbu and Atakpo (2008). Both of these authors found that a poorly managed

classroom was characterized by disruptive behaviours such as late coming to class after break, sleeping, miscopying of notes, noise making, calling names, physical and verbal threat to fellow learners or the teacher (Ekere (2006) cited by George, Sakirudeen and Sunday 2017, p.44). However, disruptive behaviours disorganise teaching activities and decrease learners' learning outcomes. According to these authors, classroom teachers can deal with these problems and reduce them by adopting the following strategies. The use of verbal instructions, corporal punishment, or delegation of authority to learners is vital.

In South African, Zondi (1997) discovered that behaviour management problems exist and educators, especially beginner educators, find it hard to deal with them effectively. Zondi categorize this into common classroom problems and individual classroom behavioural problems. The author further highlights that the common classroom behaviour problems such as noise making in the classroom, late arrival of learners in the classroom after break, teacher disturbance by a colleague or learner inattentiveness, loitering in the classroom, verandas and in corridors, rude remarks and learner teasing.



Individual classroom behaviour problems such as playfulness, learner resistance to instructions, teacher teasing by learners, unnecessary acknowledging, and teacher remarks to the learner, the disturbance of other learners during the lessons also was noted by this researcher. Other classroom behaviours that learners displayed involved violence and aggression or had violent undertones. Obviously, most teachers are challenged with the learner's problematic attitude during their lessons. Previous studies on classroom management revealed that teachers without adequate knowledge and teaching skills regarding classroom management and the new teachers find no way out, but for some experienced teachers use their authority obtained from their classroom status in order to employ the easiest and most dangerous way such as constraint, violence and even threatening.

These strategies do not serve for solving problems; instead, they cause the classroom environment to be corrupt and new profound problems to emerge (Kaykci, 2009).

Despite researcher's findings and suggestions, little progress has been made on how teachers manage challenges that they faced. Cleve (2012) concludes that appropriate teaching strategies must be in place to reach learners at a variety of skill level. Thus,

the teachers must first know what levels learners are at in their learning and seeing what skills they wish to learn. The researcher further asserts that having a good learning management system in place is essential for enhancing teaching. Having reviewed literature on challenges associated in managing learning environment at the classroom level, the researcher will now move on to discuss key issues of classroom management.

2.6.1 Behaviour management application in classroom

Comprehensive behavioural management in classroom is explained as all the actions and interactions that occur in the classroom from the beginning to the end of the lesson. These include, teaching methods, classroom arrangement, supervising learning activities, mentoring learners, and behaviour management is one of the major aspects of these processes. Burden (2006) sees behaviour management as the use of proactive and reactive strategies to alleviate off task behaviour helping learners to act responsibly and to gain self-control.

Kruger and van Schalkwyk (1997, p. 115) writes that, “children like order, and children complain if the teacher cannot control the class”. Burden (2006) continues to argue that behavioural management in classroom is any pre-planned intervention aimed at checking learners’ misbehaviour. That means, preventing misbehaviour is better than a reaction to learner misbehaviour.

In classroom, the teacher and the learners brings their personal agendas, feeling and needs and these certain obligations and right have to balance to prevent disruptive behaviour in class (Roger, 2005). Further, both the teacher and the learners are teaching each other through their daily interactions. In this regard, teachers should establish good behaviour management and then teach learners to pay attention to classroom work by helping them satisfy their basic needs like the sense of belonging, survival, and freedom (Glasser, 1998).

The teacher actions in preventing learners misbehaviour in classroom includes setting rules and procedures, establishing a reward structure, and providing opportunities for learners participation in classroom management(Martin and Sass (2010) quoted by Unal and Unal, 2012, p. 45). Therefore, good instruction is necessary for smooth running of classroom activities and in the creation of an environment where everyone’s rights and responsibilities are addressed (Roger, 2007; Temli-Durmus, 2016, p. 5). In

this way, the use of appropriate teaching methods to encourage desirable behaviour, to prevent, and to redirect misbehaviour is needed.

Kruger and van Schalkwyk (1997, p. 115) think the following guidelines may help teachers to maintain good behaviour in classroom:

- The first guideline is organise the classroom to be as comfortable as possible,
- Make use of different positive disciplinary measures,
- Use variety of teaching styles because constant use of a particular style may give rise to boredom and this can lead to learners' misbehaviour,
- Always ensure good-flow of lesson presentation and prepare ahead the class,
- Another way to ensure desired learner behaviour is that make a quick and correct decision in the classroom,
- Always set an example worth following, show concern for and trust in the learners, more importantly, the teacher must ensure healthy completion among the learners in class, and
- Set realistic requirements with regard to performance (Kruger & van Schalkwyk, 1997).



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Burden (2006) additionally added that an effective behaviour management in the classroom help teachers in maintaining an effective environment for learning. In this, learning occurs best in environment that are reasonably well planned, free from threat, free from disruptions and encouraging for the teacher-learners interactions (Burden, 2006, p. 13). Another thing is that, it promotes good personal relationship among people in class. The teacher should treat their learners with respect, accept them as worthwhile beings and treat them with consideration. The teacher is to guide learners to adopt the same behaviour in their interactions. To accomplish good behaviour management in classroom, teachers should help learners to develop self-control.

The most effective aspect of behaviour management is to help learners develop the ability to control themselves and direct themselves in any situations they might find themselves, either in class or outside the classroom environment. This heightens the learners sense of purpose and help learners in developing of a clear sense of purpose about what they wish to experience, what they want to learn and how they want their lives to progress (Burden,2006). In addition, teachers should foster a sense of responsibility. A quality behavioural management in class enriches learners' initiative

and choice, but it always anchored in responsibility; hence, teacher management plan should hold learners responsible both for their instructional and behavioural responsibilities in classroom.

To add to author's view, to implement good behaviour management in classroom teachers should reward learners with good behaviour by praising or giving stickers for best behaviour or giving awards at the assembly ground. On the other hand, they should remind learners of the consequences of negative behaviour by taking away the stickers or time for break or time for playing games. Thus, the application of behavioural management in class helps teachers to focus on learner's desired behaviours. The understanding of these could help intermediate teachers in enhancing teaching activities and create a healthy classroom where learner behave and pay attention.

2.6.2 Modelling good behaviour

Roger (2007, p. 81) writes that when addressing behaviour management, it involves everybody's behaviour in relation to everybody else. For example, a teacher just enters the classroom, then starts to shout at learners, hey you! Pick up the pieces of paper, hey! You sit properly, and hey! you stop walking around. Such behaviour affects the teacher self-esteem. Management of learning situations and instructional management lead to teachers stress and burn out in class if not properly managed. Burden (2006) points out that the teacher inappropriate behaviour such as maintaining an authoritarian climate, being overly negative, blaming learners, lack of clear instructional goals, overacting to a situation, dealing with one learner at a length, intolerance and the lacks of recognition of learner ability levels damages classroom management.

In addition, teacher's behaviour is the most significant in influencing the classroom as well as they are the most important resource in any classroom. Teachers are the most influential on how well their learners behave in class (Egeberg, McConney and Price 2016). In the same vein, Siebere-Negler (2016) says everything in the classroom has implication for the classroom management. Therefore, teachers should have in the mind that their behaviour means much to their learners. Being a positive role model to learners encourages them to develop social skills that help them to make positive choices. Learners have the right to feel safe, valued and respected. In the Bill of

Rights, the South African Constitution guarantees “the rights to human dignity (Section 10) to the environment that is not harmful (Section 24) and to basic education (Section 29) for everyone, including children in schools. This sets the tone for the provision of education in an environment that is safe and secure” (NEPA, 1996). Therefore, teachers need to model the behaviours that convey these values. Based on this, the intermediate teachers should minimize unnecessary confrontation when managing their learners because learners emulate what they see from their teachers.

2.6.3 Teacher stress levels and burn out

Poor classroom management affects both teaching and the learning activities. This has become a major cause for teacher stress, teacher burnout and job dissatisfaction; and it results in teachers transferring to other schools or leaving the profession (Friedman 2006; Garrahy, Cothran, & Kulinna, 2005; Ingersoll, 2001; Lingersoll & Smith, 2003; Rosas & West, 2009 as cited by Akin, Yildirim & Goodwin, 2016, p. 772). On effective classroom management Egeberg, McConney and Price (2016, p. 13) study found that behaviour problems in the classroom is a significant factor in the stress and burnout for both novice and experienced teachers. The authors further suggest knowing and understanding young people, their needs and underlying motivations for their behaviours will help to inform a teacher instructional and behavioural approach to classroom management. Also, Postholm (2013, p. 390) says inability of teachers to develop good relations with their learners cause burnout.

Inevitably, behavioural management and discipline matters are noted as the main cause of teacher stress (Roger, 2006). Further, teaching and managing difficult behaviour are stressful even for the most experienced teachers. In that way, teachers need to see themselves as successful to reduce this stress.

Glasser (1998) adds that discipline environment proved to be conducive for teaching and learning process, and learner misbehaviour could stem from five basic needs which are survival, love / belonging, freedom, fun and power. He continues to highlight that 95% of all behaviour stems from the need for power although love and belonging is the most important as it affects the other needs so as to avoid misbehaviour in class. Glasser (1998) further suggests seven caring habit that teachers can use in the classroom. The seven caring habits includes, supporting, encouraging, listening, accepting, respecting, trusting and negotiation of differences.

Therefore, for the researcher and the readers to have better understanding on how best teacher can reduce stress and burnout, the researcher borrowed an idea from Roger (2007) who writes that, in order to be successful in teaching a teacher should try employing the following options:

- One is for teachers to create positive learning cultures,
- Take leadership of their class,
- Organise and plan lessons effectively,
- Believe all children have the ability to achieve,
- To engage inattentive children,
- Involve children in the overall classroom management by giving them ownership and responsibility,
- Teachers must have a sense of humor, this can be used to disarm challenging situations,
- The use of positive body language,
- Model the desired behaviour i.e. focus on learners good behaviour,
- W
- Welcome learners into the class and deal with behaviour fairly and consistently (Roger, 2007).



2.6.4 Motivation

After classroom management problems, motivation is also a major concern for classroom teachers (Lang & Evans, 2006). The kind of classroom climate the teacher fosters could make a positive or negative influence in classroom activities. However, a classroom is supposed to be a place where learners are happy and ready to learn. A good teacher creates conditions that will lead to positive self-image. Teachers should not distance themselves from learners but create good relations with them to arouse their interest.

Motivation is described as the process that teachers can use to arouse and initiate learner behaviour, give direction and purpose to behaviour, help behaviour to persist, and help the learner to choose a particular behaviour (Burden, 2006, p. 121). In the same vein, Woolfolk (2004) cited by Lang and Evan (2006, p. 113) looked at motivation as “an internal state that arouse, directs and maintain behaviour”. In an ideal

classroom, learners pay attention, ask questions, and want to learn. They do their class work without being coaxed (Lang and Evans, 2006, p. 112). According to these authors, motivation is believed to be a major skill for the starter teacher to achieve, while experienced teachers realize that failure to motivate learners can lead to control and discipline problems in class. Conversely, unmotivated learners could see the teacher teaching style as boring, not participating, and even cause stress for the teacher. For Nieman and Monyai (2006) the combination of teacher's stress and unmotivated learners can lead to a negative and unhappy classroom environment (Nieman & Monyai, 2006).

For example, when a teacher notices that the learner does not show interest in what the teacher is teaching them, motivation is said to be a means to ensure good behaviour in class, thereby, the feelings of both teacher and learners in class is important when it comes to motivation. Nieman and Monyai (2006) reveal that if both the teacher and the learners are motivated and become enthusiastic, then the classroom atmosphere will be warm and positive. The writers highlight the need for teachers to establish and keep learners motivated and engaged in their learning.

According to behavioural theory, if there is no consistency with rewards and sanctions then it likely the child will continue to display the unwanted behaviour in the class. However, learner's need not necessarily to be reward before they can behave well if educator has done his/her homework as the classroom manager right from the start of the term (Erwin, 2003; Glasser, 1998). In this context, application of Choice theory of basic needs help teachers understand the component of internal motivation. The teacher who uses this model build a safe and friendly learning environment where learners will be aroused to learn and behave. Woolfolk (2004) quoted by Lang and Evans (2006, p. 113) confirm that motivation involves the choice people make; when they started in an activity; the intensity involvement; what cause people to persist or give up and what the person thinks or feels during the activity. Further, teachers need to understand that motivation is internal; however teachers do not motivate but can create conditions that promote motivation.

The teacher as a classroom manager should know how to motivate the learners by teaching them the will to learn. Learner motivation involves certain actions such as

meeting the learner basic needs such as love and belonging, survival, power, fun, respect, freedom and safety in class (Glasser, 1998).

According to Kruger and van Schalkwyk (1997), good teachers motivate their learners by carrying out the following actions in the classroom:

- A good teacher must meet the learner physiological needs. For example, a learner who is hungry, physically uncared for or learner without shelter cannot learn effectively or behave well in class. Motivation is then used as a form of intervention. Therefore, the teacher doing this helps meet the learner physiological needs.
- A good teacher should also be able to meet up with learners needs for security and safety. For example, a learner who feels unsecured and unsafe, rejected has to live in unstable circumstances, such a learner is experiencing fear, anxiety and is unsecured. In this situation, a learner cannot learn or perform adequately. Maphosa (2013) notes that teaching activities cannot be implemented in an environment of fear, uncertainty and disruptions. Therefore, in order for teachers to enhance teaching and learning in the classroom, he / she must ensure that learners experience love, making classroom a safe place for learners to learn and avoid attitudes that may lead to learner feeling insecurity in class.

Kruger and van Schalkwyk (1997) additionally write that teachers should always meet their learners need for social acceptance. A rejected learner, who has no friends or someone to play with or not accepted by the teachers, cannot learn in class. In this case, teachers should be the first person to accept every learner as a person and do everything possible to make him / her feel socially accepted. However, teachers as the managers must teach learners in class to accept another and behave nicely together. Classroom teachers must meet the learner's need for respect; a learner whose dignity is affected will feel rejected or cast out by his / her colleague. This learner may have a poor self-image and will suffer from a feeling of inferiority. It is the teacher responsibility to help such a learner to build dignity and self-confidence.

Moreover, teachers should meet the learner's need for self-realization: Teachers need to understand that every learner would like to reach their full potential, and therefore motivate learners by creating opportunities for every learner to develop his / her inborn

qualities to the fullest. They should also reward learners when they perform to the best of their abilities by giving them tokens or award.

In conclusion, motivating learners is a very important management task since, it aims to promote learning actions and performance in the learners. Therefore, teachers must know, understand and be able to apply the art of pupil motivation competently (Kruger & van Schalkwyk, 1997).

2.6.5 Perceived classroom management problems

As pointed out by many researchers, classroom problems experienced by teachers are learners' naughtiness, social emotional problems, and the lack of motivation. Inattentiveness, interruptions, teacher teasing, excessive lateness, absenteeism, refusal to work, administration / parents support, attention seeking, leaving class/school without permission, swearing, hitting, calling out, making unwanted noise are some of other challenges. Further, aggressive behaviour, defiance of authority, sleeping during lesson, talking out of turn, chatting, bully and daydreaming are all challenges experienced by teachers (Adeyemo, 2012; Akin, Yildirim & Goodwin, 2016; Egeberd, McConney & Price, 2016).



According to Lang and Evans (2006) some common management problems teachers encounter in classroom include: Learners causing disturbance during lessons for instance talking, not paying attention, learners walking around without permission, learners not listening to instructions, and learners making trouble for others in class. This makes the teacher to loose time meant for actual teaching controlling learners' misbehaviour. Another challenge is how to establish and maintain teacher learners' relationship in class, establishing positive relationship with learners and enforcing discipline, gaining respect, and concerns of joking with learners because learners take advantage of it. This is because teachers' authority is tested on how to act when the relationship is established, and how to handle learners' bad attitude in class. Classroom organisation is the teacher responsibility but some teacher finds it difficult to work with a large size class in which individual learner want attention, thus, while attending to some learners others might be talking thereby causing disruptions.

Inevitably, behavioural management problems are among the most difficult tasks teachers address at adolescence level. Maintaining discipline in the classroom should

be aimed at preventing disorderly behaviour. Therefore, teachers must ensure that learners are not allowed to negatively influence the course of the teaching and learning activities of the class (Kruger & van Schalkwyk, 1997).

According to Section 8(1) of the South African Schools Act (RSA, 1996a:8) discipline must be maintained in classroom situations so that the education of the learners flourishes, without disruptive behaviour and offences.

Section 7(5) of the Guidelines for the consideration of Governing Bodies in adopting a code of conduct for learners of 1996 (hereafter referred to as the Guidelines) (RSA, 1996b:10), also states that educators have the responsibility of maintaining discipline in schools. Maphosa (2013) supports this view when he writes that understanding learner indiscipline and its management are critical issues if schools are to be safe places where meaningful learning takes place. However, it is the responsibility of the teacher to maintain discipline in class at all times. Since misbehaviour show up in different way, the researcher categories these problems into two major problems. The first one is disruptive behaviour and the second is the behavioural or social problems.

2.6.5.1 Disruptive behaviour



This includes making unnecessary noise in class, interruptions, inattentiveness, and excessive lateness; exist from class without permission, teacher teasing, naughtiness, seeking attention, and defiance of authority.

2.6.6 Causes of misbehaviour problems in the classroom

Misbehaviour according to Levin and Nolan (2004) as cited in Burden (2006) refers to learner behaviour that interferes with teachers teaching, right of other to learn or physically making the classroom unsafe. Classroom management could be threatened by learner misbehaviour if a teacher lacks good classroom management skills. However, discipline is the act of responding to misbehaving learners to restore order in classroom. To restore classroom order, teachers need to understand why learners are behaving the way do. Glasser (1998) says all what we have to do is to behave.

The teacher needs to understand that all behaviour is total behaviour and it is made up of four components which are: acting, thinking, feeling, physiology, and that all total behaviour chosen, but we only have direct control over the acting and thinking components. We can only control our feeling and physiology indirectly through how

we choose to act and think. This also apply to learners in the classroom, the reason for misbehaviour in class could be complex or personal which is sometimes beyond teacher's control.

According to Burden (2006) and Kruger and van Schalkwyk (1997), teachers must have knowledge of the reasons for disciplinary problems in order for them to be able to adopt the appropriate corrective measures. Both of these writers highlight some causes of the classroom problems, which I summarise as follows:

2.6.6.1 Physiological / health factors

Accordingly, learner behaviour problems are related to physical factors, which may give rise to behavioural problems in the classroom. For example, lack of sleep; illness an allergy or hearing or vision; malnutrition; physiological growth and development may affect the learners' ability to do classroom work or to interact with other learners. All this might be contributing to learners' behaviour problems in class (Burden, 2006; Kruger & van Schalkwyk, 1997).

2.6.6.2 Social factors

Kruger and van Schalkwyk (1997) write that negative environment factors such as incitement (stirring each other up); negative peer group pressure; and poor or wrong presentation of self. These social factors lead to poor teaching and classroom management practices and poor teaching materials thus, contributing to classroom problems in school.

2.6.6.3 The physical environment factors

The physical arrangement of the classroom, temperature, noise, and lighting also affect learner behaviour. For example, overcrowded class may contribute to lack of motivation, and may lead to inattentiveness and misbehaviour (Burden, 2006, p. 10). In the opinion of Adeyemo (2012, p. 370), physical and psychological environment of the school may be such that it do not promote orderly behaviour. School that are too large, impersonal, competitive, lack rules and regulations, and meaningful curriculum may create conditions not conducive for teaching and learning.

2.6.6.4 Teacher factors when managing the class

Burden (2006) explains that teachers sometimes neediness create indiscipline problems by the way they manage and conduct their classes. Inappropriate teachers behaviours such as maintaining an authoritarian climate, being overly negative,

overreaction to situations, using mass punishment for all learners, blaming learners, lacking a clear instructional goal, dealing with one learner at length, and not recognizing the learner ability levels may also cause behavioural problems among the learners in class. Therefore, teachers need to be aware of their own attitudes towards learners in class.

2.6.6.5 School factors

A negative school climate is believed to be affecting learner behaviour in such a way as the classroom climate. The schools management should try to establish a school environment in which discipline is maintained (Kruger & van Schalkwyk, 1998).

2.6.6.6 Other learners in the classroom

According to Burden (2006), some classroom behaviour problems results from learners being provoked by other learners in the classroom. For example calling names, bullying, hitting, and pushing may lead other learners to misbehave in class if attention is not given to such learners when they do something inappropriate. In addition, peer pressure can cause individual learner to misbehave in class.

2.6.6.7 Influences from the home or community

What the learner is experiencing from the home or the society he/she find himself or herself may lead to learner misbehaviour in class. Lack of parental supervision and types of discipline, home routines, lack of adequate clothing or housing as well as other significant events such as divorce or death of parents or friends can contribute to misbehaviour of a learner. In addition, society factors such as violence may also lead to misbehaviour in classroom.

2.6.6.8 Medication

Medication or drugs are factors that can lead to misbehaviour in the classroom. For example, a learner that is on one or other medication tends to misbehave in class depending on the side effect of such medication. Burden (2006) adds that drug abuse is a serious problem contributing to unusual behaviour at school.

In my view, some learners take medication for developmental purposes, therefore, the teacher just needs to understand and then establish good classroom management to support such learners in his / her class.

2.6.6.9 The personal traits of learners

According to the literature, learners and the teachers both bring individual personal feelings to classroom, since the classroom is a complex environment for learners and the educators. On daily basis, learners are confronted with challenges, temptations, and circumstances that cause them to make decisions about their own behaviour. A learner behaviour such as aggression, feelings of inferiority, stubbornness, bullying, and naughtiness, day dreaming et cetera, lead to misbehaviour if not properly handled by teacher. With all these factors mentioned above, learners tend to make poor decisions that can lead to misbehaviour (Burden 2006; Kruger & van Schalkwyk,1997).

To have a good understanding of managing misbehavior in class, Burden (2006, p. 5) highlights areas of teacher responsibility pertaining to the classroom management and discipline.

One of the responsibilities of teachers is to select a philosophical model of classroom management and discipline. This suggests teacher looks for model of classroom management and discipline which suitable to adopt for class. Educational psychology such as, Glasser's basic needs theory of behavioral management encourages teacher to teach and understand that every learners need to be loved, feel sense of belonging, survival, freedom, freedom and fun. This theory reflect effective classroom management. The model is useful to teachers as it assist teacher to understand a basic for analysing, understanding, managing learner and teacher behavior. However, any techniques teacher adopted to manage learner in the class should be in consistent with teacher beliefs about how the learners learn and develop.

Another responsibility of teachers is to organize the physical environment. The way in which desks, tables and other classroom materials arranged affect instruction management and class order Burden, (2006). To make good use of classroom space, teacher must consider the need to organize many aspects of the physical environment such as cabinets where reading books kept and reading corner. Teachers need to decide how to store materials frequently used in class, then teacher must decide how to use bulletin boards and wall space. Doing these help them to arouse learner interest to learn. Partin (2005, p. 3) writes that the single most important decision influencing the physical classroom environment is the learners seating arrangement. Further, learners seating arrangement should not be permanent unless the furniture bolted to

the floor; therefore, teachers should be creative in arranging the classroom for optimum teaching.

Another area of teachers' responsibility is to manage learner behavior. To manage learner behavior effectively in class, teachers should guide their learners to behave in a way to respect each one another in class. Thus, teachers should allow joint decisions in making the do and don'ts of the classroom and explain in clear tone the consequences of breaking those rules. Understanding classroom rules could help teachers to create a safe, secure learning environment for teaching and learning. Burden (2006, p. 6) explains a three-step response plan to manage learners' behavior in class. First, teacher must provide assistance to get learner back on task, second is the use of mild responses such as nonverbal and verbal signals and the third is that teachers must end the response with moderate responses such as withdrawing privileges or change the seating arrangement of challenging learners.

Moreover, teachers' responsibility is to manage and facilitate instruction. Burden (2006, p. 7) further writes that teacher need to consider some factors when planning lesson. These will include decision about the degree of structure of the lesson, the type of instructional groups to use and the means of holding the learners academically accountable. Moreover, some action teacher takes at the beginning of, middle, and end of a lesson that affect the order of the classroom. Teacher actions in managing the classroom such as taking attendance, giving direction, distributing materials, handling transitions, summarising lesson and preparing to leave. Together, these instructional management skills help teachers to manage effectively, and facilitate instruction while these can also influencing classroom order if not properly use.

Promote classroom safety and wellness also teachers' responsibility. Learner's safety in classroom should be first priority of any teacher in school. Learners need to feel physically and emotionally safe before they can pay attention to classroom work. Therefore, teacher should use strategies that manage learner behavior, create a positive learning environment and that best protect his / her safety in class (Burden, 2006). In addition, another area of responsibility in class is to interact with colleagues, parents and others to achieve classroom environment goals and objectives. Working with parents may help teacher to maintain order in the classroom. When there is effective communication between the parents and others such as school administrator,

learner is likely to receive necessary guidance support that will probably let them behave well and have self-control in the classroom, hence, enhancing teaching and learning activities.

Lastly, teachers should create a respectful, supportive learning environment. This is very important for learners to learn, this decision will help teacher to create an environment where learners will feel respected, motivated and valued, thus enhancing setting the stage for teaching and learning in the classroom (Burden, 2006). In order to be successful while teachers are carrying out these responsibilities in class, they should have it in mind that learners may have different needs that they will need their attention. Therefore, teachers must accommodate them without affecting their job. In summation, studies indicated that the causes of classroom disruptive behavior are traceable in general to the society and in particular to the schools, teachers, learners, the homes, and the responsibility of teacher is to restore classroom order by enhancing teaching and learning.

2.6.7 Dealing with classroom behavioural challenges, strategies and preventive measures



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Glasser (1998) Choice theory states that behavioural problems should focus on present circumstances rather than antecedents of inappropriate behaviour. He maintained that learners have a responsibility for making good choices about their behaviour and that they must live with their choices. Glasser outlined five basic which are needs for survival, belonging and love, power, freedom and fun. Without these basic needs, the learner tends to misbehave in class. Therefore, the teacher must view discipline problems as total behaviours. That is, the teachers should understand what make the learner to behave the way they behave and make effort to seek for appropriate solutions to identify problems in class. Therefore, the teacher must recognised that learners are meant to meet some basic needs. The teacher must create classroom environment where learners feel a sense of belonging, have some power and control, have some freedom in the learning and schooling events and have fun. In conclusion, Glasser asserts that the nature of school management should be changed in order to meet students' needs and promote effective learning (Glasser 1984; 1986 cited in Burden 2006, p. 192).

Since, classroom behavioural problems are regarded as one of the biggest challenges teachers face in school, to deal with these problems they need to put plan in action. There are things that teachers should do to meet with classroom challenges. Apart from the researcher's suggestions that effective classroom management is required to enhance teaching activities in classroom; Burden (2006, p. 243); Glasser (1998); Nieman and Monyai (2006) suggested the following ways to deal with classroom problems:

2.6.7.1 Establish rules, procedures, consequences and reinforcement for the classroom

Rules: In my opinion, for the teacher to establish good behaviour in class, he/ she must have code of conduct that governs the classroom, the codes must state clearly the behaviour expected of learner in the classroom. In formulating classroom rules, the teachers should allow learners to contribute in making the rules. Another thing is that the teacher should ensure that classroom rules are not too lengthy. They should ensure that these rules are workable and reasonable. Plan the rules at the start of school year and must spell out specific consequences clearly. Also, as the classroom manager should avoid punishment that embarrasses or demands the learners (Nieman & Monyai, 2006).



Procedures: effective routines help to minimise behavioural challenges in the classroom and are key to a well-managed and organised classroom. Display the class routines and go over them with the learners on a regular basis. The teacher should always check the learners understanding of the routines. Explain the rationale behind the routine. Model the routine or procedure for the learners in the class, and be consistent. Teachers should take time to remind learners of classroom routines.

Further, teachers should therefore develop a comprehensive classroom management and discipline system for all learners in the classroom. This serves as the foundation for any other actions the teacher need to take when addressing the special challenges in the case of working with naught learners.

2.6.7.2 Establish a plan to deal with each challenging learner

Since learners' misbehaviour take different forms, teachers may need to apply different approaches with each class. At the same time, teachers must bear in mind that learners in class have his/her own personality, academic history and

circumstances to be considered before dealing with such learner. Teachers need to know and understand each learner differences. Handling each incidence as a separate act is not sufficient. Therefore, pre-planned, sequential actions are needed to address the problem behaviours systematically.

2.6.7.3 Maintaining discipline in classroom

To maintain discipline in class, Nieman and Monyai (2006, p. 164) suggested that teachers should consider the use of nonverbal techniques to maintain order in class. Teachers should stop talking when they notice inappropriate behaviour, make eye contact with responsible learner, use of a calming gesture or the teacher should stand near or move closer to the responsible learner. Also the teacher may be walking round the classroom to gain learners' attention.

2.6.7.4 Make a commitment to help challenging learner succeed

Another method teachers could use to deal with challenging behaviour in classroom is to help learners succeed. Giving up on a learner could only reinforce the problems with behaviour, commitment to help reduce inappropriate behaviour in class (Burden, 2006).



2.6.7.5 Focus attention on preventing disturbing behaviour

Teachers must think comprehensively about prevention strategies to use in class. This include teaching learners alternatives to disruption and violence, knowing the early warning signs for violence behaviour, paying attention to learner interactions, building a positive classroom community, and by taking actions to de-escalate confrontation situations.

2.6.7.6 Make plans for ways to respond to disruptive or violence behaviour

This is another means to deal with classroom challenges. The teacher should be able to decide on how to address aggressive behaviour among their learners in class and respond to them accordingly. It is advisable to think in advance so that appropriate decisions can be taken in the event of such an incidence (Burden, 2006).

2.6.7.7 Teach the learner critical social skills

Many learners lack the social skills needed to relate positively to their classmates and to do well academically. It is the responsibility of teachers to help learners develop these social skills, especially teachers dealing with learners in their developmental

stage to help them promote learning and successful classroom discipline (Burden, 2006).

2.6.7.8 Reduce the use of punitive methods of control

Glasser's Choice Theory of basic needs does not support punishment. The Choice Theory believes that the learner who misbehaves needs to be helped to admit that his/her behaviour is irresponsible and the teacher must teach learners to act in a more responsible and acceptable manner. Teachers must create a positive environment where each learner feels relaxed and accepted. However, punitive or coercive environments may promote antisocial behaviour. The teacher should use other techniques that involve the learners in creating a positive learning environment in a more desirable manner (Burden, 2006).

2.6.7.9 Involve parents and guardians to a reasonable degree

Burden (2006) adds that teachers should cultivate the habit of communicating with the parents regularly about the progress of their children in the classroom. The teachers should also make it clear to the parents and other supportive bodies that their support to prevent learners' misbehaviour in class is necessary.



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2.7 GAP IN THE LITERATURE

Since the previous studies on teaching and learning in the classroom do not provide us with enough information on how the intermediate teachers manage the learning environment for enhanced teaching and learning in primary school at the classroom levels, it was needful to undertake this study. The researcher maintains that few researchers have focused their studies on primary school teacher classroom management; but left out the intermediate phase teachers who are the one dealing with learners in their developmental stage (Puberty). That means, intermediate phase educators are an important source in which the researcher can collect vital information about what is really happening in the classroom pertaining to behaviour management as well as the issues they managed in class.

It is for this reason that the researcher was motivated to conduct a descriptive survey in order to close this gap in the literature. The researcher used a mixed methods research approach to describe the important issues that teachers manage in class, what inform teachers in managing/identify issues in the classroom, and how they deal

with challenges associated in managing the learning environment for enhanced teaching and learning in the primary schools. Hence, the main purpose of the mixed methods research is to examine, understand and to evaluate how intermediate teachers manage the learning environment for enhanced teaching and learning in selected primary schools. Considering these, this study uses yet another focus and attempt to bridge the gap between the previous study by using a mixed methods research to describe educators' management of the learning environment for enhanced teaching and learning in selected primary schools in the East London Education District Eastern Cape Province in South Africa.

2.8 CHAPTER SUMMARY

This chapter has discussed the theoretical framework and its importance in this study. The chapter further looked into the empirical findings of literature both internationally, nationally and in sub-Saharan African countries regarding educators' management of learning environment in schools. It described how educators do manage their classroom for enhanced teaching and learning, what they considered as important issues to manage in the classroom and the challenges educators often face in the course of managing these issues in the classrooms. Moreover, this chapter explained leadership style and teaching methods teachers employ in the class. It briefly discussed the causes of teacher stress and burn out in class and some strategies the teachers use in managing these issues.

In the light of the above discussion, a considerable amount of research shown that a well-organized classroom management is required in establishing and supporting effectively learning environment. However, well-organized learning environment lead to high academic achievement, learner confidence, ability to solve problems, increased positive relationship while unorganized learning environment lead to low confidence, learner misbehaviour, inability to solve problems, fighting, teacher stress and burnout, reduced social skill, poor academic achievement and fear of consequences. Various literatures have illustrated views on classroom management in the classroom as well as in school. The researcher reviewed literature focusing on effective management of learning environment at the classroom level to better her understanding of the issue under study. The next chapter is focused on research methodology and procedures employed in this study.



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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The previous chapter discussed on the literature review and theoretical frameworks that underpin this study. In this chapter, the researcher describes the research design and methodology used for this study. It gives a brief explanation of the research paradigm, as well as the research approach used in the study. Data collection methods employed in the study are also discussed. The ethical measures, which were taken into consideration before and during the research, are briefly outlined.

This study is a descriptive in design, as the researcher sought to describe intermediate phase educators' management of the learning environment for enhanced teaching and learning in selected primary schools in the East London Education District. This study used both qualitative and quantitative methods to collect data and analysis. The objectives of this study were to:

- ❖ Examine what the educators consider as important issues to manage in a learning environment in schools.
- ❖ Understand what informs the educators, and how they manage the learning environment for enhanced teaching and learning in schools.
- ❖ Evaluate the challenges associated with managing learning environment for enhanced teaching and learning in schools.

3.2 RESEARCH PARADIGM: PRAGMATISM

Thomas Kuhn (1962) cited in Johnson and Onwuegbuzie (2004, p. 24) popularised the idea of a paradigm. Kuhn defines a paradigm as an integrated cluster of substantive concepts, variables and problems attached with corresponding methodological approaches and tools. In the same vein, Johnson and Christensen (2008) term research paradigm as a perspective about research held by a community of researchers that is based on a set of shared assumptions, concepts, values and practices. Jonker and Pennink (2010) looked at research paradigm as a set of fundamental assumptions and beliefs as to how the world is perceived; which then serves as a thinking framework that guides the behavior of the researcher. On the

other hand, Mac Naughton, Rolfe & Siraj-Blatchford (2001) quoted in Mackenzie and Knipe (2006, p. 193) provide a definition of paradigm, which includes three elements: a belief about the nature of knowledge, a methodology and criteria for validity.

Pragmatism is a deconstructive paradigm that debunks concepts such as “truth” and “reality” and focuses instead on “what works” as the truth regarding the research questions under investigation (Tashakkori and Teddlie, 2003, p. 713). Pragmatism is not committed to any one system of philosophy or reality, pragmatist focus on the ‘what’ and ‘how’ of the research problem Cresswell (2003) cited by (Mackenzie & Knipe, 2006, p. 197). Pragmatism advocates for the use of mixed methods in research, and acknowledges that the values of the researcher play a large role in interpretation of research findings. Briggs, Coleman and Morrison (2012, p. 125) observe that; “research paradigms are important as it allows researchers to use paradigms that best provide answer to the research questions.

In this regard, pragmatism paradigm is suitable for this study because it places the research problem at the centre of the research process and the researcher was able to use different (two-research methods) approach to understand the research questions. Hence, the most appropriate data collection and data analysis methods chosen to provide answers to the stated research questions.

As previously, noted in the introduction the study was based on mixed methods research which allows the use of pragmatism paradigm. Tashakkori and Teddlie (2003, p. 139) additionally identified three major types of paradigms. The first one being post-positivist paradigm, which is associated with traditional research approaches such as experimental or quasi-experimental designs and causal comparative and correlational research approaches. The second is interpretive-constructivist paradigm. This one is associated with qualitative approaches to research such as ethnography, case study, and phenomenological investigations. Lastly is the transformative emancipatory paradigm. In this, scholars assume that knowledge is not neutral but is influenced by human interests, that all knowledge reflects the power and social relationship within society, and that an important purpose of knowledge construction is to help people improve society (Banks, 1993, 1995 quoted by Tashakkori & Teddlie, 2003, p. 139). Quantitative approach and qualitative

approaches are grounded within the positivist and the interpretivist paradigms respectively. Following this discussion, this study incorporated in pragmatic research paradigm.

3.3 RESEARCH APPROACH: MIXED METHODS RESEARCH

Based on research paradigms discussed above, this study adopted a mixed methods research approach, which is a technique for integrating both quantitative and qualitative data (Creswell, 2014). Creswell and Clark (2011) define mixed methods research as those methods that include at least one quantitative method (designed to collect numbers) and one qualitative method (designed to collect words) where neither type of method is inherently linked to any particular inquiry paradigm. Tashakkori and Teddlie (2006, p. 212) further sheds more light on the definition of mixed methods research. According to these authors, it involves the collection or analysis of both quantitative and/or qualitative data in a single study in which the data are collected concurrently or sequentially, are given priority, and involve the integration of the data at one or more stages in the process of research.



Therefore, mixed methods approach was adopted because neither method (qualitative or quantitative) is individually sufficient to explain the details of educators' management of the learning environment for enhanced teaching and learning in schools. In order to provide a reliable and valid research finding, mixed methods research is appropriate for the study. Creswell and Clark (2011) further added that mixed methods approaches are used as they provide strengths that balance the weakness of both approaches. When used together, both approaches complement each other to provide broader insights into the topic understudy and that allow the use of the best of both the paradigms to enhance the accuracy, depth and reliability of the research findings (Teddlie & Tashakkori, 2009). On the other hand, this research approaches allows the researcher to have a better understanding of the issue under study.

3.3.1 Strengths and weaknesses of mixed methods research approach

According to Creswell (2003), the strengths and weakness of mixed methods includes easy to describe and to report. It useful when unexpected results arise from a prior

study. It can help generalize, to a degree, qualitative data. Helpful in designing and validating an instrument and it can position research in a transformative framework.

Some of its weaknesses is time consuming; resolving discrepancies between different types of data this is because some designs generate unequal evidence. It can be difficult to decide when to proceed in sequential designs and, little guidance on transformative methods.

3.3.2 Mixed methods research in general

According to scholars, such as Creswell (2009, 2014); Creswell and Clark (2011); Johnson & Christensen (2008); Mackenzie and Knipe (2006); Tashakkori & Teddlie (2006), the field of mixed methods has been accepted for the last decade though researchers have been using multiple research to investigate research problem. Moreover, mixed methods major characteristic is that its design is based on either or both perspectives - in mixed methods research problems can become research questions. In addition, interpretation is continual and can influence stages in the research process.

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Within this context, mixed methods is appropriate for this study because it allows the researcher to examine, understand, evaluate and describe intermediate teachers' views on management of the classroom learning environment at the school. It allows researchers to develop and test new research instrument. Mixed methods approach is helpful in designing and validating an instrument, therefore, the researcher designed own research instrument that was used to collect data. The instrument was tagged "Educator Management of Learning Environment Structured Questionnaire (EMLESQ)".

Since, the study adopted a mixed methods research approach to examine, understand and interpret the issue under study; it allowed the use of concurrent triangulation. Concurrent triangulation is used to confirm, cross-validate or corroborate findings in a single study. This is appropriate as it used to overcome a weakness in using one method with the strengths of another method. Thus, quantitative research was in the form of structured questionnaire while the qualitative research used semi-structured

face-to-face interviews. Johnson and Onwuegbuzie (2004) cited by Johnson and Christensen (2008, p. 2) asserts that the goal of mixed methods research is not to replace either the quantitative or the qualitative approaches to research, but rather to draw from the strengths of these approaches and to minimize possible weaknesses.

Creswell and Clark (2011, p. 40) additionally explained benefits of using mixed method is that a combination of both forms of data provides the most complete analysis of problems as well help to improve the overall quality of research. The researcher adopted mixed method to increase the scope and range of the research, in order to address stated research problems and the related research questions that might have come up during the course of study.

Having defined what is meant by mixed methods research approach and it important in this study, the researcher will now move on to discuss how the mixed methods research approaches are suitable in this study.

3.3.2.1 Relevance of mixed methods research in this study



Mixed method approach was relevant to this study because, it takes advantage of using multiple ways to explore a research problem. That mean simultaneously the researcher used quantitative method in the first phase by using a purposive sampling to select (76) Intermediate Phase educators. Data was collected using semi-structured questionnaire with close-ended questions. In the (qualitative) phase, five Intermediate phase heads of department (HOD) were interviewed using semi-structured interview questions. For this reason, the researcher satisfied the important standard of mixed research in which the researcher mixed paradigms, methods and procedures. The practice helped in as complementing the strengths and reducing weaknesses of the individual approaches (Creswell & Clarke, 2011; Johnson & Christensen 2008; Teddlie & Tashakkori 2009).

In conclusion, mixed methods approach is appropriate in the following ways: It allows the researcher to explain and interpret data, to explore a phenomenon and to develop and test a new instrument. It serve as theoretical perspective, it helps to complement the strengths of a single design and to overcome the weaknesses of a single design.

Mixed methods research helped the researcher to address the research question at different levels. Finally, it addresses a theoretical perspective at different levels (Creswell, 2003; Johnson & Christensen, 2008; Boughey, 2017; Tashakkori & Teddlie 2003, 2009).

The next session summarise stages used in conducting this study.

Table 3. 1: Mixed method research approach

Research paradigm	Pragmatism	Positivist and Interpretivists paradigms
Research approach	Mixed methods research approach	Quantitative and Qualitative research are used
Research design	Concurrent Triangulation design Quan + qual	Quantitative and Qualitative data are collected simultaneously
Data collection methods	Probability sampling- Structured Questionnaires Non probability (Purposive) – Semi- structured Interview schedules	Random sampling technique for the quantitative data, then, purposive sampling method for the qualitative data
Data collection instruments	Educator Management of Learning Environment Structured Questionnaire (EMLESQ) for (76) intermediate teachers. Interviews schedules for (5) head of department. Classroom observations	Questionnaire will be use to collect quantitative data while a semi-structured interview use to collect qualitative data and classroom observation be done

To conclude this session, researchers such Adeyemo (2012, p. 375); Akin, Yuldirim & Goodwin (2016); Sieberer-Nagler (2016, p. 168); Temli-Durmus (2016, p. 1951); Unal & Unal (2012) used mixed methods in their studies which was proved successful. As indicated above, concurrent triangulation design was employed in this study to ensure consistence in data collection.

3.4 RESEARCH DESIGN: CONCURRENT TRIANGULATION

Tashakkori and Teddlie (2003, p. 711) defined mixed method design as a design that includes both QUAN and QUAL data collection and analysis in parallel form. Research design is the procedure for collecting, analyzing, interpreting, and reporting data in research studies (Creswell & Clark, 2011). It is a design in which two types of data collected and analysed. Research design guides the methods decisions that the researcher takes during the study and set the logic by which the researcher make interpretations at the end of the study.

Before proceeding to examine what is meant by concurrent triangulation design and its relevance in this study, it will be necessary to mention different approaches of mixed methods design to better the understanding of both the researcher and the readers of this study. Creswell (2003, p. 211), Tashakkori & Teddlie (2003, p. 223) further itemised the six major designs in mixed methods research that researchers can use to enhance study findings. These designs are:

- ❖ **Sequential Explanatory:** This is characterised by collection and analysis of quantitative data followed by a collection and analysis of qualitative data. Its purpose includes the use qualitative results to assist in explaining and interpreting the findings of a quantitative study.
- ❖ **Sequential Exploratory:** This is characterised by an initial phase of qualitative data collection and analysis followed by a phase of quantitative data collection and analysis. Its purposes is to explore a phenomenon. This design is useful when developing and testing a new instrument.
- ❖ **Sequential Transformative:** Characterised by the collection and analysis of either quantitative or qualitative data first. Results are integrated in the

interpretation phase. Its purpose also is to employ the methods that best serve a theoretical perspective.

- ❖ **Concurrent Triangulation:** Characterised by two or more methods used to confirm, cross-validate, or corroborate findings within a study. Data collection is concurrent. The general purpose of concurrent triangulation is that the both methods are used to overcome a weakness in using one method with the strengths of another.
- ❖ **Concurrent Nested:** This is characterised by a nested approach that gives priority to one of the methods and guides the project, while another is embedded or “nested.” The purpose of the nested method is to address a different question than the dominant or to seek information from different levels.
- ❖ **Concurrent Transformative:** Characterised by the use of a theoretical perspective reflected in the purpose or research questions of the study to guide all methodological choices. Purpose is to evaluate a theoretical perspective at different levels of analysis.

However, a triangulation design could be used in mixed methods research depending on the research question. So far this session has briefly discussed different designs; the following part discusses concurrent triangulation design in which was used in the study.

3.4.1 Concurrent triangulation design

In mixed methods research, it is more imperative that the researcher adhere to the rules governing its design and methods. That is, “methodological congruence must be maintained” (Tashakkori & Teddlie, 2003, p. 191). Thus, this study was designed as a concurrent triangulation since the study adopted mixed methods approach. According to Kumar (2014) research design is used to conceptualize an operational plan to undertake the various procedures and tasks required to complete the study and to ensure that these procedures are adequate to obtain valid, objective and accurate findings to the research questions. Research design is regarded as the procedures for collecting, analyzing, interpreting and reporting of a research study (Creswell, 2011).

Concurrent triangulation is defined by Briggs, Coleman and Morrison (2012) as the process of comparing many sources of evidence in order to determine the accuracy of information or phenomena. The triangulation techniques in the social sciences attempt to map out, or explain more fully, the richness and complexity of human behaviour by studying it from more than one standpoint (Cohen & Manion, 1994, cited in Briggs, Coleman & Morrison, 2012, p. 85). The major characteristic of concurrent triangulation according to Cresswell (2003) is that two or more methods are used to confirm, cross-validate, or corroborate findings within a study and that data collection is concurrent. This enables researchers to use both the quantitative and qualitative research approaches to address the issue under study.

In the same vein, Tashakkori and Teddlie (2006) assert that mixed methods design allows researchers to use supplemental research strategies to collect data that would not otherwise be obtained by using the main methods and incorporating these data into the base methods. Likewise, in this study the researcher was able to use other research tools to support main equipment to obtain rich information from participants. Therefore, concurrent triangulation design was appropriate for this study as it allowed the researcher to use both the quantitative and the qualitative research approaches in a single study to gather in-depth information from intermediate phase teachers on how they managed learning environment for enhanced teaching and learning in schools.

Elliot and Adelman (1976, p.74) as mentioned in de Vaus, 2006, p.335) further explained that, "triangulation involves gathering accounts of a teaching situation from three quite different points of views; namely those of teacher, learners, and a participant observer. Each point of the triangle stands in a unique epistemological position with respect to access to relevant data about a teaching situation. According to de Vaus (2006), comparing this account with accounts from the other standpoints a person at one point of the triangle has an opportunity to test and perhaps revise it on the basis of more sufficient data". However, the researcher chose to study the teacher perspective of learning environment from different angles by observing their teaching during lessons. Concurrent triangulation was selected as the design because the researcher uses both the quantitative and qualitative methods to confirm, cross-validate, or corroborate findings within this single study (Greene et al, 1989; Morgan, 1998; Steckler et al., 1992 as cited in de Vaus, 2006; Johnson & Christensen, 2008).

3.4.2 Strengths of concurrent triangulation design

Concurrent triangulation increases the credibility or trustworthiness of a research finding. It also helps the researcher in understanding the overlapping and different facets of a phenomenon i.e. development, initiation and expansion (Johnson & Christensen, 2008).

- **Development:** allow the researcher to use the methods from one method to help inform the other method or to formulate a theory (Creswell & Clark, 2011).
- **Initiation:** means discovering paradoxes and contradictions as well as providing different views that may lead to a reframing of the research question or results (Creswell & Clark, 2011).
- **Expansion:** this is when the researcher attempts to expand the breadth and range of inquiry by using different methods for different inquiry components.

Johnson and Christensen (2008) and Creswell and Clark (2011) additionally explained that when two or more methods that have offsetting biases are used to assess a given phenomenon, and the results of these methods converge or corroborate one another, then the validity of inquiry or findings is enhanced. On the other hand, Tashakkori and Teddlie (2003) assert that the strengths of comprehensiveness from using mixed methods may also be perceived as its weakness.

Contrary to popular belief held by scholars towards mixed methods research, Creswell (2003) acknowledged that mixed methods has been widely accepted for the last decade. In this view, concurrent triangulation design noted for its successful application in research was used in this current study. Theorists, such as Unal and Unal (2012), Sieberer-Negler (2016) as well as Terli-Dermus (2016), argue that in concurrent triangulation design, interpretation is a continual process and the findings can be used in discovery of another problem during the study. However, the researcher thought concurrent triangulation was suitable for the study.

3.4.3 Site Selection

The site chosen for this research study was both the private and the public primary schools located within the East London Education District. This is where the sample of seventy-six (76) intermediate phase teachers was randomly selected. In the next session, the researcher discusses in detail the population and sampling techniques used in the study.

3.5 POPULATION AND SAMPLING

Mixed methods sampling as explained by Kemper, Stringfield and Teddlie in Tashakkori and Teddlie (2003, p. 273) is a simultaneous selection of units of study through both probability (to increase generalisation / transferability) and purposive sampling strategies (to increase inference quality). Therefore, population in probability sampling is defined as the “totality of all elements, subjects, or members that possess a specified set of characteristics that define it” (Teddlie & Tashakkori, 2009, p. 170 citing Wiersma & Jurs, 2005).

According to Tashakkori and Teddlie (2003, p. 274), “a researcher would have ample access to the entire target population of a person in any area of interest with no thought of cost”. Further, concerns with ability to generalise would be moot because the characteristics of the entire target population and the effects of any intervention on that population would simply be known”. For this reason, the participants of the study were selected conveniently through stratified random sampling. Because there was no enough money and time to collect information from everyone in a population, the researcher aimed to find a representative sample of the study population. Therefore, the sample of this study comprised of 76 intermediate phase educators from selected public and private primary school within the East London Education District. Thus, sampling is termed as the selection of units of people, group, or setting in a manner that maximises the researcher’s ability to answer the stated research questions (Bryman, 2006 quoted by Creswell & Clark, 2011, p.26).

According to Teddlie and Tashakkori (2009, p.191), the probability of “teachers or classroom within schools involves random or stratified random sampling”. Stratified random sampling is defined by Teddlie and Tashakkori (2009, p.345) as when the researcher identifies the subgroups (or strata) in a population such that each unit

belongs to a single stratum and then randomly selects units from those strata. Therefore, sampling technique for quantitative strand was probability sampling and non-probability sampling technique for qualitative (Teddle & Tashakkori, 2009, p187). This is in line with Tashakkori and Teddle (2003, p. 277) opinion in that in any study, the researcher can use any of a variety of sampling techniques or blend probability and purposive sampling methods to answer the research question under investigation.

3.5.1 Quantitative (QUAN) - Randomly sampling technique

As discussed earlier, the use of stratified random sampling allowed the researcher to categorise the population into strata that is, public and private intermediate phase educators in the East London Education District. Participants were random sample from separate strata. During sampling, the researcher personally visited East London Department of Education, from where a number of 768 was confirmed as the total number of intermediate phase educators in East London Education District. It should be noted that the researcher was not allowed to print out the documents due to the facts that the document contained personal information of the educators.



Further, there are (64) operational public ordinary primary schools, (9) ordinary combined schools, and (6) private schools in the East London Education District. The table below is the summary for the study population.

Table 3. 2: Population and sampling procedures

Types of school	Number of schools	Total number of intermediate phase teachers	Total in sample (Approximately 10%)
Private	6	64	6
Public (ordinary/combined)	73	704	70
Total	79	768	76

Source: (ECDoE): EMIS, (2017).

Everyone in the population has exactly the same chance of being selected in the study sample. The researcher identified every member of the population, and then had a

way of contacting them through the school heads and then, sought for their permission to participate in the study. Random sampling was appropriate for this study because it allowed the researcher to generalise the results of this study to a larger population. That mean, random selection of intermediate educators within Eastern Cape Education district might be used to represent an estimate of the whole study population.

3.5.1.1 Advantages and disadvantages of random sampling

According to Kumar (2014), advantages of random sampling involves randomly selecting individuals based on a systematic procedure. Kumar (2014) continue to say that some statistical tests based upon the theory of probability applied only to data collected from random samples. Another advantage of random sampling is that these tests are important for establishing conclusive correlations (Kumar, 2014). It disadvantages is that, if the selected units are spread over a large geographical area, it could make the units costly to access (Teddlie & Tashakkori, 2009).

3.5.2 Qualitative (Qual) – Purposive sampling technique

Five (5) heads of department were selected purposively from the study population. Purposive sampling was used in this study to increase the utility of information obtained from the quantitative data. According to Teddlie and Tashakkori (2009, p. 192), purposive sampling techniques is appropriate in qualitative research approach since the researcher was interested in interacting with experienced people who can give relevant information about the issue under study. Accordingly, (5) intermediate phase heads of department were interviewed because it was possible they had more teaching experience and on management of the learning environment at the classroom level. Classroom observations were done in order to construct meaning from data collected from both the qualitative and quantitative data.

3.6 DATA COLLECTION INSRTUMENTS

Mixed methods research data collection procedures includes sampling, gaining permissions, collecting data, recording the data, and administering the data collection (Creswell & Clark, 2011). Therefore, this study utilised self-made questionnaire entitled “Educator Management of Learning Environment Structured Questionnaires (EMLESQ)” to collect data from (76) intermediate phase educators.

According to literature, theoretical framework is the backbone in any research. It has an effect on the research questions and the way they are phrased, the research methods and techniques used in a study (Boughey, 2017). Therefore, the instrument used in conducting this study was based on Glasser's Choice Theory of Basic Needs. It comprises of items referring to educators' management of classroom learning environments. In addition to research instrument, the researcher submitted a draft copy of her questionnaire to her supervisor, then to an expert to test and evaluate who critically and scrutinised the contents of both the questionnaire and interview questions. Both my supervisor and the validator effected necessary corrections on the draft before accepting it suitable for further procedures.

The opinions of my supervisors and the expert assisted the researcher in preventing uncertainty, and helped to establish connection between the purpose of this study and stated research questions. The instrument comprised of two main sections. Researcher used section A to collect participants' demographic data while section B had 90 items, which measured the educators' management of the learning environment at the classroom level in general. There were 16 interview questions in addition to the quantitative questionnaire. This allowed the researcher to use interview responses to enrich the overall findings. The instrument had a 5- point rating scale, which was adapted in the Likert type scale response anchors (Vagias, 2006). This was done after extensive review of related literature and thorough readings of different textbooks in the field of classroom management.

In the light of the above, the Part B of the instrument sought for information that could assist the researcher in answering the research questions that guided this study. The items on sections B were structured on the following five-point rating scales: Not at all Important (NI), Slightly Important (SI), Somewhat Important (SI), Moderately Important (MI), and Extremely Important (EI) used to measure level of importance on the issues to manage a learning environment in schools. Strongly Agreed (SA), Agreed (A), Uncertain (U), Disagreed (D), and Strongly Disagreed (SD) was used to measure level of agreement on what informs educators on how they managed the learning environment and challenges faced by teachers in the classrooms. Never (N), Almost Never (AN), Sometimes (S), Fairly Often (FO), and Very Often (VO) were used to

measure frequency of perceived stressful situations among the intermediate phase teachers.

3.6.1 Questionnaires

Questionnaire is method of data collection in which respondents complete a self-report instrument about their attitudes, beliefs, judgments or other attributes (Teddle & Tashakkori, 2009). The questionnaire is regarded as a major data collection instrument in quantitative study (Tashakkori & Teddle, 2009). For that reason, the researcher constructed her structured questionnaire in order to collect useful information from the participants. A questionnaire is a pre-planned set of questions aimed at providing appropriate answers about educators' management of classroom learning environment in general. The questionnaires were administered to the 76 primary schools classroom educators.

3.6.1.1 Structured questionnaires

Structured questionnaire is one that participants fill out the same questionnaire, and all of the questions or items provide the possible responses from which the participants must select (Tashakkori & Teddle, 2003). This take the form of Likert type scales 5-point rating scales. Structured questionnaire was appropriate for this study as the researcher attempted to collect in-depth information from intermediate educators' regarding their understandings, behaviours and classroom management styles. In structured questionnaire, participants' responses are more efficient to collect and analyse (Teddle & Tashakkori, 2009). Creswell and Clark (2011) assert that structured questionnaires are based on predetermined response scales, or categories. This requires the study participants to choose from a limited number of responses that are predetermined by the researcher.

A five-point Likert scale type of questions were used. The researcher designed own research instrument tagged as 'Educators Management of Learning Environment Structured Questionnaires (EMLESQ)' to measure educator understandings of management of the learning environment for enhanced teaching and learning in the East London Education District. The researcher administered the questionnaires personally. It was important that researchers have better understanding of the strengths and weaknesses of using questionnaires in a study.

3.6.1.2 The strength of questionnaires

According to Tashakkori and Teddlie (2003, p. 305), the strengths of questionnaires include quick turnaround, good for measuring attitudes and eliciting other content from research respondents. Questionnaires can be administered to probability samples, it is inexpensive, perceived anonymity by participants is possibly high, and it is moderately high measurement validity for well-constructed and well-tested questionnaires. More importantly, is it ease of data analysis for closed ended items. Therefore, the researcher kept it all in mind when constructing the questionnaires for this study.

3.6.1.3 The weakness of questionnaires

The weakness of questionnaires are that; it need to be kept short, need validation, might have missing data, non-response to selective items, possible reactive effects such as social desirability, and response sets. Another weakness of questionnaires is that response rate is possibly low for mail questionnaire, open-ended items may result in vague answers, open-ended items possibly reflect differences in verbal ability, obscuring the issues of interest and sometimes data analysis is time consuming for open-ended items (Tashakkori & Teddlie, 2003, p. 306).

For these reasons, the study adopted a structured questionnaire which did not require the participants of this study to write or taken much time to fill out the items. Moreover, the adoption of structured questionnaire allowed the researcher to administer the questionnaires by hand. Doing this helped the researcher to minimise loss of questionnaire. More significantly, the use of anonymity aroused the participant willingness to cooperate with the researcher. Therefore, structured questionnaire was perfect for this study.

3.6.2 Interviewing

Interviewing is defined as a person-to-person interaction, either by face to face between two or more individuals with a specific purpose in mind. Further, the theoretical roots of interviewing are in what is known as the interpretive tradition (Kumar, 2014, p. 151). In this study, face-to-face interviews schedules were used as the second research instrument for (5) heads of department within the study

population to obtain detailed and in-depth information to provide answers to the research question (Kumar, 2014).

Since the interview was a face-to-face interview, building trust was imperative. Therefore, the interviewer built environment of trust and confidence with the interviewee she interviewed by being frequent at the research site before the schedule day for the interview. Stanfield (1999) cited in Tashakkori and Teddlie (2003) claimed that researchers who do research without firsthand contact tend to view those studied as commodities or objects, while those who are studied in such circumstances tend to view the researcher as an exploiter who is only interested in extracting data and then disappearing. Thus, the interviewer established good rapport with her interviewee to enable her to ask a series of questions. By doing this, the interviewer made her interviewee feel comfortable in inviting her into their schools.

3.6.2.1 Interview approach: Semi-structured interviews

In mixed methods research, semi-structured interviews take the form of a few major questions, with sub-questions and possible follow-up questions. Semi-structured interview enabled the researcher to probe for further information during the interviews with the participants (Kumar, 2014; Teddlie & Tashakkori, 2009). Semi-structured interviews allowed the researcher to change the wording and explained words or added to them for clarity to the participants. Thus, the researcher adopted semi-structured interviews to collect the participant's in-depth views on issues relating to learning environment.

Moreover, semi-structured interview allowed the researcher to explore participant views in ways that cannot be achieved by other forms of research instruments. It reduces the danger of non-response, which might occur with a self-completion questionnaire (Kumar, 2014) is used. Consequently, questioning the classroom teachers gave the researcher more of an insight into different views of intermediate phase educators on learning environment and, how they do manage learning environment for enhanced teaching and learning in schools.

3.6.2.2 Strengths of semi structured interview

Interview is good for measuring attitudes and most other content of interest, for it allows probing by the interviewer. Another important strength of interview is that it

provides in-depth information, allows good interpretive validity, and it can be used with probability sample. Most importantly, it is very useful for exploration and confirmation of research problem.

3.6.2.3 Weakness

Contrary to its usefulness in a research study, interview has its weakness as well. The first is that interviews are expensive and time consuming, possible reactive and investigator effects. Perceived anonymity by respondents is low. In addition to this, the data analysis is time consuming for open-ended items and the measures are in need of validation. Therefore, the researcher considered all these while conducting the interviews with her participants for accurate, reliability and consistency of research findings.

3.6.2.4 Interview schedules and settings

According to the literature, gaining interviewer trust and building a good rapport are very important in collecting rich information from the study respondents (Tashakkori & Teddlie, 2003). Therefore, the researcher familiarised herself with the research site and made sure that interview took place at the interviewers' convenient time and place within the school premises without interrupting the teacher teaching and learning activities. The researcher did pilot study to ensure that all the questions were not poorly structured through the help of the research supervisor and the data analysis expert. The interview questions were written in English language since it was the medium of instruction in most of the schools. The interview contained (16) sixteen different questions. This is because the researcher would be able to gather more information from participants of this study. Importantly, in order to cover the main objectives of this study, permissions were taken from my participants before the use of audio recorder and photographing their classes.

3.6.2.5 Discussion of interview schedules

The interview schedules consisted of three sessions. First, it involved introducing the aim of this study to the interviewers. Secondly, the participants were encouraged to be as honest as they could while answering the interview questions. Thirdly, it focused on educators' general knowledge of the learning environment in school, what intermediate phase educators consider as important in managing the learning environment, what inform their preferred approaches to classroom management and challenges they often face in the course of managing their classrooms for enhanced

teaching and learning. The researcher interviewed five head of intermediate phase educators on their views about the issue under study.

3.6.2.6 Transcribing

According to Tashakkori and Teddlie (2003), a transcription refers to translation from one narrative mode of oral discourse into another mode to written mode. Further, to transcribe means to transform, to change from one form to another. Therefore, the information collected from study participants during interviews was transcribed from oral to written mode by the researcher.

3.6.3 Observation

Observation as defined by Kumar (2014) is a way to collect a purposeful, systematic and selective way of watching and listening to an interaction or an issue as it takes place. Observation gives researcher direct access and insight into complex social interaction and physical setting. It gives permanent and systematic records of interactions and settings, it enriches and supplements information collected by other techniques (Briggs & Coleman, 2007, p239).



3.6.3.1 Non-participant observation

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This study adopted a non-participant observation. Kumar (2014) sees non-participant observation as when the researcher do not get involved in the activities of the group but remain a passive observer, watching and listening to its activities and drawing conclusions from the situation observed. The researcher adopted a non-participant observation approach to observe the participants in their natural or structured environment (classroom). This allowed the researcher to observe educators in classroom where action is being performed. Observing educators in their natural setting helped the researcher to add more answers to the stated research questions. Further, the researcher recorded the observations as running narrative or using instruments. The importance of observation is to watch participants in action; although, Tashakkori and Teddlie (2003, p. 312) write that people sometimes do not do what they said they do. Therefore, the common problem with observation is regard to reactivity. Table 3.3 summaries data collection and instruments adopted in this study. Tashakkori and Teddlie (2003, p. 314) shed more light on the strengths and the weakness of observation in a study. Therefore, the researcher put all into considerations during her study.

3.6.3.2 Strengths of observation data

Observation allows the researcher to directly observe what people do without having to rely on what they said during interviews. It allows for relatively objective measurement of behaviour, and it can be used with participants with weak verbal skills. Observation is good for description. In addition, observation gives access to contextual factors operating in natural social settings (Tashakkori & Teddlie, 2003).

3.6.3.3 Weakness of observation data

The weakness of observation method is that: it is not applicable to large populations, and the reasons for behaviour may possibly be unclear; Observations are more expensive than the questionnaires and test; observational data is also time consuming (Tashakkori & Teddlie, 2003). This next table explains the use of 'research question-method congruence'.



Table 3. 3: Data collection techniques (Research Question-Method Congruence Table)

Research Questions	Data Source and Method	Justification
What do educators consider as important to manage a learning environment in schools?	Data source was 76 intermediate phase educators both from private and public primary schools. (a) Structured Questionnaires: Questionnaires were used as the major data collection in this study. It was taken to selected schools where the researcher administered it to 76 intermediate phase teachers both from private and public primary school with in East London Education District. Probability random method was used to through Stratified randomly sampling technique to select (n=76). (b) Semi-Interview: Schedule interviews for 5 heads of departments with vested interests, were purposively selected through non probability sampling technique from the total population sample (n=76) Conduct interviewed for approximately 30 minutes and each interview was voice recorded with the participants' permission. (c) Observation: Researcher adopted a non-participant observation approach to observe the participants in their natural or structured environment (classroom) this allowed researcher to observe educators in classroom where action being performed. Classroom observations were done, photos, written documents such as the School Policy, the Code of Conduct for Teachers' policy, and minute's book of the SGB where issues of discipline may be needed.	Structured questionnaires and interviews allowed the researcher to collect rich information from the teachers about their views, perceptions, attitudes, beliefs, judgments or other attributes on what they considered as important to manage in the classroom-learning environment within East London Education District in South Africa. Administering, the questionnaires allowed the researcher to have the opportunity to establish rapport, explain the purpose of the study and elaborate on the meaning of items that may not be clear. The both research instruments can be administered to groups that make it good for measuring attitudes, behavior and other content from research participants.

What informs educators on how they managed the learning environment for enhanced teaching and learning?	(a) Structured Questionnaires: Administered to 76 intermediate phase teachers both from private and public primary school with in East London Education District. The questionnaires were distributed by hand by the researcher. (b) Semi-Interview: Schedule interviews for 5 heads of departments with vested interests, to be purposively selected through non probability sampling technique from the total population sample (n=76) Conduct interviewed for approximately 30 minutes and each interview was voice recorded. (c) Observation: the researcher adopted a non-participant observation approach to observe the participants in their natural or structured environment (classroom). This allowed the researcher to observe educators in classroom where action was being performed. Classroom observations were done, photos, written documents such as the School Policy, the Code of Conduct for Teachers' policy, and minute's book of the SGB where issues of discipline may be needed.	These instruments allowed the researcher to understand and explain what informs the intermediate phase educators' on how they managed their classrooms for enhanced teaching and learning in schools. The use of both instruments helped the researcher to answer the research questions.
How do educators deal with challenges associated with managing learning environment for enhanced teaching and learning in schools?	(a) Structured Questionnaires: Administered to 76 intermediate phase teachers both from private and public primary school with in East London Education District. The questionnaires were distributed by hand by the researcher. Probability random method through Stratified randomly sampling technique (n=76) was selected. (b) Semi-Interview: Schedule interviews for 5 heads of departments with vested interests, to be purposively selected through non probability sampling technique from the total population sample (n=76) Conducted interview for approximately 30 minutes and each interview was voice recorded.	These instruments allowed the researcher to gather useful information and to understand the ways in which intermediate teachers deal with challenges associated with managing their classroom. Observations: Researcher remained a passive observer, watching and listening to its activities and drawing conclusions from the situation observed. Researcher was able to observe teachers directly and see what they do without

	(c) Observation: Researcher adopted a non-participant observation approach to observe the participants in their natural or structured environment (classroom) this allowed researcher to observe educators in classroom where action was being performed. Classroom observations to be done at least 5 classrooms, photos, written documents such as the School Policy, the Code of Conduct for Teachers' policy, and minute's book of the SGB where issues of discipline may be needed.	having to rely on what they say they do. Observation allowed the researcher to have permanent measurement of behaviour. This assisted the researcher in good description of teachers behaviours in class
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3.7 VALIDITY AND RELIABILITY FOR QUANTITATIVE DATA

3.7.1 Validity

Validity in mixed methods research is defined by Creswell and Clark (2011, p.210) as employing strategies that address potential issues in data collection, data analysis, and the interpretations that might compromise the merging or connecting of the quantitative and qualitative strands of the study; and the conclusions drawn from the combination. Tashakkori and Teddlie (2003, p.581) further explain validity as the question of whether or not one's measurement of a phenomenon is true; that is, does it measure what it purports to measure? The researcher ensured that she gathered valid information from educator who teach in intermediate classrooms and are rich in information about the topic of the research study.

In this study, content, external and construct validity was ensured by ensuring that the research instrument measures what it is intended to measure, and that it measures this correctly so that the study will produce the same results if the same study was conducted in other zones by another researcher (Briggs, Coleman and Morrison (2012). In addition, the researcher submitted the research instrument (Questionnaires) to her supervisor and empirical research experts in education management before administered it to the study participants in order to have stable results and to avoid changes in instruments.

3.7.1.1 Content validity

Content validity judges the basic of the extent to which statements or questions represent the research issue they supposed to measure, as judged by researcher, readers and expert in the field (Kumar, 2014). The researcher ensured that the items in the research questionnaires adequately speak to the domain of interest planned to measure.

3.7.1.2 External validity

External validity is the degree to which the researcher can generalise research findings to other people, places, settings, and times Tashakkori and Teddlie (2003). Similarly, it is the extent to which one can conclude that, the results of his / her study can be applied to a larger population, which the sample represents, or to other similar contexts (Briggs, Coleman & Morrison, 2012; Creswell & Clarke, 2011). Therefore, the researcher used suitable research design to measure external validity by establishing the validity of instrument through content validity of scores through criterion-related and construct validity strategies. Therefore, this helped in reducing threats to both internal and external validity. Moreover, during data collection, the researcher ensured that the research questions were measuring what it was plan to measure for the results to be generalised and compared with other studies at any time and place.

3.7.1.3 Construct validity

Construct validity measure whether the theoretical construct the researcher adapted in the study can be inferred from the research operations. Therefore, the researcher made sure that she looked out for any error that might had negative influence on the study. According to Kumar (2014), content validity judges the basic of the extent to which statements or questions represent the research issue they are supposed to measure, as judged by the researcher, readers and expert in the field. Moreover, construct validity is determined by ascertaining the contribution of each construct to the total variance observed in a study.

In this context, the researcher considered what educators do and considered as important to manage a learning environment. What informs them in the management of classroom learning environment and what challenges educators do face in managing the learning environment for enhanced teaching and learning; to ascertain the degree of their general understanding of classroom management in constructing

the research questionnaires and interview questions. Then, the researcher used content data analysis using statistical procedures to establish the contribution of each construct statues identified to total variance. By Doing this, helped the researcher to guarantee the study validity.

In addition to study validity, Webb, Campbell, Schwartz and Sechrest (1966/2000) cited in Tashakkori and Teddlie (2003, p. 301) advised that the researcher must consider the followings when collecting data to reduce result error. The first thing is reactive error. This error results from the respondents' awareness that they are the targets of study. This may be specific types for example, when participants know that camera is on them they tend to put on proper behaviour during the study rather than acting normally. This can affect the measurement. Another source of error is investigator effects. This can be of two types (a) interviewer effects i.e. when participants are influenced by characteristics of the interviewer such as age, class, and gender; and (b) change in the research instrument. Varieties of sampling error refer to inevitable errors resulting from the researchers' inability to obtain perfect samples of person, time, or space. These include population restrictions, population stability over time and population stability over areas.

Access content errors are other major errors that the researcher must consider during the field time. This is when the researcher is unable to obtain perfect samples of relevant content. The problems may be restrictions on content, stability of content over time and stability of content over areas (Webb, Campell, Schwartz & Sechrest, (1966/2000) cited in Tashakkori & Teddlie (2003)). It is therefore the researcher's responsibility to be more careful in the use of fundamental principles of mixed methods research to avoid above-mentioned errors in order during data collection to have valid and reliable study results.

3.7.2 Reliability

Reliability refers to the degree to which a measurement can be replicated. That is, do repeated measurements of the same phenomenon produce consistent results from one time to the next (Tashakkori & Teddlie, 2003). Quantitative reliability means that scores received from participants are consistent and stable over time (Creswell &

Clark, 2011) i.e. measurements made consistent, if the same research was performed under the same conditions, and the same measurements obtained. To ensure consistency of research instruments, test-retest and subjected to Cronbach's alpha for analysis in order to ensure internal consistency was done. test-retest permits the research instruments to be compared with it, therefore avoiding any sort of problems that could arise with the use of other instruments (Kumar, 2014).

3.7.2.1 Cronbach's Alpha

Cronbach's alpha is designed to measure the degree to which answers to one item of the test corresponds to answers given to other items on the test (Tashakkori & Teddlie, 2003). In order for the researcher to ensure the study validation and reliability, the following steps were taken into consideration: Comparing findings with other sources, such as school records; crosschecking findings with the pilot study, and member checking; by direct questioning of respondents to see if personal response, match previous answers (Youngman, 1994 cited in Briggs, Coleman & Morrison, 2012).

Moreover, to ensure the reliability of questionnaires the researcher also considered the test-retest, inter-rater reliability and inter consistency reliability procedures by testing the research question and see that it actually measures the study variables.

3.7.2.2 The Cronbach alpha coefficient

Internal consistency refers to the degree of correlation between the various items of a measuring construct (Kumar, 2011). The Cronbach alpha coefficient is widely used as a reliable procedure to indicate how well various items positively are correlated to one another. The Cronbach alpha based on the seven inter-item was used to test the reliability of the instrument. If the items strongly correlated with each other, their internal consistency is high and the alpha coefficient will be close to one. On the other hand, if the items are poorly formulated and do not correlate strongly, the alpha coefficient will be close to zero.

In this study, a statistical method used to calculate the Cronbach alpha coefficient (α) to assess the internal consistency of the various question items of the questionnaire (Mitchell & Jolley, 2004). The Cronbach alpha coefficient used to calculate each group of items in order to illustrate the internal consistency of each subsection. Kumar (2011)

writes that Cronbach alpha serves another purpose in indicating the level of measuring the same construct validity.

3.8 DATA TRUSTWORTHINESS FOR QUALITATIVE DATA

Trustworthiness refers to as the authenticity of data through evidence of credibility, transferability, dependability, and confirmability (Lincoln & Guba, 1985 cited by Teddlie & Tashakkori 2009, p295; Nastasi & Hitchcock, 2016). According these scholars, the key to a successful project is maintaining professionalism; regarding, to ensuring validity and reliability of qualitative and quantitative data by ascertaining the credibility, transferability, dependability and confirmability of the study results.

3.8.1 Credibility

Credibility refers to a situation where the findings obtained through qualitative research are agreeable to the participants of the research Kumar (2014). 'Credibility is attained through a series of techniques including member checks, prolong engagement, persistence observation, and triangulation" i.e. inference quality in mixed methods research (Teddlie & Tashakkori, 2009 p.332).



Therefore, the researcher consulted experts after developing the interview questions and making necessary revisions; and piloting the interview schedules before the actual data collection. This was important to ensure in-depth and thorough data collection with the use of semi-structured interview questions. Member check through checking both the data and the interpretations with study participants was considered.

The researcher spent adequate amount of time in the study site in order to build trust with the participants. The researcher also adopted an interactive data coding process, persistent observation, detailed transcriptions, and researchers' notes in order to make sure that the data collected were valid. Triangulation techniques the researcher used multiple methods of collecting data to enable triangulation of the data by comparing many sources of evidence in order to determine the accuracy of data, i.e. mixing strategies to corroborate on against the other. Moreover, peer debriefing by having conceptual discussions with another researcher who has expertise in qualitative research was considered. If the questionnaires are not filled accurately, the researcher should interview the respondents to crosscheck their responses, and for those that

may not return questionnaires; the researcher should do a follow-up with respondents to establish their views.

3.8.2 Transferability

Transferability is described by Teddlie and Tashakkori (2009) as the degree to which finding conclusions may be applied to other similar contexts, people, periods, settings and theoretical representations of the constructs. Hence, the researcher ensured that sufficient thick description of the issue under study was provided to allow readers to have a better understanding of study. Therefore this enabled the readers to compare the instances of the phenomenon described in the research results with those that they have seen emerge in their situations.

3.8.3 Dependability

According to Trochim and Donnelly (2007) cited by Kumar (2014, p219), 'dependability is concerned with whether results obtained would be the same results if other researchers observe the same thing twice'. In this context, the researcher will ensure the dependability of the issue under study. Moreover, to ensure dependability of this study researcher will report the processes within the study in detail, thereby enabling a future researcher to repeat the work (Kumar, 2014). However, to maintain data trustworthiness in study, the researcher ensured that the operational detail of data gathering addressed the details of what was done in the research site, reflective appraisal of the project and evaluating the effectiveness of the process of inquiry undertaken.

3.8.4 Confirmability

Confirmability in qualitative research refers to the degree to which the results could be confirmed or corroborated by others (Kumar, 2014). In order to maintain confirmability of this study, the researcher will ensure that research findings are the result of the experiences and views of the participants rather than the characteristics and preferences of the researcher. The researcher did the following as indicated in Guba and Lincoln quoted by Kumar (2014); triangulation to reduce effect of investigator bias,

recognition of shortcomings in study's methods and their potential effects, in-depth methodological description to allow integrity of research results to be analysed and use of diagrams to demonstrate "audit trail" i.e. check.

3.9 Data Collection Procedures

According to literature, data collection procedures include sampling, gaining permissions, collecting data, recording the data, and administering the data collection instruments. Therefore, the researcher familiarised herself with the research site by gaining the permission from the head of school, then, explaining the aims and objectives of the study (Creswell, 2010). Thus, the researcher explained to the participants that she will not take their time during her visit to the school, and that their names will remain anonymous throughout the discussion of the findings.

The adoption of mixed methods allowed the use of structured questionnaires, semi-interviews and observations as data collection methods. The quantitative instrument (questionnaire) was the main research instrument while interviews and observation was the second instrument. In order to collect the data, researcher administered the questionnaires by hand to 76 intermediate teachers tape-recorded interviews for 5 heads of intermediate phase and hand-written notes for classroom observation done from all the study participants was done. All the interviews were audio-taped and transcribed, and all the participants were to review the transcripts for verification i.e. member checks.

A semi-structured interview, also known as the non-standardised or qualitative interview Tashakkori and Teddlie (2009); Creswell (2010), is a hybrid type of interview that lies in between a structured interviews and an in-depth interviews. Therefore, the researcher arranged schedule interviews with HODs. Structured questionnaires and semi-structured interviews was ideal for this study since it enabled the production of in-depth data by getting the first-hand information from the 76 intermediate phase teachers within the East London Education District primary schools views of management of the learning environment at the classroom level. Semi-structured also allowed the researcher to interact face-to-face with the respondents to obtain the information.

In order for the researcher to collect data on the issue under study and to uncover the respondents views on how educators do manage their classrooms for enhanced teaching and learning in schools; the following instruments were used to collect more in-depth information from the intermediate phase educators' in selected primary schools in the East London Education District: (i) Questionnaires (ii) Interviews and (iii) Observation.

3.10 DATA ANALYSIS

Mixed methods data analysis consists of analysis techniques applied to both the quantitative and the qualitative data as well as the mixing of the two forms of data concurrently and sequentially in a single study (Creswell & Clark, 2011). Concurrent triangulation design allows the mixing of study techniques in a single study. Therefore, this study adopted parallel mixed data analysis that involves two separate processes. QUAN analysis of data, i.e. using descriptive statistics for the data analysis, and QUAL using thematic analysis related to the relevant narrative data. Adopting each process provided the researcher and the readers with understanding of intermediate phase educators' management of the learning environment for enhanced teaching and learning in selected primary schools.

3.10.1 Quantitative data analysis: Descriptive statistical analysis

Quantitative data analysis is the analysis of numeric data using a variety of statistical techniques (Teddlie & Tashakkori, 2009). Descriptive statistical refers to the techniques used in summarising numeric data in easily interpretable tables, graphs, or single representations of a group of scores (Teddlie & Tashakkori, 2009). The following procedures considered in analysing data collected through questionnaires: the researcher first converted the raw data into a form useful data analysis; then calculated the data-using mean and standard deviation (SD) to determine general trends in the data. Follow by interpretation of study results by explaining how the results addresses the research questions then compare the results with past theories and literature. Lastly, researcher will take the results for validation to clarify whether research instruments actually provide answer to the research questions (Creswell & Clark, 2011).

3.10.2 Qualitative data analysis - thematic analysis

Qualitative data analysis in mixed methods research involve analysis of various forms of narrative data such as data stored in audio, video, and other formats. The interviews and observation were analysed using themes drawn from the main research questions. First, the researcher organised the visual data for reviewing and transcribing text from interviews and observations into word processing files for analysis. Then, to explore data and record initial thoughts by writing short memos in the margins of transcripts because analysing data includes coding. The researcher also divided text into small units then grouping the codes into themes.

Data presentation included a discussion of the evidence for the themes, that is, the presentation of figures or diagrams or theories and the final step is the interpretation of research findings by comparing the findings with available literature (Briggs, Coleman & Morrison 2012, p. 385; Creswell & Clark 2011, p. 204; Kumar, 2016, p. 316; Teddlie & Tashakkori, 2009, p. 251).

3.11 ETHICAL ISSUES



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As Sotuku and Duku (2015) perceptively highlight, 'ethics' refer to values and principles by which a determination is made of what is the right and wrong thing to do. They further points out that, ethical issues in educational research involving human beings mean establishing the values and principles that should guide researchers as they conduct research on and about human beings. In this regard, the researcher followed the guidelines by getting ethics clearance from the university, the research supervisor and then permission from the relevant authorities such as department of education, and schools. The researcher duty is to respect and protect all participants' right. In undertaking this study, the following ethical issues were considered.

3.11.1 Study approval Process

A research proposal for submission to the Faculty Research and Higher Degrees Committee was done on 31 October 2017. In putting together the chapter on methodology, the researcher had ongoing discussions with the supervisor and my colleagues to ensure quality and to obtain ethical clearance for the fieldwork. Permission to conduct research in schools was requested from East London

Education District in the Eastern Cape Department of Education in the Province. The researcher then went from school to schools to seek for participants' participation in the study. Participants were provided with permission letter clearly explaining about the research; its purpose and its expected contribution to the field of social behavioural research. The explanation also entailed information about protecting their rights, confidentiality and the voluntary participation to the study.

All participants were provided an opportunity to read the consent letter with the provision that participation is strictly on a voluntary basis and could be ceased at any time during the study's research duration. The participants of the eight (8) schools requested to sign informed consent forms for the questionnaire and the interviews process. All of these processes are provided at the appendix page.

3.11.2 Negotiation of entry

Researchers such as Briggs, Coleman, and Morrison (2012), Creswell (2014), and Creswell and Clark (2011) states that this is a more practical stage of planning for research work. Therefore, researcher contacted all appropriate channels of communication to negotiate entry into the research site.



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3.11.3 Participants' right

According to Briggs, Coleman, and Morrison (2012, p. 94) researchers have to explain the purposes, processes and part to be played by respondents, as well as the voluntary nature of participation in the research, in language that the participants can understand before asking them to give their informed and, usually, written consent. Therefore, the researcher did this by telling the participants that they had the right to withdraw at any time from the research project.

3.11.4 Informed consent of the participants

Informed consent is a principle, which ensures that participants in a research project have the right to be informed that they are being researched (Sotuku & Duku, 2015). Creswell (2014) says that researchers need to obtain approval of individual from the authority to gain access to research sites and to interrogate participants. The researcher did not pressurise participants into signing consent forms. All that was done was to established a good communication with the participants thereby, making them

a part of the research so that they could feel that the research was done with them not on them.

3.11.5 Confidentiality and Anonymity

Confidentiality is the protection of personal information. Confidentiality is to promise the research participants that the findings will be presented in ways that ensure that individuals cannot be identified (Sotuku & Duku, 2015). Burton and Bartlett (2009) elaborate by adding that the researcher through a promise of anonymity guarantees confidentiality relating to any information given and the privacy of the respondents. Creswell (2014) states that, participants and respondents should not be subjected to any risk of unusual stress, embarrassment or loss of self-esteem, the researcher ensured that participants are remained anonymous. In this regard, the researcher respected the privacy of participants by disassociating names from responses during the data analysis. The researcher ensured that participants' interests were not risked in any way, so the researcher promised them not to share participant views with anybody in any way.



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3.11.6 Protection from harm

Creswell (2014) and Creswell and Clark (2011) lay emphasis on the important of protecting participants from any form of harm that might arise during the course of project. So by inviting individuals to participate in research means, the researcher is also agreeing to protect participant from and violation of their privacy. In conclusion, researcher carried this research in a way that does not cause undue stress, harm or inconvenience to the participants. Moreover, respondents' interests were put into consideration.

3.12 CHAPTER SUMMARY

This chapter discussed the research methodology, research methods, paradigms, approach, design, population and sample, data collection instruments, and the data analysis methods and procedures used in the implementation of this mixed methods study. The purpose of this study was to describe intermediate phase teachers' management of the learning environment for enhanced teaching and learning in the selected primary schools. Data was collected from participants who had given their consent and who were, at the time of the study active teachers in teaching service.

Questionnaires, semi-structured interview and observation were used as methods of data collection. This study was limited to selected private and public primary in which the total number of 76 teachers was conveniently chosen. The next chapter focuses on, data presentations, analysis and discussion of findings.



CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 INTRODUCTION

This chapter deals with the presentation and analysis of data obtained through the administration of questionnaire as well as interviews and classroom observation. The overall objective of this study is to describe educators' management of the learning environments for enhanced teaching and learning in selected primary schools in the East London Education District. Having reminded the reader of the overarching objective of this study, it is also imperative to enumerate the three research questions for this study which are:

- a) What do educators consider as important issues to manage in a learning environment in schools?
- b) What informs educators in how they managed the learning environment for enhanced teaching and learning?
- c) How do educators deal with challenges associated with managing learning environment for enhanced teaching and learning in schools?

Notably, the presentation and analysis of data was guided by the above three research questions.

The table below shows the demographic characteristics of the study participants.

4.2 DEMOGRAPHIC CHARACTERISTICS OF STUDY PARTICIPANTS

Table 4. 1: Demographic characteristics of study participants

Variables	Frequency	Percent
Gender		
Male	9	11.8
Female	67	88.2
Age		
21-30	22	28.9
31-40	26	34.2
41-50	14	18.4
51-60	14	18.4
Highest level of education		
Matric/grade 12	1	1.3
Primary	3	3.9
University degree	60	78.9
Others	12	15.8
Area of specialisation		
Language	48	63.2
Science	27	35.5
Mathematics	41	53.9
Business	2	2.6
Technical	1	1.3
Vocational	1	1.3
Social sciences	25	32.9
others	20	26.3
Types of school		
Public	69	90.8
Private	7	9.2
School location		
Village/rural area	2	2.6
Semi-urban	16	21.1
Urban	58	76.3
School circuit		
2	10	13.2
4	27	35.5
6	24	31.6
10	7	9.2
11	8	10.5
Teaching experience		
1-5	22	28.9
6-10	17	22.4
11-15	10	13.6
16-20	5	6.6
21 and above	22	28.9
Position held		

Educator	65	85.5
Head of department	9	11.8
Others	2	2.6
Types of service		
Permanent	63	82.9
Contract	13	11.8
Race		
Black	15	19.7
White	50	65.8
Coloured	7	9.2
Others	4	5.3
Nationality		
South Africa	71	93.4
Non south Africans	5	5.3

Table 4.1 above shows that the mean age of study participants was 38.7 (SD=11.0). Most of the study participants were female (88.2%), had university degree (78.9%), from public schools (90.8%), South Africans (93.4%), white racial group (65.8%) and permanent staff (82.9%). The mean age of the participants implied that they were considerably experienced educators. Also, the majority of educators in this study were female, but this does not mean that female dominate the teaching profession in the study context. In the same vein, the overwhelming percentage of the participants was from public schools. This finding imply that there are few private schools in the study settings. Having presented the demographic data, the main research questions are analysed.

4.3 PERCEPTIONS OF EDUCATORS ON THE IMPORTANCE OF GIVING INSTRUCTIONS IN THE MANAGEMENT OF LEARNING ENVIRONMENT IN SCHOOLS

a) What do educators consider as important issues to manage in a learning environment in schools?

The table below shows educators perceptions of the importance of giving instructions to learners.

Table 4. 2: Educators' perceptions of the importance of giving instructions to learners

Items	Not important	Slightly important	Somewhat important	Moderately important	Extremely important
Giving instructions to the students/pupils on what need/should to be done in the classroom.	2 (2.6)	1 (1.3)	0 (0)	7 (9.2)	66 (86.8)
Giving information to the students/pupils about the disciplinary rules and regulations of the classrooms.	0 (0)	0 (0)	2 (2.6)	6 (7.9)	68 (89.5)
Giving directives to the students/pupils on what should be discussed in the classrooms so that they will not make a noise.	2 (2.7)	2 (2.7)	4 (5.3)	28 (37.3)	39 (52.0)
Warning students/pupils on when to start writing or copying notes during the lesson periods so that they will not lose focus.	1 (1.3)	3 (3.9)	6 (7.9)	26 (34.2)	40 (52.6)
Giving instructions on how to submit assignments quietly and peacefully without disturbing the classroom and other students.	1 (1.3)	0 (0)	5 (6.7)	19 (25.3)	50 (66.7)

From the result in Table 4.2, almost all the participants (96.0%) considered giving instructions to the students/pupils on what need/should be done in the classroom. Similarly, almost all the educators (97.4%) agreed that giving information to the students/pupils about the disciplinary rules and regulations of the classrooms is important in classroom management. Also, almost all the respondents (89.3%) agreed that giving directives to the students/pupils on what should be discussed in the classrooms so that they will not make a noise. In the same vein, a higher percentage of the participants (86.8%) agreed that warning students/pupils on when to start writing or copying notes during the lesson/periods so that they will not lose focus. Moreover, almost all participants (92.0%) agreed that giving instructions on how to submit assignments quietly and peacefully without disturbing the classroom and other students.

The above findings revealed that the majority of the participants agreed that giving instructions to students/pupils is fundamental in the classroom management. This is understandable in that, one of the roles of an educator is to give instructions to his/her students/pupils in class in order to ensure effective learning. This finding from the quantitative data agreed with finding from the qualitative data as well. For instance, participant CP expressed that:

Routines, boundaries and discipline are important; all these must be in place in the classroom. At the beginning of the term, when learners are entering the classroom, we set the classroom rules together. Learners coming to your class, they know the rules, boundaries and routines, then, I do not have a problem. So, I make sure that my learners are lineup [sic] and I read classroom rules and routines to them before they come into classroom, that is, very important. If I do not start it from the out of the classroom, learner bad behavior will channel into classroom.

In addition, participant GC corroborated the above position when she stated that;

In the beginning of the morning, [sic] I established authority straight away but I greet my learners and hug them as well those that wish to hug to do so ... So I think creating an environment with clear instructions and expectations before learning starts is important. I set clear boundaries on what will be allowed in class. In that way I give time limits to tasks in order to use time productively.

Similarly, participant SC emphasised the importance of giving instruction, by sharing the following:

I love to know that the learners have understood what has been done in class. Understand the lesson, [sic] I just wish I mention feedback better because sometimes am not sure in class. Did they all understand? However, that will come through the learning activities and then I will ready [sic] to say we can now move on to next lesson. So giving instruction at the start of lesson is very important.

Another participant stressed that giving instructions in classroom is essential because it makes students/pupils to be well-cultured and disciplined. Also, this participant believed that instructions enhance the productivity of students/pupils in the classroom. Accordingly he opined that;

Discipline is important, without discipline in class all these [sic] am saying will not be effective. Discipline goes a very long way. If learners are not disciplined, there is nothing the teacher can do, even; your lesson will never be successful. The discipline, knowing how they are going to speak and behave when they getting to this classroom [sic]. I use praise in managing discipline in my class, and I use a demerit and merit system. These learners when they have done some good [sic] they want to be told but teachers always focus on the negative aspects only for teachers to shout when a learner done [sic] a wrong thing but I use demerit system by applause those who have done well for the day those whose work were completed [sic] (Participant, AC).

In summary, findings from quantitative and qualitative data revealed that giving instructions to students/pupils by the educators in the classrooms are critical in ensuring discipline and productivity in the classrooms. In order to avoid rowdiness in the classroom, educators must set classroom rules and ensure that the learners follow these rules strictly. Failure to set rules and ensure that learners follow classroom rules might be counter-productive to learning process.

4.4 PERCEPTIONS OF THE EDUCATORS ON THE IMPORTANCE OF CLASSROOM INSPECTION

Table 4.3 shows the educators' perceptions of the importance of classroom inspection.

Table 4. 3: Educators' perceptions of the importance of class room inspection

Items	Not important	Slightly important	Somewhat important	Moderately important	Extremely important
Going around the classroom to ensure that everybody is participating in learning activities in the classroom	0 (0)	0 (0)	3 (4.0)	18 (24.0)	54 (72.0)
Moving around the classroom during lesson period to spot out those students/pupils that are making a noise	0 (0)	3 (4.1)	15 (20.3)	20 (27.0)	36 (48.6)
Inspecting the classroom while teaching to find out those students/pupils fighting each other	4 (5.5)	8 (11.0)	12 (16.4)	21 (28.8)	28 (38.4)
Moving round the classroom to spot out those students/pupils who are not copying notes from the board	0 (0.0)	5 (6.7)	10 (13.3)	22 (29.3)	38 (50.7)

From the results in Table 4.3, almost all the participants (96.0%) agreed that going around the classroom to ensure that everybody is participating in learning activities in the classroom is important in classroom management. Also, the majority of the educators (75.0%) in this study agreed that moving around the classroom during lesson period to spot out those students/pupils that are making a noise is important in classroom management. Moreover, 67.2% of the participants agreed that inspecting the classroom while teaching to find out those students/pupils fighting each other is important in classroom management.

Almost all the respondents (80.0%) agreed that moving round the classroom to spot out those students/pupils who are not copying notes from the board is important in classroom management.

From the above quantitative results, the majority of the participants agreed that inspection of learners by the educators in classroom is fundamental. These quantitative results are supported by the interview conducted by the researcher (Qualitative). A participant stressed that she enjoyed teaching students on an individual basis. According to her,

I like to walk around the class and teach the learner individually. I have 20 learners in my class. Some grasp the content very easily, but just by the facial look, I can see that some learners are struggling with what I taught them. So, I like to move around and attend to individual learner and present the content to make sure that they all get something from me (Participant, GC).

Another participant (AC) noted that she always tried to ensure that all learners participate in the classroom activities. She said she would move around the classroom to spot out those learners that are passive. So, to her, inspecting classroom is germane because it would make all learners to actively participate in the classroom activities. Participant (PP) added that educators needed to be coercive while inspecting the classroom because learners of today are so different. He said they like to be coerced to do their class work and other activities in the classroom. He had the following to share; “to me be firm with learners is best approach in enhancing teaching and learning in class” (Participant PP).

From the above presentation, it is evident that educators strongly believed that inspecting classroom is sacrosanct in ensuring that learners actively participate in classroom activities. The analysis revealed that educators should be in total control of the classroom. Based on the above data, this is achievable through conscious inspection of classroom activities. In addition, the narratives of the above participants indicated that a well-inspected class would be more productive in terms of the achievements of both the learners and the teachers.

4.5 EDUCATORS’ PERCEPTIONS OF THE IMPORTANCE OF USING INTERPERSONAL RELATION TECHNIQUES AT MANAGING CLASSROOM ENVIRONMENT

Table 4.4 shows the educators' perceptions of the importance of using interpersonal relation techniques at managing classroom environment.

Table 4. 4: Educators' perceptions of the importance of using interpersonal relation techniques at managing classroom environment

Items	Not important	Slightly important	Somewhat important	Moderately important	Extremely important
Being strict to issues of malpractices during class works, tests and exams	1 (1.4)	2 (2.9)	1 (1.4)	15 (21.7)	50 (72.5)
Appointing a student/pupil to clean the board during lesson periods	26 (35.6)	18 (24.7)	15 (20.5)	6 (8.2)	8 (11.0)
Appointing a time-keeper in the classroom	36 (48.0)	12 (16.0)	13 (17.3)	9 (12.0)	5 (6.7)
Appointing a student/pupil to write down the name of noise makers in the classroom	19 (25.3)	20 (26.7)	16 (21.3)	16 (21.3)	4 (5.3)
Appointing a student/pupil to write names of late comers to classroom.	32 (43.2)	13 (17.6)	12 (16.2)	11 (14.9)	6 (8.1)
Providing academic support to struggling students/pupils in the classroom	0 (0.0)	0 (0.0)	2 (2.7)	15 (20.0)	58 (77.3)
Providing emotional support to students/pupils with certain emotional needs (such students/pupils	0 (0.0)	0 (0.0)	2 (2.7)	18 (24.3)	54 (73.0)

from divorce, abusive families)					
Understanding the personality of each student/pupil in the classroom	0 (0)	0 (0)	1 (1.3)	24 (31.6)	51 (67.1)
Knowing mental capacity of each student/pupils in the classroom	1 (1.3)	0 (0)	1 (1.3)	25 (32.9)	49 (64.5)

From the above results, the majority (94.2%) of the participants agreed that being strict to issues of malpractices during class works, tests and exams are important interpersonal relations techniques in managing classroom environment. Also, almost all the educators (97.3%) in this study agreed that providing academic support to struggling students/pupils in the classroom is important interpersonal relations technique in managing classroom environment. In the same vein, the overwhelming majority (97.3%) of the participants agreed that providing emotional support to students/pupils with certain emotional needs (such students/pupils from divorce, abusive families) is important interpersonal relations technique in managing classroom environment. In addition, almost all the participants (98.7) agreed that understanding the personality of each student/pupil in the classroom is important interpersonal relations technique in managing classroom environment. Also, almost all the participants (97.4%) of the respondents agreed that knowing mental capacity of each student/pupils in the classroom is important interpersonal relations technique in managing classroom environment.

Specifically, the analysis showed that the majority of the participants considered providing academic support for learners as important interpersonal relation technique in the classroom management. The narrative of participant (GC) validates this finding when she stated that; "It is my job to provide academic support to my learner". Also, participant (CP) added that an educator must provide academic support for the learners from educationally disadvantaged families. She stressed that:

A lot of my learners come from different family backgrounds and different home circumstances. So, a lot of them have obviously have been brought up with no parents around. Maybe one or two also age-wise; some have developed and

mature faster than others. So, it is interesting to balance this situation in the classroom. For example, one of the questions might come up about Life Skills and I know as a teacher have got to bother because I still have some learners that don't know much about the outside world. Even, about their parents.

Also, the analysis revealed that the majority of the participants agreed that knowing mental capacity of each students/pupils is an important interpersonal relation technique in the classroom management. This is supported by participant (SC). According to this participant, educators should know that the socio-psychological factors could affect the learning processes and outcomes of learners in the classroom. According to her:

In my class, I have learners with learning barriers or learning questioning. So, I consider them when planning my lesson. I always keep those problem learners in front of the class ... Me, as teacher, I am aware that I need to spend more time with those learners. I also communicate with parents and I expect that they will assist me.

In addition, participant AC narrated that;

It is important but it is also difficult because in a classroom, a teacher may have 28 or 30 learners and they all have different challenges. They all have things that teacher have to attend to, half of the class are normal learners will get through without any intervention but 50% of the most class have learning barrier and that is from with absent parents, divorce parents i.e. dysfunction of families is the main thing. Especially, we teachers dealing with intermediate phase learners (Grade 4 to 6). They are in a different age group with the foundation phase learners toward grade 7. They experience esteem, the puberty start so for every grade there is a different age and a different challenge to that. So, in my school we have attended a training on how teacher can cope with the age groups, the behavior problems, the learning barriers some coping guidelines and some coping strategies course organized by the union.

Moreover, the analysis indicated that the majority of the participants considered providing emotional support for learners as important interpersonal relation technique in the classroom management. This is also narrated by participant (PP). This participant believed that it is the responsibility of the educators to identify and address the emotional problems of the learners. The participant argued that failure to identify and resolve emotional problems of the learners, the learning processes might be disrupted and learning outcomes might be unrealizable. According to the participant:

If teacher can give attention, love and support because at times learners come up open to tell you my parents are going through a divorce and one can see

that child is troubled but the support you give help post the trouble. To me, it is important to be there for my learners, I have found that if I show them love they will show it in return.

However, more than half of the participants (60.3%) in Table 4.4 disagreed that appointing a student/pupil to clean the board during lesson periods is important interpersonal relations techniques in managing classroom environment; while 20.5% of the participants said it is somehow important. Only, 19.2 percent of the participant agreed that it is important. Also, 64% of the participants disagreed that appointing a time-keeper in the classroom is important interpersonal relation technique in classroom management; 17.3% of the participants said it is somehow important; while 18.7% of the participants agreed that it is important in managing classroom environment.

Similarly, 52.0% of the participants disagreed that appointing a student/pupil to write down the name of noisemakers in the classroom is important in managing classroom environment. On the other hand, 21.3% of the participants somewhat agreed, while 26.6% of the participants agreed that it is important. Also, 60.8% of the participants disagreed that appointing a student/pupil to write names of late comers to classroom is important interpersonal relation technique in managing classroom environment, 16.2% of the respondents reported that it is somewhat important; while 23% of the participants agreed that it is important.

Based on the above findings, it can be deduced that appointing learners to clean the board, appointing learners as the time-keepers, appointing learners to write names of noise makers and later comers in the classroom were not considered by the participants as important interpersonal techniques in the classroom management. The participants might think that these activities were not directly related to learning in the classroom, even though they are also classroom activities. What the majority of the participants considered as important interpersonal activities in the classrooms are provision of academic support for the struggling learners, provision of emotional support for the learners who are in need of emotional support or disturbed learners, understanding the personality and mental capacity of each of the learners in the classroom.

4.6 EDUCATORS' PERCEPTIONS OF APPROACHES TO LEARNING ENVIRONMENT MANAGEMENT FOR ENHANCED TEACHING AND LEARNING IN SCHOOLS

The second research question was;

- b) What informs educators' on how they managed the learning environment for enhanced teaching and learning?

Table 4.5 introduces educators' perceptions of approaches to learning environment management for enhanced teaching and learning in schools.

Table 4. 5: Educators' perceptions of approaches to learning environment management for enhanced teaching and learning in schools

Items	Strongly agreed	Agreed	Uncertain	Disagreed	Strongly disagreed
Using varied engagement techniques and providing multiple engagement opportunities during lesson period is important for enhanced teaching and learning	40 (53.3)	30 (40.0)	1 (1.3)	0 (0)	4 (5.3)
Adopting a variety of student centered instructional strategies (such as cooperative learning, critical thinking skills, culturally responsive teaching, and differentiated instruction) is important for enhanced teaching and learning	42 (56.0)	27 (36.0)	2 (2.7)	0 (0)	4 (5.3)
Positive interactions with every student/pupil for at least 2-3 times per hour on average is important for enhanced teaching and learning	14 (19.4)	33 (45.8)	18 (25.0)	4 (5.6)	3 (4.2)
Using multiple systems to acknowledge expected behaviour (such as teacher's reactions, group contingencies, behaviour contracts, or token	26 (35.1)	38 (51.4)	6 (8.1)	2 (2.7)	2 (2.7)

systems) is important for enhanced teaching and learning					
Learning how to pronounce the names of students/pupils correctly is important for enhanced teaching and learning	35 (46.7)	29 (38.7)	4 (5.3)	5 (6.7)	2 (2.7)
Using explicit activities to learn about students/pupils and their cultural backgrounds is important for enhanced teaching and learning	21 (28.0)	36 (48.0)	9 (12.0)	8 (10.7)	1 (1.3)
Communication with students/pupils/families before school starts and continue frequent contact is important for enhanced teaching and learning	25 (33.3)	34 (45.3)	10 (13.3)	4 (5.3)	2 (2.7)
Treating and speaking to students/pupils with dignity and respect—even when providing correction is important for enhanced teaching and learning	51 (68.0)	16 (21.3)	2 (2.7)	3 (4.0)	3 (4.0)
Providing students/pupils with self-control and self-monitoring strategies is important for enhanced teaching and learning	36 (48.6)	29 (39.2)	4 (5.4)	1 (1.4)	4 (5.4)
Providing specific activities for students/pupils to get to know one another and solve problems collaboratively is important for enhanced teaching and learning	23 (30.7)	34 (45.3)	11 (14.7)	5 (6.7)	2 (2.7)

From the table above, almost all participants (93.3%) agreed that using varied engagement techniques and providing multiple engagement opportunities during lesson period are important for enhanced teaching and learning. Also, almost all participants (92.0%) agreed that adopting a variety of student centered instructional strategies (such as cooperative learning, critical thinking skills, culturally responsive

teaching, and differentiated instruction) is important for enhanced teaching and learning is important for enhanced teaching and learning in schools.

The overwhelming majority of the participants (86.5%) agreed that using multiple systems to acknowledge expected behaviour (such as teacher's reactions, group contingencies, behaviour contracts, or token systems) is important for enhanced teaching and learning in schools. Also, the majority of the participants (85.4%) agreed that learning how to pronounce the names of students/pupils correctly is important for enhanced teaching and learning. The majority of the participants (76.0%) agreed that using explicit activities to learn about students/pupils and their cultural backgrounds is important for enhanced teaching and learning.

Moreover, 78.6% of the participants agreed that communication with the learners/families before school starts and continue frequent contacts are important for enhanced teaching and learning in schools. Almost all the participants (89.3%) agreed that treating and speaking to students/pupils with dignity and respect even when providing corrections is important for enhanced teaching and learning. In addition, the majority of the participants (87.8%) agreed that providing students/pupils with self-control and self-monitoring strategies is important for enhanced teaching and learning. Further, 76.0% of the participants agreed that providing specific activities for students/pupils to get to know one another and solve problems collaboratively is important for enhanced teaching and learning. Also, 65.2% of the participants agreed that positive interactions with every student/pupil for at least 2-3 times per hour on average is important for enhanced teaching and learning; while 25.0% of the participants were uncertain.

From the above presentation, educators considered the following as important approaches to learning environment management for enhanced teaching and learning in schools:

- (1) Using varied engagement techniques, adopting student-centered instructional strategies;
- (2) Positive interactions with every student/pupil for at least 2-3 times per hour on average;

- (3) Using multiple systems to acknowledge expected behaviours;
- (4) Learning how to pronounce the names of students/pupils correctly;
- (5) Using explicit activities to learn about students/pupils and their cultural background;
- (6) Communication with students/pupils/families;
- (7) Treating and speaking to students/pupils with dignity and respect;
- (8) Providing students/pupils with self-control and self-monitoring strategies and providing specific activities for students/pupils to get to know one another.

The above findings related to what the researcher found from the interviews conducted. For instance, participant (GC) stressed that classroom strategies should be adopted every year because of the varying needs of the learners every year. Each year, schools admit new students with different needs from those already admitted. Thus, approaches to learning environment need to be reviewed and adjusted each year. However, as the participant noted, these approaches must be aligned with the code of conduct of the school.



For example, in my class I teach Language. Also, in language class, I get the opportunity for the pair work (dialogue). So, it all depends on the subject am teaching determines how I will have a lay out of my classroom. But, the factors that influence my class are size age and social background of the learners. Thus, I have to put desks and ensure free movement in between. So, I end up focusing on the individual work. There, may not be enough time focusing on a group work because there are so many learners in my class. All these inhibit my approach to classroom management. If I found out the behavior problem is so problematic, my approach is a bit different from other lessons. To prevent the problem, I have worksheet ready so that I will be going out to make copies.

In the same vein, participant (SC) expressed that the same approaches or strategies should not be kept all the time because learners might get bored. The participant emphasized that educators should learn how to change their approaches and strategies to classroom management so that they would not become monotonous to the learners. The participant stated that:

I have to change my teaching methods on a constant basis; I have to change my reward system, change how I discipline them as well because they are growing. Sticker chat might be fun at the beginning of the term and get bore at the end of the term because the age group they are now.

Participant CP added that educators should make efforts to learn best approaches in classroom management from experienced teachers. According to the participant, “for me, I will ask the experienced teachers how they cope with certain situations in their class and seek their opinions on how they resolve them”. The participant continued that approaches and strategies to classroom management are context-specific and individual-specific. What works for one learner/teacher might not work for another learner/teacher. Therefore, the participants suggested that educators should adopt different approaches and strategies in the management of classroom. Participant (AC) corroborated this by saying that:

Every learner needs to be taught differently, and that where difficulty comes in because teacher sits with different cultures, different personalities, different intelligence levels and that where teacher needs to assist and that can take time more than just a term to evaluate each learner ... Another thing I do is that I have varied methods to keep my teaching interested. I use media, Television, whiteboard, projector with something to download on goggle, in that way I try to bring everything into live so that my learner understand. I try to base my teaching in a modern experience system acceptable to learning. Learners understand better, when you put everything in life experience for them.



The participant stressed that to make her approaches and strategies work, she adopted a more democratic leadership style. According to her, learners should be given a voice in the class. She said the learners should be able to stand tall and speak out what they feel about how the classroom is being managed or approaches and strategies adopted by the educators in the management of the classroom. Educators and learners should be able to negotiate with each other on the best and appropriate approaches and strategies for the management of the classroom in as much as it is done with respect and dignity. The participant noted that, “Naughtiness’ I do not stand for it and for disrespectful I do not stand for!”

Also, participant (PP) stressed that educators could assign responsibilities to some learners in the classroom because the tasks of classroom management are so complex. They cannot be adequately done by only the teacher. According to the participant, “a well-managed classroom is where there is interaction between the teacher and the learner at all times and where duties and responsibility are shared”. The participant also pointed out that the educators should have appropriate equipment

for a specific lesson. The participant narrated that “that is why I like to present my activities for the day, explain to learners ...I walk around the class; when I see a learner struggling I help”. Furthermore, the participant identified sitting arrangement as another important factor to be taken into account in the classroom management. The participant argued that learners that are used to cause problems in the class should be made to sit in the front. The essence of putting problem learners in the front is to ensure that they do not disrupt the class. One of the responsibilities of the teacher is to ensure that learners are seated properly and orderly.

On the importance of parents/guardians in the management of classroom, the participant stressed that:

I must say the parents have been outstanding; we got an Application that I use in my phone where I connect all the parents and we contact each other on a daily basis, and if there is any progress about their children schoolwork, I communicate with them.

From the above qualitative data, the researcher found that involving learners in the decision-making on the procedures, approaches and strategies to classroom management are fundamental for ensuring efficient and productive classroom. For instance, creating peaceful working atmosphere with the learners by meaningfully engaging them in the classroom is considered by the interviewees to be efficient. Also, the qualitative data revealed that teachers should adopt varied approaches in the management of the classroom. This is because an approach that works for one teacher/learner may not work for other teacher/learner. In addition to this, teachers should ensure that their approaches or strategies to classroom constantly are reviewed and aligned with the school’s code of conduct.

4.7 EDUCATORS’ PERCEPTION OF APPLICATION OF DISCIPLINARY APPROACHES TO CLASSROOM

The third research question was:

- c) How do educators deal with challenges associated with managing learning environment for enhanced teaching and learning in schools?

Table 4.6 indicates educator perception of application of disciplinary approaches to classroom management.

Table 4. 6: Educators' perception of application of disciplinary approaches to classroom management

Items	Strongly agreed	Agreed	Uncertain	Disagreed	Strongly disagreed
Telling students/pupils to kneel down when they come late to the classroom enhanced teaching and learning	5 (6.7)	6 (8.0)	8 (10.7)	7 (9.3)	49 (65.3)
Telling students/pupils to pick waste materials when they fail to submit their assignment enhanced teaching and learning	6 (8.0)	6 (8.0)	9 (12.0)	17 (22.7)	37 (49.3)
Sending students/pupils to cut grasses when they make noise in the classroom enhanced teaching and learning	4 (5.3)	4 (5.3)	8 (10.7)	11 (14.7)	48 (64.0)
Using cane on students/pupils when the verbally abused each other in the classroom is important for enhanced teaching and learning	5 (6.7)	2 (2.7)	4 (5.3)	10 (13.3)	54 (72.0)
Teachers should adopt a more punitive measures in the classroom for enhanced teaching and learning	3 (4.3)	15 (21.4)	17 (24.3)	13 (18.6)	22 (31.4)
Teachers should adopt a less punitive measures in the classroom for enhanced teaching and learning	7 (9.7)	27 (37.5)	20 (27.8)	11 (15.3)	7 (9.7)
Teachers should adopt differential disciplinary approaches in the classroom based on the personality and needs of each student/pupil	24 (32.9)	34 (46.6)	8 (11.0)	6 (8.2)	1 (1.4)

From the above results, 74.6% of the participants disagreed that telling students/pupils to kneel down when they come late to the classroom enhanced teaching and learning. Also, the majority of the participants disagreed (72.0%) that telling students/pupils to pick waste materials when they fail to submit their assignment enhanced teaching and

learning. In addition, 78.7% of the participants disagreed that sending students/pupils to cut grasses when they make noise in the classroom enhanced teaching and learning. Moreover, 85.3% of the participants disagreed that using cane on students/pupils when they verbally abused each other in the classroom is important for enhanced teaching and learning.

On the other side, 50.0% of the participants disagreed that teachers should adopt more punitive measures in the classroom for enhanced teaching and learning; while 24.3% of the participants were uncertain. However, 42.5% of the participants agreed that teachers should adopt less punitive measures in the classroom for enhanced teaching and learning; while 27.8% of the participants were uncertain. In addition, 79.5% of the participants agreed that teachers should adopt differential disciplinary approaches in the classroom based on the personality and needs of each student/pupil.

From the above quantitative findings, telling learners to kneel down, telling learners to pick waste materials when they fail to submit their assignment, telling learners to cut grasses when they make noise in the classroom and using cane on them are not considered as good and effective disciplinary approaches to the classroom management. These findings might be due to the legal and institutional framework that guarantee and protect child right in South Africa. Under the available legal and policy frameworks on child right in South Africa, telling learners to kneel down, pick waste materials, cutting grasses and using cane on them amount to child abuse. However, educators are allowed to adopt differential less punitive approaches to discipline learners in order to achieve orderliness in the classroom. These are also supported by the narratives from qualitative data. For instance, participant (GC) stressed that;

Discipline methods I use in my class depends on the situations. My school makes things difficult because there are so many things that teachers cannot or should not do. But, I try my best to be firm with my classroom rules. Like now, I give instruction, raise up your hand before you talk. You cannot ask a learner to kneel down. If you did that, some parents would be happy about that and would be so angry at that. For example, there was a time a teacher knelt learners down. The management said no; he cannot do that because South Africa school policy says kneeling a child down is corporal punishment; so it is very difficult and that is where the most of the challenges are coming from.

Further, participant (SC) added that the teachers should be less punitive in the management of the classroom. According to the participant, teachers can ensure discipline in class by giving instructions to the learners. The participant narrated that:

I am a firm believer in setting boundaries and focusing on clear and precise communication. Every learner knows what is expected of them both within the curriculum as well as in behaviour. Establishing rules and procedures is helpful in class if everybody in class can know these are all the expectation and they know it will be fair on everybody. It is important that the learners know the rules on the first day at school. Some of our class rules are learners line up outside and they know where to line up, even, if am not in class they know what to do. Another rule is that not working around at any time without permission also is raising your hands when you want to answer or ask a question. Therefore, in this class we respect the space of other people.

Participant (AC) noted that if learners have clear boundaries and instructions, they are more likely to behave. The participant added that learners are more likely to be responsible if they are responsible for the everyday running and management of the classroom. This participant did not believe that severe punitive measures can reduce disciplinary problems in the classroom. Similarly, participant (PP) emphasized the significance of giving instructions for ensuring discipline among learners in the classroom. The following interview extract supports this explanation;

Number one, I do not call my learners to the table to mark their books and I say line up and call them one roll after the other. Teacher should call on learner one by one because if you have a line, the learner behind the line make a noise and teacher cannot see them. Number two, I have a system in my class. Learners not allow to answer in a quire (choir), learners raise up their hands when they answer, before going to bathroom or before going to bin they ask me because if ten learners would stand up at same time and say they go to the bin there will be chaos in the class, so, me as the manager. I manage my class by putting those things into place, this simple thing but lead to good classroom management.

Participant CP was of the opinion that discipline can only be ensured among the learners if the classroom is well managed by the educators. Educators can ensure discipline by making sure that they keep all learners busy. The participants mentioned that the learners would display high level of discipline if they are kept with busy with constructive works everyday according to the syllabus prescribed by the Department of Education. The participant also touched on the importance of giving instructions and

setting clear rules in ensuring discipline among learners in the classroom. According to the participant,

As manager of the classroom, I will determine how learners will act in the class, how learners will ask the questions, how will they be stand up, how they will move and when they will move. I give instructions. I consult the parents when the learner is out of line.

From the above narratives of participants, it is evident that some educators in South African educational context did not believe in severe punitive measures in ensuring discipline among learners. What they think are the best approaches in ensuring discipline of learners in the classroom are giving instructions and setting clear rules for the learners in the classrooms. The participants believe that there are effective techniques or approaches for ensuring discipline among the learners in the classroom rather than adoptive corporal punishments or more punitive discipline approaches.

4.8 EDUCATORS' APPROACHES TO MANAGING NAUGHTY LEARNERS



Table 4.7 shows educators' approaches to managing naughty learner.

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Table 4. 7: Educators' approaches to managing naughty learners

Items	Strong agreed	Agreed	Uncertain	Disagreed	Strongly disagreed
Changing the students/pupils' seat	26 (34.7)	44 (58.7)	5 (6.7)	0 (0)	0 (0)
Shouting at them	0 (0)	11 (15.5)	19 (26.8)	25 (35.2)	16 (22.5)
Warning them in gentle manners	14 (20.6)	45 (66.2)	6 (8.8)	2 (2.9)	1 (1.5)
Threatening them with severe punishments	1 (1.4)	8 (11.3)	7 (9.9)	25 (35.2)	30 (42.3)
Individual talk after lesson period	33 (44.6)	37 (50.0)	2 (2.7)	1 (1.4)	1 (1.4)
Warning them in harsh manners	1 (1.4)	9 (12.9)	14 (20.0)	27 (38.6)	19 (27.1)
Giving them eye contact	37 (49.3)	35 (46.7)	3 (4.0)	0 (0)	0 (0)
Ignoring them	4 (5.3)	11 (14.5)	13 (17.1)	30 (39.5)	18 (23.7)
Informing their parents/guardians	36 (48.0)	37 (49.3)	0 (0)	2 (2.7)	0 (0)

Informing the school administrators for disciplinary actions	31 (41.9)	39 (52.7)	1 (1.4)	1 (1.4)	2 (2.7)
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From the table above, the results shows that, 93.4% of the participants agreed that changing the students/pupils' seat is important in managing naughty learners. Almost all the participants (86.8%) of the participants agreed that warning them in gentle manner is important in managing naughty learners. The overwhelming majority of the participants agreed (94.6) that individual talk after lesson period is important in managing naughty learners. Also, 96.0% of the participants agreed that giving them eye contact is important in managing naughty learners. Moreover, almost all the participants (97.3%) agreed that informing their parents/guardians is vital in managing naughty learners. similarly, 94.6% of the participants agreed that informing the school administrators for disciplinary actions is important in managing naughty learners.

The qualitative data supported the above findings. For example, participant (GC) noted that teachers should give more attention to learners that are so naughty because they probably have attention deficiency from home. Teachers should show them love rather than complicating their problems. According to the participant:

These are my experience; a child who was troubled is a child with a lot of damage. I cannot reach them all, we do have a counselor in school but we cannot reach them all. As a teacher, I show them positivity there is something good that will come out of this. I do not know all the things that is happening at home. Alternatively, what abuse at home? I do not know what going on in their minds and they acted on that, so, the child that got the most challenge is the child that needs the most love. I showed them love in many ways.

However, 57.7% of the participants disagreed that shouting at them is important in managing naughty students; while 26.8% of the participants were uncertain. Also, 77.5% of the participants disagreed that threatening them with severe punishment is important in managing naughty learners. In addition, 65.7% of the participants disagreed that warning them in harsh manner is important in managing naughty learners; while 20.0% of the participants were uncertain. Moreover, 63.2% of the participants disagreed that ignoring them is important in managing naughty learners; while 17.1% of the participants were uncertain.

Participant (SC) seems to suggest that punitive measures might not be effective in managing naughty learners in the classroom. The participant said that she said if a learner is disrupting her class, she would ask him/her to go out for some minutes as a punishment. If this approach failed, she would invite and inform his/her parents/guardians. If this failed again, she would then inform the school authorities. The participant has the following to share on this issue;

In our school, we have fifty two to sixty (52-60) learners to one teacher; here we do not follow 1-29 in a class only model C school you can find that. Our classroom building is old and not properly maintained by the government. So, when a learner does something I will say go out, I know the Department doesn't like that but sometime I have to ask learner to go outside and stay there until I call him/her back because I cannot teach in a class where other learner is disrupting the lesson. So, within my current situation the processes in place, based on procedure and protocol as per the school's code of conduct is effective in dealing with these issues. Parents are contacted and called into meetings if behavior gets out of hand, where the issues are usually sorted. If this is not effective, it will proceed to a disciplinary hearing with the school management team and school governing body for formal disciplinary enquiries.

Participant (AC) said that she would put naughty learners in the front seats so that she can monitor them closely. The participant said sometimes she would give them exercise to do to keep them busy when they started to misbehave. She also said that she sometimes ignores them just to show them that she does not care about their behaviour maybe they might have a rethink about the naughtiness and how such kind of behaviour affects other learners in the classroom. However, of these approaches did not work, she said she would now inform the school authorities for appropriate and less punitive actions on them since corporal punishment is not allowed in the school. She narrated the following;

I think am trying my best but there are these learners that are troublesome, they use to disrupt my class so I put them in front and I sit them in groups when am working with them. I sat them in front, so that I will see when they started to misbehave. Another thing I do is that I try as possible to avoid such learner in class by ignoring them just for a little while so that they can see I do not have problem in the way they are behaving. However, if the problem is persisting, I involve the school management and take the child to them so that the school principal can talk to them. Naughty learner is called to the office and gives some extra work to do, is a form of punishment since we no longer use corporal punishment. For example, stay an hour late after school, cleaning toilet. Our learners know their right but they do not know their responsibility.

Moreover, participant (PP) said that she usually gives gentle warnings to the naughty learners in the classroom, and sometimes just an eye contact to show how unhappy she was about his/her misbehaviour in the classroom. However, she said if the behaviour persists, she would ask him/her to go outside because that misbehaviour would affect other learners in the classroom. According to her,

I usually speak to a child who is giving a problem during class. Sometimes, I just look at a child and he/she would pick up (eye contact) but if a learner is really showing disrespect, then, I will ask that learner to leave and I get outside with the learner to see something I can use to take that naughtiness attention for a moment like tie your shoelace or something. So, I either speak to the learner after lesson, give break detention, give reminder i.e. warning, writing outlines or notify the parents.

In the same vein, participant (CP) narrated her own way of managing naughty learners in the classroom:

First, I take them out and ask him/her to face the class at back. I don't want to embarrass them. Sometime I make eye contact with them. Second, I will detain them at break depending on the severity of the offence. For example, there is a girl in Grade 6. She always is talking in class so I asked her to bring her parents because there is no other way to deal with her. I think it is learner difficulty and she is frustrated and she bullied the boys, one day she stabbed a boy with a pencil. This learner has gone too far, she disrupted my lesson. I just ask her to get out of the class. As I said before, I only send learner out of the class because the case was severe. The policy does not permit teacher to send learner out of the classroom but because she was endangering the lives of other learners.

Notably, participant (PP) corroborated this when she described the situation in her school in the following manner:

The major problem I experience in this class is learners using dagga, pills. Our grade 6 learners bring drugs to school, the high school learners give our learners drugs, that is why we have social workers here, even police know our learners do glue a lot, so we have problems and then still the house break, they do all of these things. One can see in their eyes that this learner is doing glue. Sometimes here at school learners have knife that we have to call the police to come and search the whole school. I remember the case of a learner who came back drunk after break especially on Fridays.

In summary, the above quantitative and qualitative data revealed that changing seat, warning them gently, individual task, eye contact, informing their parents/guardians

and informing school administrators are effective measures for dealing with naughty learners in the classroom. However, some educators said they ignore them to show their unhappiness with the learner's misbehaviour. Moreover, some educators said that they send some naughty learners out of the classroom if their behaviour is becoming more disruptive to the learning process in the classroom or is becoming more dangerous to other learners, even though this approach is not allowed in the South African educational context.

4.9 DEALING WITH NON-PARTICIPATION IN LEARNING ACTIVITIES IN THE CLASSROOM

Table 4.8 elucidates the approaches of dealing with non-participation in learning activities in the classroom.

Table 4. 8: Dealing with non-participation in learning activities in the classroom

Items	Strong agreed	Agreed	Uncertain	Disagreed	Strongly disagreed
Remind them of the importance of the subject(s) under discussions	38 (50.0)	0 (0.0)	0 (0.0)	38 (50.0)	0 (0.0)
Organising pair work among students/pupils in order to encourage them to participate collectively	28 (38.4)	39 (53.4)	4 (5.5)	2 (2.7)	0 (0.0)
Making the teaching/learning more interesting for students/pupils	46 (61.3)	28 (37.3)	1 (1.3)	0 (0.0)	0 (0.0)
Threatening students/pupils for not participating in learning activities	1 (1.3)	7 (9.3)	13 (17.3)	38 (50.7)	16 (21.3)
Warning the non-participating students/pupils	12 (16.0)	49 (65.3)	3 (4.0)	5 (6.7)	6 (8.0)

Giving rewards to the participating students/pupils	26 (34.7)	36 (48.0)	10 (13.3)	2 (2.7)	1 (1.3)
Trying to learn/know the reasons for not participating in learning activities in the classroom	32 (43.2)	39 (52.7)	3 (4.1)	0 (0.0)	0 (0.0)
Ignoring	2 (2.8)	5 (6.9)	14 (19.4)	22 (30.6)	29 (40.3)

From the results, there was no agreement among the participants on whether reminding learners of the importance of the subject(s) under discussions is important in dealing with non-participation in learning activities in the classroom. Almost all the participants (91.8%) agreed that organising pair work among students/pupils in order to encourage them to participate collectively is important in dealing with non-participation in learning activities in the classroom. This is supported by the narrative of participant (SC) who said that she normally does group work exercise with them. According to her, “I structure the group  because if learner continually works with the same group they tend to chat about what happen in school and that is where the noise started”. Also, the overwhelming majority of the participants (98.6%) agreed that making the teaching/learning more interesting for students/pupils is important in dealing with non-participation in learning activities in the classroom. In addition, 81.3% of the participants agreed that warning the non-participating students/pupils is important in dealing with non-participation in learning activities in the classroom.

Moreover, 82.7% of the participants agreed that giving rewards to the participating students/pupils is important in dealing with non-participation in learning activities in the classroom. In addition, 95.9% of the participants agreed that trying to learn/know the reasons for not participating in learning activities in the classroom is important in dealing with non-participant in learning activities in the classroom.

On the other side, 72.0% of the participants disagreed that threatening students/pupils for not participating in learning activities is important in dealing with non-participation in learning activities in the classroom; while 17.3% of the participants were uncertain. Finally, 70.9% of the participants disagreed that ignoring them is important

in dealing with non-participation in learning activities in the classroom; while 19.4% of the participants were uncertain.

The above findings from quantitative analysis are also supported by the narratives of some participants. For example, participant (CP) stressed that some learners are struggling to concentrate in the classroom or not even ready to work at all. Some of them are from difficult homes or they do not have enough sleep at home due to persistent parental conflicts. The participant added that some of them play with their mobile phones or play games late in the night. So, when they come to school, they will be sleeping in the class. The participant, however, stated she uses apples and biscuits to motivate them to participate in the classroom's activities. Moreover, she said for hyperactive learners, she always tries to make lessons more practical for them. According to her, "sometimes I take them outside and make them stretch, or may dance. As I said if a learner is not working in class, it means the teacher-teaching approach is not fitting the learners' style or age".

Participant (SC) emphasized the importance of teachers and parents/guardians in ensuring that learners participated in class activities. The participant argued that;



I have to assist my learners where I can. I call in the parents to tell them that they need to help us (parents' intervention) by letting them know about unfinished work. So, I think the main answer is the parent, informing them that if a child is not getting help from home he/she may not make it at the end of the year.

In summary, from both quantitative and qualitative analysis, it was found that pair work, warning non-participating learners gently, giving rewards to participating learners, making lessons more interesting, knowing why learning are not participating and giving support to those learners who are struggling to concentrate in the classroom are effective in dealing with non-participating learners. However, the analysis revealed that threatening and ignoring them (non-participating students) were not considered as effective in dealing with non-participating students in the South African context. This is probably due to the legal and policy frameworks regulating teacher-learner interactions in the classroom and the school environment.

4.10 APPROACHES TO DEALING WITH NOISY/INATTENTIVE STUDENTS IN THE CLASSROOM

Table 4.9 shows approaches for dealing with noisy / inattentive learners in the classroom.

Table 4. 9: Approaches to dealing with noisy/inattentive students in the classroom

Items	Strong agreed	Agreed	Uncertain	Disagreed	Strongly disagreed
Maintaining eye contact to the students/pupils making noise	40 (53.3)	34 (45.3)	1 (1.3)	0 (0.0)	0 (0.0)
Being silent	6 (8.3)	20 (27.8)	11 (15.3)	25 (34.7)	10 (13.9)
Giving surprise learning activities to keep them quiet	11 (14.9)	43 (58.1)	14 (18.9)	5 (6.8)	1 (1.4)
Asking them questions to draw their attention	33 (44.0)	39 (52.0)	2 (2.7)	1 (1.3)	0 (0.0)
Warning them	18 (24.0)	49 (65.3)	5 (6.7)	2 (2.7)	1 (1.3)
Giving a purpose to listen	27 (37.0)	44 (60.3)	0 (0.0)	2 (2.7)	0 (0.0)
Giving them responsibilities during the lesson period	20 (27.0)	38 (51.4)	8 (10.8)	8 (10.8)	0 (0.0)
Praising the silent students/pupils	20 (26.7)	47 (62.7)	5 (6.7)	1 (1.3)	2 (2.7)
Changing students/pupils' seats	17 (23.3)	45 (61.6)	8 (11.0)	3 (4.1)	0 (0.0)
Stop the learning activities and walk out	2 (2.7)	3 (4.0)	5 (6.7)	16 (21.3)	49 (65.3)

From the results in Table 4.9, almost all the participants (98.6%) agreed that maintaining eye contact to the students/pupils who are making noise is important in

dealing with noisy/inattentive learners in the classroom. Also, 73.0% of the participants agreed that giving surprise learning activities to keep them quiet is effective in dealing with noisy/inattentive learners in the classroom; while 18.9% of the participants were not certain. In addition, 96.0% of the participants agreed that asking them questions to draw their attention is effective in dealing with noisy/inattentive learners in the classroom. Moreover, 89.3% of the participants agreed that warning them is effective in dealing with noisy/inattentive learners in the classroom. The overwhelming majority of the participants (97.3%) agreed that giving a purpose to listen is effective in dealing with noisy/inattentive students in the classroom.

Moreover, 78.4% of the respondents agreed that giving them responsibilities during the lesson period is effective in dealing with noisy/inattentive students in the classroom. In addition, 89.4% of the participants agreed that praising the silent students/pupils is effective in dealing with noisy/inattentive students in the classroom. Also, 84.9% of the participants agreed that changing students/pupils' seats is effective in dealing with noisy/inattentive students in the classroom. There was no agreement among the participants on whether being silent is effective in dealing with noisy/inattentive students in the classroom. Also, 86.6% of the participants disagreed that stopping the learning activities and walking out is effective in dealing with noisy/inattentive students in the classroom.

The above findings from the quantitative data were supported by the narratives of some participants. For instance, participant (PP) stated that if learners are not paying attention in the class, it means that the teaching style of that teacher is not effective. The participants argued that learners are more likely to be attentive if they found lessons more interesting. The participant added that the learners' attentiveness can be enhanced through giving rewards to the attentive learners in the classroom. Similarly, participant (SC) expressed that "when dealing with learners with attention deficit disorder (ADD) and attention deficit hyperactive disorder (ADHD) in class, it is important to give them shorter tasks to do or to break down tasks in order to optimize concentration span". Similarly, participant (AC) opined that "to deal with the inattentiveness of the learners in the classroom, a teacher must remain calm, talk to individual learner or call on the parents". In addition, participant (PP) stressed that:

A learner with attention deficit will be noisy; he/she will be easily distracted or will distract another learner because he/she cannot concentrate for too long. So when I have such child in class, that learner is because of the condition, he/she cannot help it so if that learner is on medication he can turn the class upside down so that is definitely one of the issue teacher have to deal with. To deal with this, I call the parents to take the child to education specialist who can test what learning barrier the child is experiencing which might result in the child going on a medication to control it.

Moreover, participant (CP) said that she normally deals with the noisy/inattentive learners in the class by keeping them busy with exercises or giving them productive responsibilities; but not for a longer period of time because she knows that learners cannot concentrate for a longer period of time. They need breaks and stimulation (encouragement) from teachers from time to time. She said sometimes, she changes their seats and make them sit in the front so that she can monitor them very closely. According to the participant, “for the child that is very talkative, I try to stimulate them a little bit more and give such a child some extension work to do. For example, I try to get that an active learner to help those that are still struggling to do their work”. She added that:



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Another challenge I can say is talking out of turn, hitting, playing in class. You will just hear ma'am he hit me! She has taken my book. What I do is reprimand them immediately, we have rules we must follow and they knew that. To deal with that, I have a disciplinary chart on the wall that I write every child name on it so what I normally do is that I write whatever a learner has done on that chart and let them sign, may be walking around when not supposed to do that or fighting so I write it on. I don't just call the parents instantly after about five different warning then I report such learner to the discipline committee for further action may be detention then the school sends for the parents. I have a warning report where they sign and then I use that as evident when parents come.

In summary, from both quantitative and qualitative data analysis, it was found that eye-contact, giving surprising learning activities, asking them questions to draw their attention, warning them, giving them purpose to listen, giving them responsibilities in the class, praising silent and well-behaved students and changing their seats were considered effective in dealing with the noisy/inattentive learners in the classroom. However, teachers' walking out of the class when some learners are making noise in the classroom was not considered as effective in dealing with noisy/inattentive students in the classroom. In the South African context, it is not legally and morally

allowed for teachers to walk out of the class when learners are making noise or they are inattentive except there are evidences of serious threats to that teacher in question.

4.11 APPROACHES FOR DEALING WITH LEARNERS' SOCIAL EMOTIONAL PROBLEMS IN THE CLASSROOM

Table 4.10 deals with approaches for dealing with learners' social emotional problems in the classroom.

Table 4. 10: Approaches to dealing with learners' social emotional problems in the classroom

Items	Strong agreed	Agreed	Uncertain	Disagreed	Strongly disagreed
Having motivational talks with them	36 (48.0)	34 (45.3)	5 (6.7)	0 (0.0)	0 (0.0)
Asking about their parents/guardians	9 (12.2)	53 (71.6)	9 (12.2)	3 (4.1)	0 (0.0)
Asking about their experiences at home	8 (11.0)	53 (72.6)	11 (15.1)	1 (1.4)	0 (0.0)
Knowing their needs	27 (38.0)	42 (59.2)	2 (2.8)	0 (0.0)	0 (0.0)
Having discussions with their parents and guardians	30 (40.0)	44 (58.7)	1 (1.3)	0 (0.0)	0 (0.0)
Telling them interesting stories	12 (16.9)	38 (53.5)	16 (22.5)	4 (5.6)	1 (1.4)
Making them your friends in the classroom	4 (5.3)	5 (6.7)	14 (18.7)	36 (48.0)	16 (21.3)
Learn how to call their names properly	31 (41.9)	37 (50.0)	5 (6.8)	1 (1.4)	0 (0.0)
Giving them responsibilities in the classroom	22 (29.3)	49 (65.3)	3 (4.0)	1 (1.3)	0 (0.0)
Always motivate them to participate in learning activities	41 (56.2)	31 (42.5)	1 (1.4)	0 (0.0)	0 (0.0)

From the results, almost all the participants (93.3%) agreed that having motivational talks with students is effective in dealing with learners with the social emotional problems in the classroom. Also, 83.8% of the participants agreed that asking about their parents/guardians is effective in dealing with learners with the social emotional problems in the classroom. In addition, 83.6% of the participants agreed that asking about their experiences at home is effective in dealing with learners with the social emotional problems in the classroom; while 15.1% of the participants were uncertain. Almost all of the participants (97.2%) agreed that knowing their needs is effective in dealing with learners with the social emotional problems in the classroom, only 2.8% of the participants were uncertain. Also, the overwhelming majority of the participants (98.7%) agreed that having discussions with their parents and guardians is effective in dealing with learners with the social emotional problems in the classroom.

In addition, 70.4% of the participants agreed that telling them interesting stories is effective in dealing with learners with the social emotional problems in the classroom; while 22.5% of the participants were uncertain. Also, 91.9% of the participants agreed that learning how to call their names properly is effective in dealing with learners with the social emotional problems in the classroom. The overwhelming majority of the participants (94.6%) agreed that giving them responsibilities in the classroom is effective in dealing with learners with the social emotional problems in the classroom.

Almost all of the participants (98.7%) agreed that always motivate learners to participate in learning activities are effective in dealing with learners with the social emotional problems in the classroom. However, 69.3% of the participants disagreed that making them your friends in the classroom is effective in dealing with learners with the social emotional problems in the classroom while 18.7% of the participants were uncertain.

The above findings from the quantitative data were validated by the narratives of some participants. For instance, participant (GC) noted that teachers should show empathy and create a safe learning environment for the learners. The participant understands that it is very difficult to manage the emotional problems of the learners in the classroom; she, however, said it is necessary. According to the participant, “the learner walks into your classroom with problems, feelings and different moods every day; it is

important to be sensitive towards those aspects of life as well, as we are responsible for the holistic development of them at all times". She added that:

I found out that 21st century learner don't want teacher to be stand in front of them. Teacher need to have something special every day, today I play YouTube, tomorrow I do Roleplay next day I do an outdoor class when I have a class outdoor so all these kinds of thing teacher can use to curb the 21 century learner behavior. Also, E-learning gives them the opportunity to do electronic learning give them project to work on and so on like that.

To participant (SC), teachers should understand the basic needs of each learner. She stated that every teacher should understand the emotional problems and needs of all the learners under him/her because they are very important in learning. Learners with serious emotional problems and needs cannot learn in the classroom.

I do understand their basic needs. Acceptance is important. My learner also knows that they do not need to be the best intelligent person to be accepted in my classroom. I accept them for who they are come good or bad thing. They continue to behave because they know they can be themselves around me. Teacher must understand their learners' emotions. If a learner is not good in emotion such learner will not be able to learn and that to me is more important than getting knowledge into child's head. If the learner were happy, the learner would learn and if that is achieved, learning will take place. So, what I do is I try to understand learners' feelings and supports them where it is necessary.

While corroborating this, participant (AC) stressed that learners have different emotional problems because some of them are from different households with different problems. Some of them are from single parent household, divorce, separated and abusive families. So, as the participant noted, these kinds of learners need the emotional support of the teachers. The participant had the following to share;

Dealing with learner social emotion is a big challenge because day to day learners brings different experiences from home. Some learners have experienced many things that you can't even imagine in some stages that a young child has to go through. For example, death of parents, parents' divorce and any little thing happening. As the teacher, I need to accommodate that the learner might not be in a frame of mind when coming to school. So, what I like to do is provide my class as the safe place that learner can talk about the problem.

The participant added that:

I find time to find out what is actually happening to such a learner and I can adapt myself around learner's bad day by creating feelings that this class is a safe place by telling them to forget the problem for the time being and we work from there. That has been helping me in reaching out to my learners to normalize themselves. In my school, we also have teachers that learners can talk to and school counselor when learners are having problems.

Participant (PP) argued that teachers should have the needed capacity to deal with the problem of self-esteem of the learners in the classroom. The participant stressed that intermediate learners have a lot of energy because they are in a different age groups. They experience self-esteem because the children of nowadays experience puberty stage so early. The experience of puberty may affect their self-concept or understanding of the learners. So, the participant argued that teachers should be aware of the changes in self-concepts as a result of the experience of puberty. In addressing this problem, the participant made case for counselling and motivational talks for the learners. The participant highlighted that, "I think becoming a motivational speaker will help because the teacher cannot keep on punishing the learner. It does not help".



Also, participant (CP) expressed that, the intermediate learners are growing on a daily basis. So, as they grow, they learn different social skill as well as encounter different emotional problems (Participant CP). The participant noted that:

They need to know where they fit into the hierarchy so I keep telling them when they are learning something and reinforcing what is important because they are going to use them in life and they become accepting it and behave well in class .. Behaviour is a challenge and another thing is the emotion of the learners, let say a learner lost a pet or parents or family member due to death that learner will be different. Teacher needs to know how to handle it. So, what I do is to monitor them and show a lot of support emotionally and socially.

In summation, both quantitative and qualitative analysis revealed that giving motivational talks, asking about their parents/guardians, asking about their experiences at home, knowing their needs, and having discussion with their parents/guardians, telling them interesting stories, learning how to call their names properly, giving them responsibilities in the classroom and motivating them to participate in learning activities are important techniques and approaches for dealing with the emotional problems of the learners in the classroom. This implies that

teachers should be more compassionate about their learners because learners with serious emotional problems cannot learn and be productive in the classroom.

4.12 EDUCATOR'S STRESS LEVEL

In order to measure stress level among intermediate phase educators in selected primary schools in East London, the researcher constructed 17 items instrument (see appendix 1). Using standard statistical procedure described by Cronbach, the reliability of these 17-item questions was 0.5.

These items were tested and validated through (Cronbach's Alpha) the result of the analysis revealed that out of the 17 items only 7 items were validated. That is, only 7 items actually measured the stress level among the intermediate educators in selected primary schools in East London.

Table 4.11 presents the perceived stress level among intermediate phase educators in selected primary schools in East London Education District.

Table 4. 11: The 7-item stress level measurement scale



How often have you been upset because of the failure to reduce the noise level in the classroom?	0.786
How often have you been worried because of the failure to encourage all students/pupils to participate in the learning activities?	0.811
How often have you been distressed in the course of addressing the special needs of students/pupils with emotional or family problems?	0.706
How often you have been troubled in the course of restraining naughty students/pupils in the classroom?	0.817
How often you have been pestered when some students/pupils fail to do their class works in the classroom?	0.738
How often you have been stressed in the course of managing different/students with different personalities and needs in the same classroom?	0.645
How often have you felt difficulties were piling up so high that you could not overcome them in the course of classroom management?	0.527

Cronbach's Alpha reliability coefficient 0.845

The confirmatory factor analysis (Table 4.11 and Figure 4.1) indicated that the 7-items were unidimensional and items loaded well on the single factor (stress level among the educators).

Table 4. 12: Factor loadings of the 7-items stress level measurement scale

Items	**Factor loading
How often have you been upset because of the failure to reduce the noise level in the classroom?	0.788
How often have you been worried because of the failure to encourage all students/pupils to participate in the learning activities?	0.811
How often have you been distressed in the course of addressing the special needs of students/pupils with emotional or family problems?	0.716
How often you have been troubled in the course of restraining naughty students/pupils in the classroom?	0.806
How often you have been pestered when some students/pupils fail to do their class works in the classroom?	0.734
How often you have been stressed in the course of managing different/students with different personalities and needs in the same classroom?	0.623
How often have you felt difficulties were piling up so high that you could not overcome them in the course of classroom management?	0.486

The above result were used for further analysis has shown in the sub-consequent tables on stress.

The mean stress level reported was 19.97. The item-total correlations were greater than 0.50 for each of the 7 items comprising stress level scale (see Table 4.11). The 7-item scale yielded a high reliability coefficient of 0.845 indicating a high level of internal consistency.

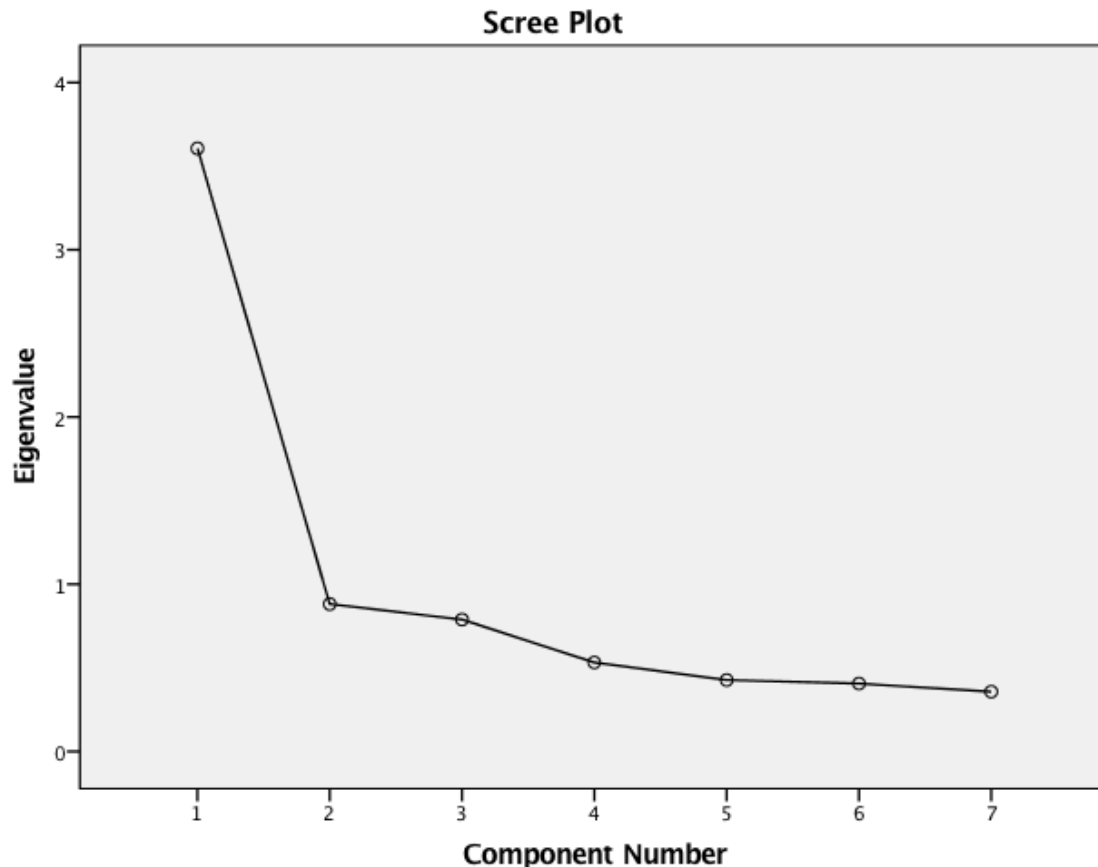


Figure 4. 1: A scree plot showing eigenvalue and factor loading.

The above 7-items indicated that the teachers experienced stress while dealing with the learners in the classroom setting or school environment. This finding was supported by the narratives from some participants. For instance, participant (GC) mentioned that, she gets stressed when she is distracted by learners when she is busy with lessons. She said she easily loses focus when she is distracted. She had the following to say;

When the school has programs for the learners, may be they have to go for the assembly or something or for fundraising, the teaching time was out. Teachers lost some teaching time. This adds to stress level on me because I have to cover all of that.

The participant added that another source of stress for her is when a learner appears disrespectful to her. The third source of stress for her which she highlighted was that seeing learners that do not have ability to read or write. According to her, “that adds stress to me because there would be learners that most of the time they just sit there and in my school, we do not really have a program for them. I am worried about these

learners". In addition, Participant (SC) stressed that the major cause of stress is the increasing workload. The participant added that time constraint is another factor that causes stress for her because she does not have time to cover most of her lessons (modules). The third factor that she mentioned was misbehaviour of the learners to teachers. The verbatim below supports this analysis:

The CAP syllabus now is over loaded. Another cause is the time constraints, teachers does not have time to cover most of them. No enough time to test a new content in Language and Mathematics. For example, teacher rush through the work and get it done, if you do it properly you lack behind. In addition, misbehavior of the learners, homework not done, incomplete class work and absent without permission.

For participant (PP), teachers experienced stress because of the high number of learners in the classroom. She said that the most unfortunate thing is that these learners do not want to learn again. The following narrative attest this contention:

In this school, we got very high number of learners and our classrooms size are small. Another thing, these learners don't want to learn, when I give them work to do from home most of them come back without doing it. So all these situation have been very stressful to us. There are learners that are noisy; they busy talking with each other during the lesson. Some other learners come late to class; some do not come to school at all while some come in the middle of the lesson. They disrupt my lesson by coming late, this adds on stress to me.

Participant (CP) stressed that her major problem was that, some learners were adamant to do their home works; perhaps because there is nobody that can help them at home. In regard to this challenge, she shared the following:

"I had to help them myself and this creates a big stress to me ...To reduce stress teacher really need to be kind to themselves and to the learners. There is no way one will not be stress out because we are working with little minds that we need to shape".

However, participant (AC) who was a head of department (HOD) noted that although teaching is stressful, it can be managed by serious and hardworking teachers. She narrated that;

There are so many lazy teachers. We have teachers who do not plan and the learners we teach today are advanced because we are in the information age. So, when you come to class and you do not plan and you start running around to make copies. That is where stress starts for those lazy teachers. They caused stress for themselves. In a class with lazy teacher, learners will

definitely make noise, fight; there is going to be hitting. You see how they caused stress for themselves ... If only teachers could go back to basics; do our planning properly, I think the stress level will reduced.

In summary, distraction in the classroom, teacher work load (Our syllabus is loaded), learners misbehaviour, losing out on teaching time and learner underperformance in class were found to be major factors that cause and increase stress for the teachers. However, a participant noted that some teachers cause stress for themselves because of their laziness.. These kind of teachers are more likely to find teaching highly stressful.

4.13 THE RELATIONSHIP BETWEEN EDUCATORS DEMOGRAPHIC CHARACTERISTICS AND SELF-REPORTED OF STRESS AMONG EDUCATORS

The 7-items yielded a total score of 35. With a score of 1-24 categorized as low to moderate level of stress and score of 25-35 considered as a high level of stress. As shown in Figure 3, one in five educators reported high stress level.

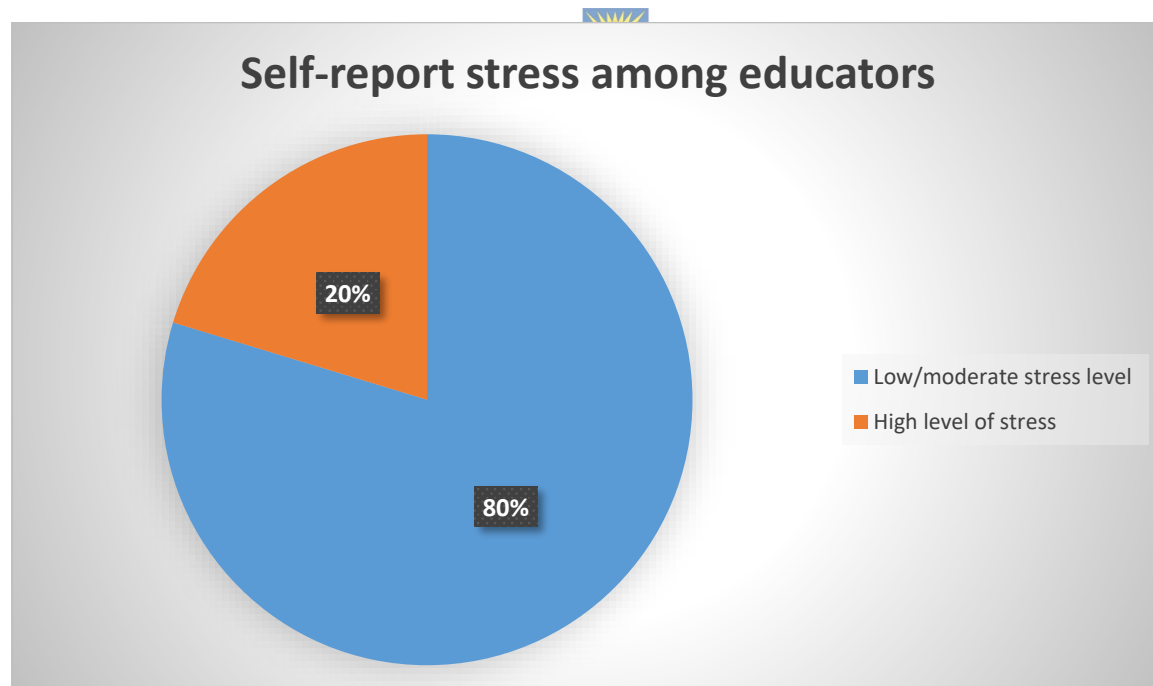


Figure 4. 2: Self-reported stress level among educators

On perceived stress level among intermediate educators. Table 4.13 shows association between demographic factors and self-reported level of stress among intermediate phase educators in selected primary schools.

Table 4. 13: Association between demographic factors and self-reported level of stress among primary school educators

Variables	Low/moderate stress (n=55)	High level stress (n=14)	p-value
All participants	55 (79.7)	14 (20.3)	
Gender			
Male	8 (88.9)	1 (11.1)	0.413
Female	47 (78.3)	13 (21.7)	
Age			
21-30	18 (81.8)	4 (18.2)	0.531
31-40	15 (75.0)	5 (25.0)	
41-50	10 (71.4)	4 (28.6)	
51-60	12 (92.3)	1 (7.7)	
Language			
Yes	33 (76.7)	10 (23.3)	0.321
No	22 (84.6)	4 (15.3)	
Types of school			
Public	52 (83.9)	10 (16.1)	0.027
Private	3 (42.9)	4 (57.1)	
School location			
Village/rural area	2 (100.00)	0 (0.0)	
Semi-urban	10 (71.4)	4 (28.6)	0.557
Urban	43 (81.1)	10 (18.9)	
School circuit			
2	5 (62.5)	3 (37.5)	0.253
4	21 (80.8)	5 (19.2)	
6	19 (90.5)	2 (9.5)	
10	4 (57.1)	3 (42.9)	
11	6 (85.7)	1 (14.3)	
Teaching experience			
1-5	18 (85.7)	3 (14.3)	0.501
6-10	11 (73.3)	4 (26.7)	
11-15	5 (62.5)	3 (37.5)	
16-20	4 (100.0)	0 (0.0)	
21 and above	17 (81.0)	4 (19.0)	
Position held			
Educator	45 (77.6)	13 (22.4)	0.566
Head of department	8 (88.9)	1 (11.1)	
Others	2 (100.0)	0 (0.0)	

Types of service			
Permanent	44 (77.2)	13 (22.8)	0.240
Temporal	11 (91.7)	1 (8.3)	
Race			
Black	11 (78.6)	3 (21.4)	0.150
White	38 (80.9)	9 (19.1)	
Coloured	5 (100.0)	0 (0.0)	
Others	1 (33.3)	2 (66.7)	
Nationality			
South Africa	50 (78.1)	14 (21.9)	0.504
Non south Africans	4 (100.0)	0 (0.0)	
Others	1 (100.0)	0 (0.0)	

*** 7 participants did not answer all the questions on stress

As shown in Table 4.13, gender, age, school location, teaching experience, race, nationality and contract type did not significantly influence educators' stress level. Only school type was significantly associated with stress level.

Educators in private schools were significantly more likely to report high stress level compared to those in public schools. This may be because there are more expectations from the teachers in private schools compared to those in public schools. These enormous expectations are more likely to generate high stress level for teachers in private schools.

4.14 CLASSROOM OBSERVATION

In order to complement quantitative and qualitative data in this study, the researcher observed five intermediate phase educators during their teaching in classrooms. Thus, in this section, the reports from the researcher's observation are presented below:

Observations were conducted in the five primary schools with five heads of intermediate phase educators who were interviewed earlier to observe how they manage their classrooms for enhanced teaching and learning as to support what they told the researcher during the interviews. These five primary schools are located within the urban, sub-urban and rural areas in the East London Education District.

The researcher took the photographs of all the classrooms she observed with the permission of the school heads. In addition, the researcher took note to back up the

teacher day activities in the classroom, that is, the daily occurrences as told in the interview.

In the study, the researcher remained non-participant. The researcher was not looking for perfect teacher behavior; she was to observe teachers' in their natural environment (classroom). The focus was on what issue they consider important in managing the classroom. What informs teachers in how they manage the classroom and what challenges they often face in the course of managing the classroom for enhanced teaching and learning in schools?

4.14.1 Teacher GC class

The researcher arrived at the school at 9:45am in the morning shortly before the short break so has not to disturb the teacher lessons. The researcher greeted the learners in a friendly manner. She further spent approximately 45 minutes observing the teacher activities to verify if what was told during the interview session is what actually was happening in the classroom. Teacher (GC) is a grade 5 teacher in one of the private primary school located in urban settings in East London Education District. The classroom is conducive for teaching and learning with the total number of 20 learners. The class size is moderate; not too big for the number of learners. The learners seated comfortably on their chairs and the desks with well-arranged writing materials. The classroom furniture was demarcated with cubicles in order for the learners not to be disturbing each other when doing their class works. The classroom environment was neat and clean, the wall painted in white color. There was good ventilation across the class, the window was decorated with flower and the wall decorated with educative posters. This showed that Teacher (GC) displayed the learners' works on wall to promote and encourage their academic skills. In Teacher (GC) class, there was electricity switched on for the learners to see properly. There were bookcases placed directly to teacher's desk. There was a reading corner in the class for the fast learners to keep them busy.

The researcher observed the lesson where learners were being taught Mathematics. First, the teacher introduced the subject content to the learners. The observed teacher demonstrated good knowledge of the subject matter. After the teacher explanations, the teacher moved around the classroom to check if the learners are copying down

their work and to see those that may not be working. There were sufficient textbooks and writing materials on the learners' tables, and the teacher used teaching aid. This shows that the teacher and the learners were fully prepared for the lesson. The teacher attitude and behaviour towards the learners was perceived to be good because the researcher noticed the teacher calling the learners by their names and make jokes with them.

Teacher's (GC) teaching method seemed to be more of democratic and more of disciplinary styles. The teacher was seen moving around the classroom and attended to individual learners. This allowed the participant to attend to learner's needs. The seating arrangement was perfect. The researcher observed that the learners' learning process was not obstructed in any way. The teacher laid down what was expected of the learners and they followed the instructions accordingly. During my observation, I noticed that nearly all learners were answering to the teacher's questions. They were all actively involved and attempted in the lesson. The learners were also active during the class work. In participant's (GC) opinion, a learner has to accept his/her responsibilities. Furthermore, the teacher should take learners by hands and open their minds with love, lots of encouragement, empathy and sympathy.



During the classroom observation, the researcher saw classroom rules pasted on the classroom wall for all learners to read as a reminder. Some of the rules read: "Do not talk while teacher talk, wait for you turn"; "Do not shout in the class, use appropriate flag"; "Listen to your teacher's instructions"; "Be on time all the time"; "Do your homework every day"; "Good behavior will be rewarded"; "Diligent learners will be rewarded and greet staff and visitors to the school". By this, the learners showed good manners toward the researcher on entering into the class.

On the other hand, participant (GC) lamented some of the challenges she often encountered in the course of managing her class. This includes: (i) homework not done; (ii) noisy learners; (iii) learner naughtiness in class; (iv) learner misbehaviour; (v) learner emotion problems; (vi) absent parents; (vii) not enough stationery; and (viii) learner aggressiveness in the class time or after reprimanded.



Figure4. 1: Photograph of participant GC classroom.

4.14.2 Teacher PP class

The researcher arrived at teacher's (PP) school around 11:30am in the morning shortly before the break time. The classroom observation started immediately after the break in order to observe how the learners settle down in the classroom before the next lesson. This would help the researcher to observe how the teacher manages the classroom for enhanced teaching and learning in his class. The researcher asked the participant what he understands by the term learning environment. In response to this question, the participant stressed that learning environment is what your classroom is made up. To him, learning environment also means the general feelings within the classroom, the apparatus, and the physical equipment that form part of the classroom. It also means the manner, the way, and the interactions you have in the classroom from the learning environment.

Participant (PP) is a teacher in public primary schools. He teaches Grade 6 learners. Participant (PP) has 20 years of teaching experience. There were 53 learners in his class. Participant's school is located in sub-urban environment. It is a partly brick built buildings around the vicinity of the school with some small businesses surrounded the school. The classroom's building was built with brick; the painting has washed out and this makes the classroom look old and not attractive. There were few old posters on the wall; the classroom was not decorated in any form. The classroom's surrounding was very dirty and not tidy. The researcher asked why the classroom was this dirty. The participant replied that the school does not have any helper to clean the class.

Pieces of paper were seen littered everywhere in the class. There was no good chair and table for the teacher to sit on. Learners were seen sitting in three in a small bench and table, the arrow in the picture below indicated participant chair. This may not be comfortable for both the teacher and the learners. The classroom was very small compared to the number of learners in class. The window was small; there is no good ventilation across the classroom. The classroom's door is broken. Participant said that his classroom environment was not conducive for teaching and learning and this contributed to his poor classroom management approach.

After the break time, participant (PP) stood at the entrance of classroom to make sure that all learners come to class immediately after the bell rang. The researcher noticed that the participant (PP) was managing two classrooms at the same time. According to him, this was due to the shortage of teachers in school. So, he has to manage those two classrooms. The researcher observed that, as the teacher entered the Grade 6 classroom, learners were making noise not minding . The teacher (participant PP) started by introducing the lesson to the learners in English. The teacher warned the learners to settle down for the lesson. Some did while some of the learners were still standing talking to each other. One of the learners came late to class (15minutes after the break).



This learner held in her hands leftovers of snacks when entering the class. It took the teacher 2minutes to deal with this learner before he could continue with the lesson. During the lesson, the researcher observed that not all the learners had adequate writing materials. The researcher could hear some groups of learners talking to each other. The teacher continued with his lesson ignoring those learners that were not listening to him. I could observe that the teacher's class was noisy and not well organized. Some learners were laughing at the back of the class while the lesson was on. The researcher saw the teacher trying to calm the learners down so that they could listen to him. Still, some carried on, making noise. The researcher observed that nothing in the classroom could motivate the learners to learn or to make them concentrate while the teacher was teaching.

The researcher thought that the school environment set up contributes to the kind of learners and the teacher in this school. In participant (PP) class, there was no reading corner or bookshelf compared to other schools in town. Although the teacher adopted

learner-centered teaching approach, as he was seen moving around to check up on the learner activities, the learners were seen to be busy in class activities separately. The researcher observed that the teacher also likes giving his learners home works to do. It was observed that in this class there were many challenges that he was facing such as lateness to class after break, talking without taking turn, inattentiveness, lack of teaching and learning materials, poor sitting arrangement, eating during the lesson, poor participation during the lesson, and poor working condition



Figure4. 2: Photograph of Participant PP classroom

4.14.3 Teacher AC class

The researcher arrived at teacher's (AC) school at 8:31am in the morning to observe teacher classroom management. In teacher's (AC) view, learning environment is where teaching takes place; a place where the teacher and the learners share new ideas, and interact together. The learners must be inviting when it comes to classroom management. According to her, a good learning environment must stimulate learning. Teacher (AC) works at a public school located in a semi-urban area with large population of learners. In teacher (AC) class, there are few posters pasted on the wall. The classroom's building was painted in yellow and white. The teacher's table and chair was placed at the back of the classroom. The classroom was arranged

horizontally toward the window for the ray of light because there was no light bulb or fan in the class.

Teacher's (AC) class was big enough to accommodate the learners and it allows free movements of both the teacher and the learners. The teacher places her chair at the back of the class in order to be able to watch and monitor each student during and after the lesson. There were 53 learners in Teacher's (AC) class. Teacher (AC) said learners seemed to be well-mannered as they behaved well and asked questions during the lesson. The teacher allowed learners' participation in the lesson. No electronic device was used during the lesson. The teacher started her lesson by asking the learners what date was. She briefly revised the previous lessons with the learners. She then reminded the learners the 'do's and don'ts of the classroom. The mode of instruction was English.

The researcher observed that the teacher has knowledge of the subject matter and she was well prepared. She improvised the teaching materials. During her lesson, the teacher was seen moving around the classroom to supervise pupils' activities. The researcher also observed that the teacher had a very good teaching relationship with the learners; she called them by names and assisted them when she needed to do so.

Learners worked individually as she told the researcher during the interview that she preferred individual teaching. She believes in learner-centered teaching approach. The teacher makes her classroom conducive for learning by creating a warm and open relationship with the learners. For instance, teacher (AC) sang an educative song with her learners while they were doing their home works in order to encourage and motivate learners' spirit in doing the assigned tasks. After the classroom works, the teacher did the corrections together with her learners. The learner exchanged their books for marking; then the teacher cross-checked learners to correct their mistakes. This shows the level of trust between the teacher (AC) and her learners. She gives home work as well.

The researcher observed that some learners were struggling to finish their works. Consequently, the teacher asked one of the learners to assist the slower one. On the issues or challenges faced by teacher (AC) in class was learners' late coming to school, absentism without permission, non-participation of parents in their children

education, learners' emotional problems, large number of learners in class, lack of textbooks, sleeping in class, noise, learner naughtiness and lack of support from the Department.



Figure 4. 3: Photograph of participant AC classroom.

4.14.4 Teacher SC class

The researcher arrived at the school at 9:00am in the morning. The researcher was welcome by the learners. Early in the morning, some learners were seen talking to each other; while others were playing with soccer ball in the classroom. The teacher asked those learners who were playing with the soccer ball to bring the ball to her. But, one female learner who was among them threw the ball to the teacher instead of handing it over to teacher. The teacher called her out to put the ball in the bin and she asked the owner of the ball to pick it from the bin later in the break time. Other two learners were caught chewing bubble gum in the class. The teacher asked them to throw it out. One of the learners obeyed the teachers' instructions; while the other learner lied that she was not chewing the gum. All of these happened before the start of the lesson.

When the researcher asked the teacher what she understands by the learning environment, the participant said that the learning environment means creating a positive space for active learning to take place.

A space that creates a safe and supportive as well as a productive environment for learners to create, play, learn, and explore.

Teacher's (SC) school is a public school located in a very busy noisy environment in along the main road. The sounds of moving vehicle could be heard from outside. The

participant told the researcher during the interview session that the noise from outside disturbs her lesson. The participant has a total number of 38 learners in her class. The medium of instruction was English language. The participant's classroom was large enough to accommodate the number of learners in her class; there were enough chairs and desks for both the teacher and the learners to sit on. In her classroom, there was a bookcase to store the books and other teaching materials. The classroom wall was decorated with posters and beautiful pictures, featuring different projects done by learners from subjects like Life Skill, Natural Science, Mathematics and English. The furniture was arranged horizontally facing teacher's table. There was enough free space for movements in the class.

The researcher watched the participant during her Mathematics lesson. The teacher began her lesson by asking for the previous homework from her learners. She moved around the classroom to check learners' books, not all the learners had brought their homework to school. Those that did not bring their work were asked to submit the next day. So, she continued with the lesson. The teacher introduced new topic (Graph) by asking the learners to bring out their Mathematics sets and textbooks. She discovered that not all learners have the textbook. She asked them to sit together so that they can share. She explained the subject content to the learners, and then she asked them questions on the topic that she already taught them. Almost all the learners contributed to the class activities.

Learners were observed raising their hands before answering or asking questions in class. The teacher wrote examples on the chalkboard, read to them again and ask the learners to copy down it in their writing exercise books. The teacher tried her best to control her class; but each time the teacher faced the chalkboard, some learners were noticed laughing, talking and disturbing the lesson. After some minutes, the teacher was called to the office by school principal.

This gave the learners the chance to start making noise when teacher was not in the class with them. The participant's classroom approach was more democratic and a little bit of authoritarian in style because, the teacher tried to be firm during her teaching. She has necessary teaching materials and she demonstrated how learners were going to draw the graph in their books by making her teaching practical for them to see.

The researcher observed that the participant was facing a lot of challenges in her class. The challenges that the researcher noted during her observation include: learners' were playing during the lessons, chatting and learners' disrespectful behaviour to the teacher, calling names, chewing gum, and the problem of learners not doing their homework. The participant dealt with these challenges by remaining calm and giving eye contact to the troubling learners, and sometime giving them warnings. Those that did not do their homework were placed on break detention. She motivates those that did their work with positive reinforcements.

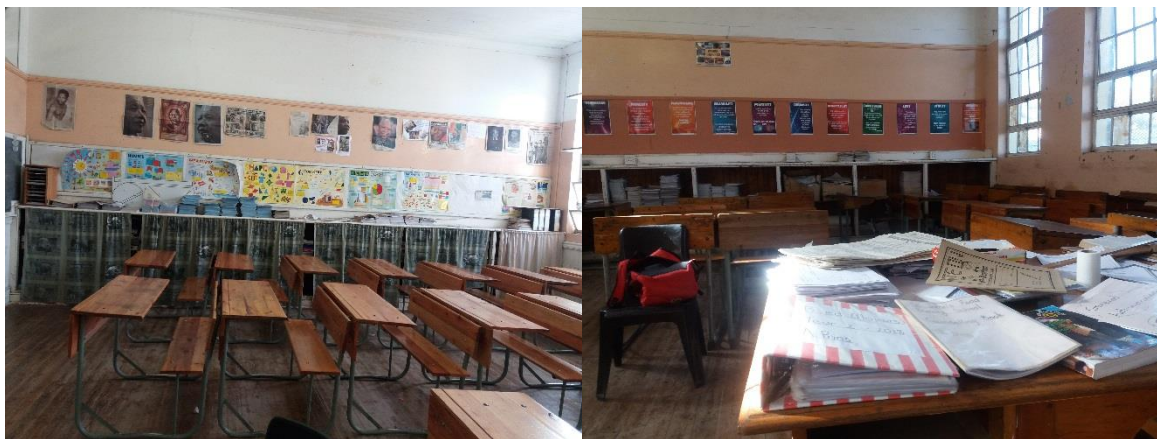


Figure 4. 4Photograph of participant SC classroom.

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4.14.5 Teacher CP class

The researcher got to the school around 11:30am during the Afrikaans lesson to observe participant's teaching. The learners were seated and ready for the lesson. The participant is a female teacher with 26 years of teaching experience. She has 34 learners in the class and her school is formal Model C School situated in a quiet environment. The participant classroom size is large. According to her, in a learning environment, there is a teacher in the classroom and there are learners in the classroom. In the classroom, there should be a prepared teacher with daily planning that both focus on the previous day lesson and the learning and that the learners are kept busy with constructive works everyday according to the syllabus prescribed by the Department of Education.

Learners' furniture was arranged vertically, facing the teacher's table. There was a bookshelf and a reading corner by the side of the learners' chair. The classroom was painted in white with colourful posters on the wall. There was air conditioner attached

to the classroom wall. There was a television facing the classroom and whiteboard. Electricity was switched on for learners to see. The classroom was well arranged for the lesson and there was enough space for the teacher to move around.

Participant (CP) started her class by reminding the learners the classroom's rules. She then started the lesson by doing revision with learners; she then introduced new lesson by asking learners some relevant questions. She allowed learners read from the textbook one after the other while she read along with them. The learners were reading row by row to prevent them from making noise. The entire learners participated in the reading. The teacher played audio tape recording of the lesson content to her learners. The researcher observed that the teacher had a good knowledge of the subject she taught as the learners were happy during the lesson. She used the whiteboard to paste some of the copies of her work for the learners to see. She played Afrikaans educative music to motivate her learners.

The researcher observed that the participant adopted a democratic classroom management style as she was seen moving around the classroom to explain again to individual learners. She had appropriate teaching materials in the classroom, and she maintained good rapport with her learners. The learners showed that they were happy with their teacher's teaching and showed some level of understanding of the subject taught by their teacher. The learners in the participant class had enough writing materials and showed interest in the lesson. There was no disruption throughout the lesson.

Discipline wise, even when the teacher faced the board, her learners still behaved well and focused on their work. At the end of the lesson, one of the learners commended their teacher for the diagram she drew on the whiteboard.

That shows the level of interaction between the teacher and the learners. She summarized the lesson by asking them to copy the note from the board.

According to participant (CP), there was no class without challenges. She said the some learners were testing the boundaries and they were major challenge. The other challenge is that the parents do not attend meetings and learners late coming to school in the morning affected the class teaching and learning.



Figure 4. 5: Photograph of participant CP classroom.

4.15 DISCUSSION OF FINDINGS FROM THE RESEARCH QUESTIONS

4.15.1 Important considerations in management of the learning environment in schools

The study found that giving instructions to students/pupils by the educators in the classrooms are critical in ensuring discipline and productivity in the classrooms. The analysis revealed it is the responsibility of the teacher to manage and facilitate instructions. This agrees with the position of Rogers (2007, p.5). According to Rogers (2007, p.5), good instruction is necessary to smooth running of classroom activities and in the creation of an environment where everyone's rights and responsibilities are addressed. In this way, the use of appropriate teaching methods to encourage desirable behaviour, to prevent, and to redirect misbehaviour are needed. Also, Burden (2006, p.7) suggested that establishing classroom rules and procedures are important in enhancing teaching and learning activities in schools (see Glasser, 1998; Nieman and Monyai, 2006). Further, Austin and Omomia (2014) noted that a good classroom management does not guarantee effective instruction; it only establishes the environmental context that makes good instructions possible.

The analysis revealed that inspecting classroom is sacrosanct in ensuring that the learners actively participate in classroom activities. The results showed that the educators should be in total control of the classroom. Based on the available data, this is achievable through conscious inspection of classroom activities. In addition, the narratives of the above participants indicated that a well-inspected class would be

more productive in terms of the achievements of both the learners and the teachers. This is in line with the argument of Djigic and Stojiljkovic (2011) who highlighted three broad dimensions that teachers should consider important. These are: a) instructional management; b) people management; and c) behaviour management.

It could be inferred that inspecting students fall under three dimensions because inspection involve people, material and environment. Based on the position of Djigic and Stojiljkovic (2011), inspection entails activities such as establishing daily procedures, monitoring seatwork, monitoring students' independent work, and allocating materials. In the same vein, George et al. (2017) opined that teachers consider moving around the classroom to ensure that learners are actively participating in learning activities as they are very important in the management of classroom.

The study found that appointing learners to clean the board, appointing learners as the time-keepers, appointing learners to write names of noise makers and later comers in the classroom were not considered by the participants as important interpersonal techniques in the classroom management. The participants perhaps thought that these activities were not directly related to learning in the classroom, even though they are also classroom activities. What the majority of the participants considered as important interpersonal activities in the classrooms were provision of academic support for the struggling learners, provision of emotional support for the learners who are in need of emotional support or disturbed learners, understanding the personality and mental capacity of each of the learners in the classroom.

This agrees with the study of Bru et al., (2002) as cited by Djigic and Stojiljkovic (2011, p. 821). Their study revealed that the teachers must consider the following in managing learning environment in the classroom: providing academic support, providing emotional support and conflict-managements in the classroom (see also, Barge 2014; Donald, Lazarus & Moolla, 2014; Ersozlu & Cayci, 2016; NEPA, 1996; Sieberer-Nagler, 2016). This also agrees with Glasier's choice theory adopted in this study. As applied in this study, the theory suggests that the emotional and academic needs of students must be met in order to avoid disruptive behaviour. Emotional and

academic needs of the students could be addressed by giving them to make reasonable decisions and choices about themselves.

4.15.2 What informs educators on how they managed the learning environment for enhanced teaching and learning in schools

The analysis of data revealed that involving learners in the decision-making on the procedures, approaches and strategies to classroom management are fundamental for ensuring efficient and productive classroom. For instance, creating peaceful working atmosphere with the learners by meaningfully engaging them in the classroom were considered by the interviewees to be efficient. The qualitative data revealed that teachers should adopt varied approaches in the management of the classroom. This is because an approach that works for one teacher/learner may not work for other.

In addition to this, teachers should ensure that their approaches or strategies to classroom management are consistently reviewed and aligned with the school's code of conduct. These findings echo the studies of Ersozlu and Cayci (2016), Sieberer-Neglaer (2016) and Djigic and Stojiljkovic (2011). For instance, Djigic and Stojiljkovic' (2011) study revealed that teachers should always practice classroom management style that is based on constructive and productive relationships with their learners.

Moreover, Nieman and Monyai (2006) are of the opinion that not all types of teaching strategies are suitable for all lessons; some teaching methods are more suitable to a particular subject and period of that subject. Teachers should adopt a suitable leadership style in class in their teaching by considering the age, grade, availability of teaching materials and subjects.

4.15.3 How educators deal with challenges associated with managing learning environment for enhanced teaching and learning in schools

The study found that, some educators in South African educational context did not believe in severe punitive measures in ensuring discipline among learners. According to Maphosa and Shumba (2010), South African Schools Act 84 of 1996 states that the use of corporal punishment in schools is not allowed. According to the Act, the perpetrator is liable to a sentence. What educators think are the best approaches in ensuring discipline of learners in the classroom are giving instructions and setting clear rules for the learners in the classrooms. The participants of this study believed that

there are effective techniques or approaches for ensuring discipline among the learners in the classroom rather than adopting corporal punishments or more punitive discipline approaches.

The Choice Theory of Glasser (1998) supports this. Glasser (1998) suggested seven caring habits that the teachers can use in managing behavioural problems in class. The seven caring habits include supporting, encouraging, listening, accepting, respecting, trusting and negotiation of differences (Glasser, 1998; see also Akin, Yildirim & Goodwin, 2016, p.768). Further, Glasser's Choice Theory validated the use of fair consequences rather than punishments. Fair or less punitive consequences encourage the learners to abstain from inappropriate behaviour in the classroom (Glasser, 1998).

Moreover, the analysis revealed that changing seat, warning them gently, individual task, eye contact, informing their parents/guardians and informing school administrators are effective measures for dealing with naughty learners in the classroom. Changing seating arrangement as way of dealing with naughty students and is supported by the findings of (George, Sakirundeen & Sunday, 2017; Adeyemo, 2012; Egeberg, McConney & Price, 2016; Postholm, 2013). These researchers argued that seating arrangement is very important so that the learners could have enough space to move around, to work comfortably without pushing and the teachers have enough space to move around to watch them work without disturbing learners.

However, some educators said they ignore disruptive learners to show their unhappiness with the learner's misbehaviour. This agrees with the study of Zondi (1997). In his study, he found that some educators decided to ignore learners' misbehaviour and carry on with teaching while they had tried to handle these behaviour problems, but failed to stop them and they too eventually ignored them. Similarly, some educators said that they send some naughty learners out of the classroom if their behaviour is becoming more disruptive to the learning process in the classroom or is becoming more dangerous to other learners, even though this approach is not allowed in the South African educational context.

The analysis revealed that pair work, warning non-participating learners gently, giving rewards to participating learners, making lessons more interesting, knowing why learners are not participating and giving support to those learners who are struggling to concentrate in the classroom are effective in dealing with non-participating learners. According to Egeberg, McConney & Price (2016, p. 3), Glasser's ideology helps establish and maintain productive classroom. This ideology teaches teachers on how to engage meaningfully and productively with the learners in order to minimize disruptive behaviours. However, the analysis revealed that threatening and ignoring them (non-participating students) were not considered as effective in dealing with non-participating students in the South African context. This is probably due to the legal and policy frameworks regulating teacher-learner interactions in the classroom and the school environment.

The results revealed that eye-contact, giving surprising learning activities, asking them questions to draw their attention, warning them, giving them purpose to listen, giving them responsibilities in the class, praising silent and well-behaved students and changing their seats were considered effective in dealing with the noisy/inattentive learners in the classroom. The study of Akin, Yildirim & Goodwin (2016) confirms this finding when they suggested that teachers should adopt learner-centered approach to deal with the problem of noise in the classroom. Kayikci (2009, p. 1216) argues teachers should first understand learners' needs and the relationship of behaviour related to these needs. However, teachers' walking out of the class when some of the learners are making noise in the classroom was not considered as an effective strategy in dealing with noisy/inattentive students in the classroom. In the South African context, it is not legally and morally allowed for teachers to walk out of the class when learners are making noise or they are inattentive except there are evidences of serious threats to that teacher in question.

In addition, the study found that giving motivational talks, asking about their parents/guardians, asking about their experiences at home, knowing their needs, having discussion with their parents/guardians, telling them interesting stories, learning how to call their names properly, giving them responsibilities in the classroom and motivating them to participate in learning activities are important techniques and

approaches for dealing with the emotional problems of the learners in the classroom. This implies that teachers should be more compassionate about their learners because learners with serious emotional problems cannot learn and become productive in the classroom.

This agrees with the Glasser's (1998) Choice Theory adopted in this study. The theory states that humans satisfy five essential basic needs of survival, love and belonging, freedom, power and fun to be emotional healthy in an environment. Fun is very important in building teacher- learner relationship in class (Glasser, 1998, p.41). As applied to this study, teachers need to recognize the importance of giving emotional support for the learners in the classroom. According to Wydeman (2015) cited in Coetzee and van Niekerk (2015, p. 183), "schools help to satisfy learners' psychological needs and add quality to their lives, Further, educators should teach, manage, provide a caring environment and conduct class meetings in a way that adds quality to learners' lives". According to Ackermann (2001) as cited by Nieman and Manyai (2006, p. 99) adolescents need a secure sense of real love, regard, interest and support from their teacher as significant other including acceptance, accommodation of learners' personal viewpoints, their emotions and social needs.

As I have discussed in heading 4.12 of this chapter, the study validated an instrument for measuring stress level among teachers in school that surfaced during the course of study. This is one of the advantages of using mixed research approach which allows researcher to validate research instrument (Creswell & Clarke, 2011; Johnson & Christensen, 2008).

4.16 PERCEIVED STRESS LEVEL AMONG CLASSROOM EDUCATORS

On stress level among teachers, the study found that distraction in the classroom, teacher work load (Our syllabus is loaded), learners misbehaviour, losing out on teaching time and learner underperformance in class were found to be major factors that cause and increase stress for the teachers. This agrees with the finding of Egeberg et al (2016) who found that behavioural problems in the class are a significant factor of stress for both novice and experienced teachers (see also, Austin and Omomia, 2014, p. 313).

However, a participant noted that some teachers cause stress for themselves because of their laziness. Their laziness causes disruption in the classroom which they may not be able to handle at the end of the day. These kinds of teachers are more likely to find teaching highly stressful. This agrees with the existing literature (Friedman, 2006; Garrahy et al., 2005; Ingersoll, 2001; Lingersoll & Smith, 2003; Rosas & West, 2009 as cited by Akin, Yildirim & Goodwin, 2016, p. 772). These authors alluded to the fact that poor management of classroom affects both the teachers and the learners. The consequences are burnout and dissatisfaction among the affected teachers, and this may affective their efficiency in the classroom (Egeberg et al., 2016, p. 13).

4.17 CHAPTER SUMMARY

This chapter covered the presentation and analysis of data obtained through the administration of questionnaire as well as interviews and classroom observations. The general profile of the participants was presented from both the quantitative and qualitative method and then the analysis and interpretation followed. The data was analysed based on the themes drawn from the main research question.

From the above presentation of results, the teachers considered eye-contact, giving surprising learning activities, asking them questions to draw their attention, warning them, giving them purpose to listen, giving them responsibilities in the class, praising silent and well-behaved students and changing their seats as effective in dealing with the noisy/inattentive learners in the classroom. This study also found that giving motivational talks, asking about their parents/guardians, asking about their experiences at home, knowing their needs, having discussion with their parents/guardians, telling them interesting stories, learning how to call their names properly, giving them responsibilities in the classroom and motivating them to participate in learning activities are important techniques and approaches for dealing with the emotional problems of the learners in the classroom and are considered by the teachers to be highly important in the management of teaching and learning in classroom.

The next chapter focuses on summary of findings, recommendations and conclusions.

CHAPTER FIVE

SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

This chapter deals with the summary, conclusion and recommendations of the study. It briefly reminds the readers what is contained in the previous chapters. The main objective of this study was to describe educators' management of the learning environments for enhanced teaching and learning in selected primary schools in the East London Education District. The three research questions the study endeavoured to answer are:

- a) What do educators consider as important issues to manage in a learning environment in schools?
- b) What informs educators in how they managed the learning environment for enhanced teaching and learning?
- c) How do educators deal with challenges associated with managing learning environment for enhanced teaching and learning in schools?

5.2 SUMMARY OF CHAPTERS

5.1.1 Summary of the chapter one

This chapter provided a brief overview of introduction and background to the study. It also stated the problem, the main research question and sub- research questions, the purpose and objectives of the study. Finally, it explained the significance of the study, research methodology and methods, delimitation, definitions of terms and description of the subsequent chapters.

5.1.2 Summary of the chapter two

This chapter discussed the theoretical framework and its important in this study. It presented the general overview and rationale of the study. It reviewed the existing literature on educators' management of the learning environment both internationally, nationally and in sub-Saharan African countries. It further described how educators do manage their classroom for enhanced teaching and learning, what educators

considered as important issues to manage in the classroom and the challenges educators often face in the course of managing these issues in classroom. This chapter also explained classroom management style and teaching methods teachers employ in the class. It briefly discussed the causes of teacher stress and burnout and the approaches teachers employ in managing these issues.

5.1.3 Summary of the chapter three

This chapter discussed the research methodology, paradigms, approach, design, population and sample, data collection instruments, and the data analysis methods and procedures used in the implementation of this mixed methods study. Data collected from participants who had given their consent and who were, at the time of the study active teachers in teaching service. This study was limited to selected private and public primary schools in which the total number of 76 intermediate phase teachers was conveniently chosen. The ethical measures, which were taken into consideration before and during the study were outlined.

5.1.4 Summary of the chapter four



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This chapter dealt with the presentation and analysis of results obtained through the administration of questionnaire as well as interviews and classroom observations. The general profile of the participants was presented from both the quantitative and qualitative method and then the analysis and interpretation followed. The data was analysed based on the themes drawn from the main research question. The themes answered the research questions.

5.3 SUMMARY OF FINDINGS FROM THE STUDY

1) What do educators consider as important issues to manage in a learning environment in schools?

The findings for this question were:

- (i) The participants considered the provision of adequate provision of academic support for the struggling learners, provision of emotional support for the learners who are in need of emotional support or disturbed learners as well as understanding the personality and mental

capacity of each of the learners in the classroom as important in the management of the classroom

- (ii) The participants considered the involvement of the learners in the decision-making on the procedures, approaches and strategies to classroom management as important in the management of the classroom. In addition to this, teachers should ensure that their approaches or strategies to classroom are constantly reviewed and aligned with the school's code of conduct.

2) What informs educators on how they managed the learning environment for enhanced teaching and learning?

The following findings emerged from this research question:

- (i) The nature of rules and the school code of conducts are found to inform the educators' management of the classroom for enhanced learning activities.
- (ii) The level of control or power that the teachers have in the classroom are found to inform the educators' management of the classroom for enhanced learning activities.
- (iii) The nature and the personalities of the students/teachers are found to inform the educators' management of the classroom for enhanced learning activities
- (iv) The type of school is found to inform the educators' management of the classroom for enhanced learning activities.
- (v) The legal frameworks governing the schools are found to inform the educators' management of the classroom for enhanced learning activities.



3) How do educators deal with challenges associated with managing learning environment for enhanced teaching and learning in schools?

The following findings emerged from this research question:

- (i) The participants considered adopting eye-contact, giving surprising learning activities, asking them questions to draw their attention, warning them, giving them purpose to listen, giving them responsibilities in the class, praising silent and well-behaved students and changing their seats as important in dealing with the noisy/inattentive learners in the classroom.
- (ii) The participants considered motivational talks, asking about their parents/guardians, asking about their experiences at home, knowing their needs, having discussion with their parents/guardians. In addition, participants considered learning how to call their names properly, giving them responsibilities in the classroom and motivating them to participate in learning activities as important techniques and approaches for dealing with the emotional problems of the learners in the classroom.



5.4 RECOMMENDATIONS AND CONTRIBUTIONS

This study has described how intermediate phase educators do manage the classroom-learning environment for enhanced teaching and learning in selected primary schools in the East London Education District, Eastern Cape Education Province. From the above findings, the following recommendations and contributions were suggested for actions in the selected intermediate schools:

1. The teachers should set classroom rules and ensure that the learners follow these rules strictly in order to avoid rowdiness in the classroom. Failure to set rules and ensure that the learners follow classroom rules might be counter-productive to learning process.
2. The teachers should be in total control of the classroom. This can be achieved through conscious inspection of classroom activities. In addition, a well-inspected classroom would be more productive in terms of the achievements of both the learners and the teachers.

3. The teachers should ensure adequate provision of academic support for the struggling learners, provision of emotional support for the learners who are in need of emotional support or disturbed learners as well as understanding the personality and mental capacity of each of the learners in the classroom.
4. The teachers should involve the learners in the decision-making on the procedures, approaches and strategies to classroom management. These are fundamental for ensuring efficient and productive classrooms. The teachers should adopt varied approaches in the management of the classroom. This is because an approach that works for one teacher/learner may not work for other teacher/learner. In addition to this, teachers should ensure that their approaches or strategies to classroom management are constantly reviewed and aligned with the school's code of conduct.
5. The teachers should adopt effective techniques or approaches for ensuring discipline among the learners in the classroom rather than adopting corporal punishments or more punitive discipline approaches.
6. The teachers should adopt eye-contact, giving surprising learning activities, asking them questions to draw their attention, warning them, giving them purpose to listen, giving them responsibilities in the class, praising silent and well-behaved students and changing their seats. These are considered effective in dealing with the noisy/inattentive learners in the classroom.
7. Finally, the teachers should be giving motivational talks, asking about their parents/guardians, asking about their experiences at home, knowing their needs, having discussion with their parents/guardians, telling them interesting stories, learning how to call their names properly, giving them responsibilities in the classroom and motivating them to participate in learning activities. These are considered as important techniques and approaches for dealing with the emotional problems of the learners in the classroom.



5.5 CONCLUSION AND SUGGESTIONS FOR FURTHER STUDIES

From the above analysis, the study concludes that involving the learners in the decision-making on the procedures, approaches and strategies to classroom management are fundamental for ensuring efficient and productive classroom. Another conclusion from this study is that teachers adopt varied approaches in the management of the classroom. This is because an approach that works for one teacher/learner may not work for other teacher/learner. In addition to this, educators should ensure that their approaches or strategies to classroom are constantly reviewed and aligned with the school's code of conduct. Another critical conclusion from the study is that teachers should adopt less punitive approaches rather than adopting corporal punishments or more punitive discipline approaches in the classroom, this is because corporal punishment is allow in South African schools.

Additionally, future studies could look into:

- ❖ Educators' management of learning environment for enhanced teaching and learning in other provinces such as Western Cape, Limpopo etc.
- ❖ Use larger sample size in order to ensure generalizability of the findings.
- ❖ Use experimental method to experiment educators' management of learning environment for enhanced teaching and learning between one public school and private primary school.
- ❖ A comparative study of educators' management of learning environment for enhanced teaching and learning between white-dominated schools and black-dominated schools in South Africa could be done.

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Appendix A: QUESTIONNAIRE FOR EDUCATORS

EDUCATOR MANAGEMENT OF LEARNING ENVIRONMENT STRUCTURED QUESTIONNAIRE (EMLESQ)

The following questionnaire is designed to obtain your views about **educators' management of the learning environment for enhanced teaching and learning in selected primary schools in the East London Education District**. Thank you for taking time to complete this questionnaire. Please answer each question to the best of your knowledge. Your thoughtfulness and candid responses will be greatly appreciated. Your individual name or identification number will not at any time be associated with your responses. Your responses will be kept completely confidential and will not influence your course grade.

No information provided on this form will be released to anybody. Thank you for your participation.

Section A: Demographic Data

1. Gender

Male	Female
1	2

2. Age in years.....

3. Highest Academic Qualification

Matric/ Grade 12	Primary teachers certificate	University degree (PTD; HDE; FDE / ACE; B.Ed.	National Diploma Education	in	Other, (please specify)
1	2	3	4	5	6

4. What is your academic specialization?

Language	1	
Science	2	
Mathematics	3	
Business	4	
Technical	5	
Vocational	6	
Social Science	7	
Other (please specify)		

5. Type of school

Public	1	
Private	2	

6. Location of your school (Please tick one box only)

Village or Rural	Urban	Semi-urban	Geographical Isolated Area
1	2	3	4

6. School circuit.....

7. Teaching experience (years).....

8. Position held

Educator	Head of department	Other(please specify)
1	2	3

8.1 Type of service

Permanent	Temporary	Contract	Relief
1	2	3	4

9. Race

Black	1	
White	2	
Coloured	3	
Other (Please specify)	4	

10. Nationality

South Africa	1	
Non-South African	2	
Any other, please specify	3	

Section B: What educators consider as important issue to manage in a learning environment in schools?



Please answer all of the questions by ticking (✓) to indicate the extent to which you consider the following issues to manage in a learning environment in schools.

S/N	What do educators consider as important issues in managing a learning environment in schools?	Not at all important	Slightly important	Somewhat important	Moderately important	Extremely important
1	Giving instructions to the students/pupils on what need/should to be done in the classroom					
2	Giving information to the students/pupils about the disciplinary rules and regulations of the classrooms					
3	Giving directives to the students/pupils on what should be discussed in the classroom so that they will not make a noise					
4	Warning students/pupils on when to start writing or copying notes during the lesson so that they will not lose focus					
5	Giving instructions on how to submit assignments quietly and peacefully without disturbing the					

	classroom and other students					
6	Going around the classroom to ensure that everybody is participating in learning activities in the classroom					
7	Moving around the classroom during the lesson period to spot out those students/pupils who are making a noise					
8	Inspecting the classroom while teaching to find out those students/pupils fighting with each other					
9	Moving around the classroom to spot out those students/pupils who are not copying notes from the board					
10	Being strict to issues of malpractices during class work, tests and exams					
11	Appointing a student/pupil to clean the board during lesson periods					
12	Appointing a time-keeper in the classroom					
13	Appointing a student/pupil to write down the names of noise makers in the classroom					
14	Appointing a student/pupil to write names of latecomers to classroom.					
15	Providing academic support to struggling students/pupils in the classroom					
16	Providing emotional support to students/pupils with certain emotional needs (such students/pupils from divorce, abusive families)					
17	Understanding the personality of each student/pupil in the classroom					
18	Knowing the mental capacity of each student/pupils in the classroom					



Section C: What informs educators on how they manage the learning environment for enhanced teaching and learning in schools?

Please answer all of the questions by ticking (✓) to indicate your level of agreement from Strongly Disagree to Strongly Agree.

S/N	What informs educators on how they manage the learning environment for enhanced teaching and learning in schools?	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
1	Using varied engagement techniques and providing multiple engagement opportunities during lesson period is important for enhanced teaching and learning					
2	Adopting a variety of student centred instructional strategies (such as cooperative learning, critical thinking skills, culturally responsive teaching, and differentiated instruction) is important for enhanced teaching and learning					
3	Positive interactions with every student/pupil for at least 2-3 times per hour on average is important for enhanced teaching and learning					
4	Using multiple systems to acknowledge expected behaviour (such as teacher's reactions, group contingencies, behaviour contracts, or token systems) is important for enhanced teaching and learning					
5	Learning how to pronounce the names of students/pupils correctly is important for enhanced teaching and learning	 University of Fort Hare Together in Excellence				
6	Using explicit activities to learn about students/pupils and their cultural backgrounds is important for enhanced teaching and learning					
7	Communication with students/pupils/families before school starts and continue frequent contact is important for enhanced teaching and learning					
8	Treating and speaking to students/pupils with dignity and respect—even when providing correction is important for enhanced teaching and learning					
9	Providing students/pupils with self-control and self-monitoring strategies is important for enhanced teaching and learning					
10	Providing specific activities for students/pupils to get to know one another and solve problems collaboratively is important for enhanced teaching and learning					
11	Telling students/pupils to kneel down when they come late to the classroom					
12	Telling students/pupils to pick up waste materials rubbish when they					

	fail to submit their assignment enhanced teaching and learning					
13	Sending students/pupils to cut grass when they make noise in the classroom enhanced teaching and learning					
14	Using a cane on students/pupils when they verbally abused each other in the classroom is important for enhanced teaching and learning					
15	Teachers should adopt more punitive measures in the classroom for enhanced teaching and learning					
16	Teachers should adopt less punitive measures in the classroom for enhanced teaching and learning					
17	Teachers should adopt differential disciplinary approaches in the classroom, based on the personality and needs of each student/pupil.					

Section D: How educators deal with challenges associated with managing learning environment for enhanced teaching and learning in schools

Please answer all of the questions by ticking (✓) to indicate your level of agreement from Strongly Disagree to Strongly Agree

Part A: Dealing with naughty students/pupils

S/N	Dealing with naughty students/pupils and fights between/among students/pupils in the classroom (discipline)	Strongly agreed	Agreed	Uncertain	Disagreed	Strongly disagreed
1	Changing the pupil's seat					
2	Shouting at them					
3	Warning them in a gentle manners					
4	Threatening them with severe punishment					
5	An individual talk after lesson period					
6	Warning them in a harsh manners					
7	Giving them eye contact					
8	Ignoring them					
9	Informing their parents/guardians					
10	Informing the school administrators for disciplinary action					

Part B: Dealing with non-participation in learning activities in the classroom

S/N	Dealing with non-participation in learning activities in the classroom (Learners' Motivation)	Strongly agreed	Agreed	Uncertain	Disagreed	Strongly disagreed
1	Remind them of the importance of the subject(s) under discussion					
2	Organising pair work among students/pupils in order to encourage them to participate collectively					

3	Making the teaching/learning more interesting for students/pupils					
4	Threatening students/pupils for not participating in learning activities					
5	Warning the non-participating students/pupils					
6	Giving rewards to the participating students/pupils					
7	Trying to learn/know the reasons for not participating in learning activities in the classroom					
8	Ignoring					

Part C: Dealing with noise/inattentiveness in the classroom

S/N	Dealing with noise/inattentiveness in the classroom	Strong agreed	Agreed	Uncertain	Disagreed	Strongly disagreed
1	Maintaining eye contact with the students/pupils making noise					
2	Being silent					
3	Giving surprise learning activities to keep them quiet					
4	Asking them questions to draw their attention					
5	Warning them					
6	Giving a purpose to listen					
7	Giving them responsibilities during the lesson period					
8	Praising the silent students/pupils					
9	Changing students/pupils' seats					
10	Stop the learning activities and walk out					



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Part D: Dealing with learners' social or emotional problems in the classroom

S/N	Dealing with learners social or emotional problems in the classroom	Strong agreed	Agreed	Uncertain	Disagreed	Strongly disagreed
1	Having motivational talks with them					
2	Asking about their parents/guardians					
3	Asking about their experiences at home					
4	Knowing their needs					
5	Having discussions with their parents and guardians					
6	Telling them interesting stories					
7	Making them your friends in the classroom					
8	Learn how to call their names properly					
9	Giving them responsibilities in the classroom					
10	Always motivating them to participate in learning activities					

Part E: Perceived stressful situations among teachers

S/N	Perceived Stressful Situations among Teachers	Never	Almost never	Sometimes	Fairly often	Very often
1	How often have you been upset because of the failure to reduce the noise level in the classroom?					
2	How often have you been worried because of the failure to encourage all students/pupils to participate in the learning activities?					
3	How often have you been distressed in the course of addressing the special needs of students/pupils with emotional or family problems?					
4	How often you have been troubled in the course of restraining naughty students/pupils in the classroom?					
5	How often have you been unsettled in the course of managing your personal/family demands with the classroom management demands					
6	How often you have been disquiet when some students/pupils fail to submit their home works?					
7	How often you have been pestered when some students/pupils fail to do their class works in the classroom?					
8	How often you have been annoyed over habitual late coming to the classroom by some students/pupils?					
9	How often you have been stressed in the course of managing different/students with different personalities and needs in the same classroom?					
10	How often have you felt confident about your ability to handle emerging problems or issues during lesson periods?					
11	How often have you felt nervous and 'stressed' in the course of managing your classroom?					
12	How often have you felt that your approaches to classroom management are going your way?					
13	How often have you found that you could not cope with all the things that you had to do in the classroom?					
14	How often have you been able to control irritation in the course of managing your classroom?					
15	How often have you felt that you were on top of the situations in managing your classroom?					
16	How often have you been angered because of things that were outside of					

	your control in the course of classroom management?					
17	How often have you felt difficulties were piling up so high that you could not overcome them in the course of classroom management?					

THANK YOU SO MUCH FOR YOUR VALUABLE PARTICIPATION

Appendix B: INTERVIEW SCHEDULE

INTRODUCTION

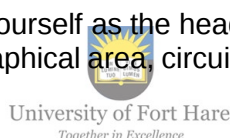
This is a Master research which aims at investigating **intermediate phase educators' management of the learning environment for enhanced teaching and learning in selected primary schools in the East London Education District Eastern Cape Province South Africa**. Kindly be open and free as possible. Be assured that absolutely confidentiality will be adhered to and under no circumstance will your detailed information and any part of your response be given to a third party.

INSTRUCTION

Please, kindly response to the questions to the best of your ability. Your honesty will be deeply appreciated. Express yourself as much you wish. The questions have been framed with care and consideration. However, if clarity on any aspect or issue is required, the researcher will be very willing to provide such assistance at any time.

Before we proceed with the interview.

Can you please tell me more about yourself as the head of intermediate phase department? Your age, gender, your school geographical area, circuit, number of learners in your class and year of teaching experience.



STUDY RESEARCH QUESTION	GUIDING QUESTION	INTERVIEW QUESTIONS
Educators' management of the learning environment for enhanced teaching and learning		1) What do educators consider as important issue to manage in a learning environment in schools? a) What does learning environment meant to you? b) How do you manage your classroom for enhance teaching and learning? c) What do you think is the role of the teacher in managing his or her classroom? d) What are those issues you consider as important in managing a learning environment? e) How do you manage those issues in your classroom? f) What are the problems you often encounter in the course of managing those issues in the classroom? g) What are your experiences with the school administrators and the parents/guardians in the course of managing those issues in the classroom? 2) What informs educators in how they managed the learning environment for enhanced teaching and learning in schools? a) What are those factors that inform your preferred approaches to classroom managements? b) What classroom management strategies/approaches work for you as a person, and how? c) Do you think establishing rules and procedures is helpful in managing the classroom? Why?

	d) How do you think school culture and policy fit into your preferred strategies to classroom management? e) What are your experiences regarding your preferred classroom management strategies? f) How do you ensure that your learners remain minimally disruptive in your class? 3) How do educators deal with challenges associated with managing learning environment for enhanced teaching and learning in schools? a) What are the challenges you often faces while managing your classroom? b) How do you often deal with those challenges when they surface in the classroom? c) What are the strategies or techniques you use in minimising these challenges in your classroom?
--	--

Thank you for your valuable time.



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Appendix C: INFORMED CONSENT FORMS FOR PARTICIPANTS

I, SADIAT ADEWUMI OLABODE, is a M.Ed. student in the School of General and Continuous Education at the University of Fort Hare (East London Campus). I am required to conduct research as part of my degree requirement. I have attached copies of approval letters to conduct research both from the Eastern Cape Department of Education and the University of Fort Hare's Research Ethic Committee (UREC). I therefore kindly seek your permission to conduct research in your school. The title of my study is Educators' Management of the Learning Environment for Enhanced Teaching and Learning in selected Primary Schools in the East London Education District Eastern Cape Province.

PLEASE TAKE NOTE THAT:

- There will be no financial benefits that participants may accrue as a result of their participation in this research project.
- Your identity will not be disclosed under any circumstance/s, during and after the reporting process.
- All your responses will be treated with strict confidentiality.
- Fictitious names will be used to represent your names.
- Participation is voluntary; therefore, you are free to withdraw at any time you so wish without incurring any negative or undesirable consequences/penalty on your part.
- The interviews shall be voice-recorded to assist me in concentrating on the actual interview.
- The researcher may need to take the photograph of the classroom arrangement.
- You and educators will be contacted in time about the interviews.
- The administration of the questionnaires and interview questions will last for 5 weeks. I beseech you to be open and honest as possible in answering these questions. Some questions may be of a personal and/or sensitive nature. I plead with you to think deeply before answering the questions.

In terms of the University of Fort Hare ethical requirements, I humbly request you to complete the form below as an indication of your voluntary acceptance to participate.

INFORMED CONSENT

I hereby agree to participate in research regarding 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.

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 questionnaire, 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 Date:.....

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

.....

Signature of participant Date:.....



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Appendix D: ETHICAL CLEARANCE CERTIFICATE



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ETHICAL CLEARANCE CERTIFICATE REC-270710-028-RA Level 01

Certificate Reference Number: MAP191SOLA01

Project title: **Educators' management of the learning environment for enhanced teaching and learning in selected primary schools in the East London Education District.**

Nature of Project Masters in Education

Principal Researcher: Sadiat Adewumi Olabode

Supervisor: Prof C Maphosa

Co-supervisor: N/A

On behalf of the University of Fort Hare's Research Ethics Committee (UREC) I 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 s71 of the National Health Act 61 of 2003 and that matters pertaining to obtaining the Minister's consent are under discussion and remain unresolved. Nonetheless, as was decided at a meeting between the National Health Research Ethics Committee and stakeholders on 6 June 2013, university ethics committees may continue to grant ethical clearance for research involving children without the Minister's consent, provided that the prescripts 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 Pumla Dineo Gqola
Dean of Research

05 March 2018

APPENDIX E: CERTIFICATE OF EDITING

CERTIFICATE OF EDITING



To whom it may concern

This document certifies that the dissertation whose title appears below was edited for proper English language usage, grammar, punctuation, spelling and overall style by **Dr Anthony Masha** who is a member of the Professional Editors' Group and whose academic qualifications appear in the footer of this document.

THESIS TITLE

**EDUCATORS' MANAGEMENT OF THE LEARNING ENVIRONMENT FOR
ENHANCED TEACHING AND LEARNING IN SELECTED PRIMARY
SCHOOLS IN THE EAST LONDON EDUCATION DISTRICT.**



OLABODE SADIAT ADEWUMI

DATE EDITED

November 2018

Editor's comment

All mistakes relating to grammar, punctuation, spelling and overall style have been corrected. The editor was not responsible for conducting a cross-referencing check. The editor was not responsible for editing the preliminary pages of this thesis. The editor was not responsible for editing the bibliography of this thesis.

B.A (Ed), Honours B.A. (Social Sciences), Honours B.A (Group Dynamics),
Postgraduate Diploma in Education, M.ADMIN (Public Administration), Doctor
of Administration in Public Administration

APPENDIX F: APPROVAL LETTER BY DEPARTMENT OF EDUCATION



STRATEGIC PLANNING POLICY RESEARCH AND SECRETARIAT SERVICES
Steve Vukile Tshwete Complex • Zone 6 • Zwelitsha • Eastern Cape
Private Bag X0032 • Bhisho • 5605 • REPUBLIC OF SOUTH AFRICA
Tel: +27 (0)40 608 4773/4035/4537 • Fax: +27 (0)40 608 4574 • Website: www.ecdoe.gov.za
Enquiries: B Pamla Email: babalwa.pamla@ecdoe.gov.za Date: 09 May 2018

Mrs. Sadiat Adewumi Olabode
8 Brambleberry 5th Street
Gonubie
East London
5257

Dear Mrs Olabode

**PERMISSION TO UNDERTAKE MASTER'S THESIS: EDUCATORS' MANAGEMENT OF THE
LEARNING ENVIRONMENT FOR ENHANCED TEACHING AND LEARNING IN SELECTED
PRIMARY SCHOOLS IN THE BUFFALO CITY EDUCATION DISTRICT**

1. Thank you for your application to conduct research.
2. Your application to conduct the abovementioned research involving 76 participants from nine Primary Schools of Buffalo City District under the jurisdiction of the Eastern Cape Department of Education (ECDoE) is hereby approved based on the following conditions:
 - a. there will be no financial implications for the Department;
 - b. consent will be sought from parents of minor children;
 - c. institutions and respondents must not be identifiable in any way from the results of the investigation;
 - d. you present a copy of the written approval letter of the Eastern Cape Department of Education (ECDoE) to the Cluster and District Directors before any research is undertaken at any institutions within that particular district;
 - e. you will make all the arrangements concerning your research;
 - f. the research may not be conducted during official contact time;



- g. should you wish to extend the period of research after approval has been granted, an application to do this must be directed to Chief Director: Strategic Management Monitoring and Evaluation;
 - h. your research will be limited to those institutions for which approval has been granted, should changes be effected written permission must be obtained from the Chief Director: Strategic Management Monitoring and Evaluation;
 - i. you present the Department with a copy of your final paper/report/dissertation/thesis free of charge in hard copy and electronic format. This must be accompanied by a separate synopsis (maximum 2 – 3 typed pages) of the most important findings and recommendations if it does not already contain a synopsis.
 - j. you present the findings to the Research Committee and/or Senior Management of the Department when and/or where necessary.
 - k. you are requested to provide the above to the Chief Director: Strategic Management Monitoring and Evaluation upon completion of your research.
 - l. you comply with all the requirements as completed in the Terms and Conditions to conduct Research in the ECDoE document duly completed by you.
 - m. you comply with your ethical undertaking (commitment form).
 - n. you submit on a six-monthly basis, from the date of permission of the research, concise reports to the Chief Director: Strategic Management Monitoring and Evaluation
3. The Department reserves a right to withdraw the permission should there not be compliance to the approval letter and contract signed in the Terms and Conditions to conduct Research in the ECDoE.
 4. The Department will publish the completed Research on its website.
 5. The Department wishes you well in your undertaking. You can contact the Director, Ms. NY Kanjana on the numbers indicated in the letterhead or email nelisa.kanjana@ecdof.gov.za should you need any assistance.



NY KANJANA
DIRECTOR: STRATEGIC PLANNING POLICY RESEARCH & SECRETARIAT SERVICES
FOR SUPERINTENDENT-GENERAL: EDUCATION



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