

**TEACHERS' MANAGEMENT STYLES: TWO CASE STUDIES  
FROM A SCHOOL IN THE PINETOWN AREA OF  
KWAZULU-NATAL**

**By**

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## ***ABSTRACT***

Classroom management in the context of under-resourced classrooms and mixed-ability classes is an issue that is under-researched in South Africa where most public schools are under-resourced and have mixed-ability classes. My interest in undertaking a study on managing the mixed-ability classroom is based on my experience as an educator in Africa, where I have had to manage classes of learners with mixed abilities.

The literature about classroom management shows that there are different management styles available to the classroom teacher who is faced with managing learners of different abilities. Three common styles are the democratic management style, the autocratic management style and the laissez-faire management style. Thus, the main research question for this study is: How do teachers in under-resourced South African schools manage their mixed-ability classes? A subsidiary question is: What management styles do classroom teachers employ to manage their classes?

Ginott's theory of congruent communication was used together with the democratic, autocratic and laissez-faire styles as the theoretical framework to interpret two case studies of teachers and how they manage their classrooms at one school in the Pinetown area of KwaZulu-Natal.

Using two methods, interview and observation, the findings reveal that teachers in under-resourced public schools mostly make use of a democratic management style in the classroom. This is because it encourages inclusivity of all learners irrespective of their ability. Sometimes classroom conditions lead teachers to employ an autocratic management style. Order and discipline in the class is the rationale for the supplementary autocratic style. The study concludes that the democratic style of management is better suited than an autocratic style to under-resourced classroom conditions, which are populated with many mixed-ability learners having special needs, this is because it is more in line with South Africa's policy on inclusive education.

## DECLARATION

I Sandra Ify Durodola declare that the research report in this dissertation “Teachers’ management styles: Two case studies from a school in the Pinetown area of Kwazulu-Natal” is my own work and has not been submitted for any degree or examination at any other university. This dissertation does not contain other persons’ data, pictures, graphs or other information and all the sources that I have used or quoted I have acknowledged by means of complete references.

Signed \_\_\_\_\_

Supervisors’ statement:

This thesis is submitted with / without my approval

Signed \_\_\_\_\_

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# ETHICAL CLEARANCE CERTIFICATE



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22 SEPTEMBER 2009

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Dear Mrs. Durodola

**ETHICAL CLEARANCE APPROVAL NUMBER: HSS/0614/09M**

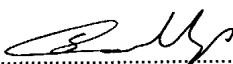
I wish to inform you that your application for ethical clearance has received full approval for the following project:

**“Teachers’ management style in a mixed-ability classroom: A case study of one school in the Pinetown district”.**

**PLEASE NOTE: Research data should be securely stored in the school/department for a period of 5 years**

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

  
.....  
**PROFESSOR STEVEN COLLINGS (CHAIR)**  
**HUMANITIES & SOCIAL SCIENCES ETHICS COMMITTEE**

cc. Supervisor (Dr Jenni Karlsson)  
cc. Mr. Derek Buchler

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## **DEDICATION**

This thesis is dedicated to God Almighty for giving me the grace to see to the completion of my study. And also to my loving, understanding and ever supportive husband Oludamola Durodola for believing in me.

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I wish to express my sincere gratitude and appreciation to God for his protection and for seeing me through my academic career. I also want to use this medium to appreciate the following people who assisted me in diverse ways to the completion of my study:

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## CHAPTER ONE

### RATIONALE AND INTRODUCTION TO THE STUDY

#### 1.1 Introduction

The South Africa government does not encourage ability grouping in the classroom. This is a result of its education policies that promote equality such as Inclusive Education (Kokot, 1992). Therefore learners in classrooms at South African public schools are of different learning abilities. The restructuring and redesigning of education in South Africa involves the movement away from segregated settings for learners to provision for all learners in an inclusive and supportive learning environment (Engelbrecht et al., 1999). A mixed-ability class is defined by Bremmer (2008) as a group of average and able learners with a subset of learners who have learning problems. Ireson and Hallam (2001) say that a class can be described as mixed-ability when learners have different strengths and weaknesses, and they develop at different rates from each other.

My interest and rationale in undertaking a study about managing the mixed-ability classroom is based first on my experience as an educator and also on my exposure to the management of mixed-ability classrooms in Nigerian schools. As a classroom teacher, I have been exposed to the challenges that come with both ability-grouping and managing learners of varying ability in the same classroom situation. In my reading about educational psychology I have also encountered literature about various management styles available to the classroom teacher in order to manage learners of mixed ability. I have found there is little literature on teachers' management styles of the mixed-ability classroom in South African schools that are under-resourced. This made me develop an interest in conducting research around the topic of managing mixed-ability learners in the classroom.

In order to improve classroom practice there has to be an in-depth understanding of teachers' experiences and management techniques for serving the needs of the diverse South African learner population in conditions of under-resourcing. Some schools in South Africa struggle with managing and teaching their large mixed-ability classes due to their teacher-learner ratios and the lack of adequate resources such as computers, textbooks, libraries, and specialized classrooms (Bot, Dove & Wilson, 2000; Department of Education, c2001). Without sufficient classrooms, teachers and textbooks, learning in mixed-ability classes is made more difficult (Fleisch, 2008). Teachers have to cope with overcrowded classrooms with a lack of proper resources. Therefore, I decided to conduct

this research in order to have an understanding of how teachers in under-resourced South African schools manage their classrooms.

From the interaction between teachers and learners in varying classroom situations, Stensmo (1995) sees different management styles emerging. Stensmo shows that teachers as educators apply different management styles in the classroom environment in order to manage their mixed-ability classes. While some teachers use an autocratic management style that will enable them to have control over the students by enforcing rules and issuing commands and directives, other teachers make use of a democratic style which is 'soft' and takes into consideration the needs and feelings of the individual learners in the classroom. However, Kruger and Van Schalkwyk (1997) assert that some teachers are more comfortable with a laissez-faire style whereby the teacher exercises little or no control over the classroom and is overly permissive. In South Africa, the practices of some teachers in under-resourced public schools are the democratic, autocratic and/or laissez-faire management styles (Adler, 1998). Thus the purpose of this study is to explore and understand what management styles teachers in under-resourced South African public schools use to manage learners in their classes.

## **1.2 Research Questions**

The main research question guiding this study is:

- How do teachers in under-resourced South African schools manage their mixed-ability classes?

The subsidiary question flowing from the main research question is:

- What management styles do classroom teachers employ to manage their classes?

## **1.3 Scope of the Study**

In order to gain a fine understanding of the problem of managing the class of mixed-ability learners, I undertook a study of two teachers at one public school in the Pinetown area of KwaZulu-Natal. This study is focused and confined to two teachers, which enables me to consider the research question in the context of different class sizes and different learning areas or subjects. I do not intend to generalise from these two teachers' management styles in managing mixed-ability learners in the

under-resourced classroom at that primary school to all under-resourced public schools in South Africa. I will not be adopting a comparative methodology to compare the teachers' management styles with one another. Instead, my focus and intention is to develop a deeper understanding of how the teachers manage their classes and to analyse the management styles they employ. It should be noted that I deal with management as it relates to the classroom and the broad aspect of school management, not in terms of other professional aspects of management such as curriculum management. Nevertheless, the findings in this study may be relevant to other school teachers in helping them cope and manage their learners in mixed-ability classes.

#### **1.4 Significance of the Study**

This study is significant because it explores the ways in which teachers in an under-resourced school manage their classrooms in the context of mixed-ability learners. It adds to the existing body of research concerning classroom management in South African public schools. The findings from this study will provide information to educators, educational leaders and managers, educational policy developers and also future researchers who are involved in conducting research in the area of classroom management and management styles.

#### **1.5 Definition of Terms**

In order to have a clear understanding of what is being discussed in this thesis, it is essential to clarify the key concepts that are central to the topic. Therefore I now define and explain key concepts used in this thesis.

##### ***1.5.1 Management***

The concept "management" has various meanings. "Management is concerned with the process of designing and maintaining an environment in which individuals, working together in groups, accomplish efficiently selected aims" (Koontz & Weihrich, 1988, p.4), for example, the classroom teacher working with the learners in the classroom to effectively accomplish the learning outcomes and objectives. Van der Westhuizen (1991) believes that at least five meanings can be attached or drawn to the concept of "management". He defines the term management as "achieving objectives, as a series of consecutive actions, as decision making, as co-coordinating and guiding or leading" (p.45) Management can also be defined as "the social process through which the manager co-ordinates the

activities of a group of people by means of planning, controlling, organizing, guiding and supervising in order to achieve specific goals” (Van der Westhuizen, 1991, p.46). In this study, I will refer to the concept “management” as being all the activities of the teacher in the classroom situation and how the classroom teacher co-ordinates the activities of the learners and learning situations in terms of planning, guiding, supervising and controlling learners’ behaviour in order to achieve specific goals and learning outcomes.

### ***1.5.2 Classroom Management***

Classroom management is concerned with the organisation of the classroom as a learning area or environment. According to Cooper and Simonds (2007, p.209), “Classroom management can be described as actions that create, implement, and maintain a classroom climate that supports learning”. Kruger and Van Schalkwyk (1997, p.6) define it thus: “Classroom management is the sum total of activities (education and teaching activities) that are necessary to enable the core or main task of the teaching-learning situation to take place effectively”.

The term classroom management can also be referred to as the sum total of the organisation of all the activities of the teaching and learning resources such as the student, time, material and space so that the classroom teacher is able to allow the learner to learn the intended learning content (Walters & Shelly, 2007). “Classroom management can also be defined as a set of technical skills related to controlling students” (Richardson & Fallona, 2001, p.4). According to Fontana (1985) the term classroom management can simply mean the various ways by which a class teacher organizes his or her approach to learning, and how the teacher organizes the classroom as an aid to that process of learning.

In this study, I will employ Kruger and Van Schalkwyk’s (1997) definition to describe how the classroom teacher manages and organizes the learning activities that go on in the classroom. I will elaborate on the concept of classroom management in Chapter Two.

### ***1.5.3 Under-Resourced School***

A school which lacks the basic learning materials and instructional facilities and has an inadequate teacher-learner ratio can be described as an under-resourced school, irrespective of the location of the school. Most under-resourced schools lack sufficient classrooms and learning materials and usually have over-populated classes in relation to the teacher-student ratio. For example, in 2000 the official learner-teacher ratio in South Africa was set at 40:1 for primary schools and 35:1 for secondary

schools but most under-resourced public schools continued to have overcrowded classrooms (Department of Education, c2001). Indeed, there was a considerable decrease in the number of state-paid educators in KwaZulu-Natal: in 1996 there were 74,004 state-paid educators and this number decreased to 70,449 in 2000 (Department of Education, c2001, p.17). The decrease in the number of state-paid educators led to an increase in the learner-educator ratio.

According to Adler (1998), under-resourced schools are black township schools which lack the basic learning facilities such as textbooks, workbooks and pens, water and electricity, teachers and conducive classroom conditions for teaching and learning to take place.

Due to the effect of the past apartheid system in South Africa, there is a high level of inequality in most schools. For example, most previously disadvantaged and black township schools are under-resourced compared to their privileged suburban schools (Motala & Pampallis, 2005). And since the new system of education discourages classroom segregation, the lack of resources will affect learners in a mixed-ability classroom.

According to Onwu and Stoffel (2005) under-resourced schools can be classified as schools which lack basic learning materials such as textbooks, pens, and exercise books, and instructional facilities such as textbooks, conducive classrooms, libraries, science laboratories, water and electricity, and have inadequate teacher-learner ratios so that the teacher handles an excessive number of learners for which he/she can cater academically.

In this study I use Adler's (1998) concept of under-resourced schools to describe and explain what an under-resourced school is irrespective of the location. However I do not restrict under-resourced schools to the context of black township schools. For me, this concept refers to schools that lack basic teaching and learning resources irrespective of their geographical location.

## **1.6 Conclusion**

In this chapter I have stated the aim and purpose of my study. I also included the rationale and the scope of the study. The next chapter deals with both the conceptual and theoretical framework that guides this study and, tied to this, I review literature on classroom management and management styles.

In Chapter Three, I present an account of the methodological choices and procedures that have framed my research design. In Chapter Four I discuss the findings based on the study of two teachers. In Chapter Five I draw conclusions from my findings.

I now turn to the theoretical framework and review literature on earlier research relating to classroom management.

## CHAPTER TWO

### CONCEPTS, THEORY AND REVIEW OF RELATED LITERATURE

#### 2.1 Introduction

The aim of this chapter is to discuss the theoretical framework and engage with literature on classroom management, pertaining to the management styles of teachers in terms of their managing mixed-ability learners in under-resourced schools.

#### 2.2 Theoretical Framework

##### 2.2.1 *The Ginott Theory*

In this study I draw on Ginott's (1972) theory of classroom management because it puts into perspective the role of communication to determine the outcome of classroom management. Ginott maintains that in the classroom teachers have complete powers through communication to influence the classroom situation, either positively or negatively. Ginott holds that for teachers to be able to manage the classroom, the teacher must adopt communication that is congruent with student emotions and surroundings. By so doing, the teacher will be able to make a positive impact on learners in the classroom thereby creating a calm environment. This is because the teachers' responses to learners in the classroom can either build or hamper learners' self-esteem. Therefore educators should employ the use of sane messages in addressing situations rather than making comments about learners' strengths or weaknesses of character (Van Wyk, 2001). Ginott (1972, p.20) refers to this particular style of communication between teachers and learners as "congruent communication". According to Ginott (1972), congruent communication refers to ways of talking that are harmonious and genuine, in which the teacher's verbal language or messages to his/her learners matches the learners' feelings about situations in the classroom and about themselves.

Ginott's theory recommends that the best approach a teacher can use to increase learners' effectiveness is to develop a democratic classroom. This is because in a democratic classroom situation, both the teacher and the learners are involved in making or deciding on classroom rules and consequences for negative behaviour. Kruger and Van Schalkwyk (1997) argue that a teacher using the democratic style of management will help his/her learners to develop self-discipline and self-motivation. Ginott (1972) recommends directing as a method for correcting learners in the classroom.

He urges teachers to explain and offer acceptable or alternative behaviour to learners because sometimes learners need be told how do things differently in given situations.

According to Ginott (1972) the principle of congruent communication plays a very important role in the classroom environment because it enables both the teacher and the learners to understand and communicate better in the classroom, therefore it is advised that teachers dealing with classes of mixed ability learners must constantly endeavour to make use of it. De Klerk and Rens (2003) point out that when teachers apply the principle of congruent communication in their classrooms, it enhances an attitude of agreeable collective effort, helpfulness and acceptance, such that the teacher will continually be aware of the impact that his/her message has on their learner's self-esteem in the classroom, and this will lead to effective management of the classroom. Furthermore, Ginott (1972) opposes the use of punishment that can be harmful to learners within the classroom environment, rather teachers can influence behaviour through compassion and understanding and this in return can turn bad situations into victories for both the teacher and the learners in the classroom. Ginott (1972) is of the opinion that teachers should not insult or label learners in the classroom, they should rather strive to model the behaviours that is expected of their learners.

However, the concept of congruent communication is alleged to be effective only when learners know how to pass their ideas and opinions across to the teacher. In addition, Ginott's submission can only produce the expected results in circumstances where both teachers and learners possess common communication styles. This study examines how teachers in under-resourced schools manage their classes. Since under-resourced schools are deficient in terms of modern up-to-date teaching resources, this study will enable me to determine whether effective communication could augment the deficiencies inherent in under-resourced schools. I will now discuss the concept of classroom management.

### ***2.2.2 Concept of Classroom Management***

In this section, I give a brief discussion of classroom management as a concept.

According to Kruger and Van Schalkwyk (1997, pp.6-8), classroom management includes all the activities needed for the main task of teaching and learning to take place effectively in the classroom. Effective classroom management helps to establish and maintain conditions in the classroom which enhance effective teaching and learning. In the opinion of Jacobs, Gawe and Vakalisa (2000, p.329), for effective teaching and learning to be successful in a given classroom environment, the teacher must have good skills in long-term planning (to design yearly learning programmes and work schedules), as well as short-term planning (to prepare daily lesson plans). Classroom management

also entails the teachers' ability to provide and maintain a teaching learning environment which in turn encourages successful learning in learners.

Classroom management is at the heart of the teacher's work, therefore the teacher must be able to organize and manage learners in a confined space in order to enable them to feel safe and concentrate on tasks (Hopkins, 2001, p.84). The way the classroom is organised will also be determined by the availability and use of display space. For example the teacher has the task of identifying and listing things occupying space in the classroom. Moyles (1992, p.5) describes classroom management as "what teachers do once they have considered their organisation in order to ensure both the smooth running of the learning environment and fulfilment of intentions".

There are two dimensions to classroom management: the task dimension (the effective execution of the task at hand – teaching and learning, for example the teacher giving hand-outs to a learner who then gives them out to other members of the class), and the human dimension (people working together to achieve the set teaching and learning outcomes, for example learners' participation in the classroom during discussions, like putting up their hands to answer teacher's questions) (Kruger & Van Schalkwyk, 1997, pp.6-7).

The management tasks relating to the execution of tasks in the classroom are:

- **Planning:** Planning is an important task for a teacher and it forms the basis of other management tasks, such as setting learning outcomes, taking decisions about learning strategies, teaching methods, assessment criteria and assignments, and solving problems in the classroom within the broad guidelines of departmental and school policy. The teacher is also responsible for preparing the lesson plan for an academic year before learners are taken through the year. Planning is a deliberate activity that takes a fair amount of time because it requires thinking about, as well as visualising, the future of both the school and the subject matter within the broad context of the South African school system (Van Deventer, 2003).
- **Organising:** Planning alone is not enough but such plans must be well organised before implantation can take place successfully. Organising deals with the process of creating a structure for both the whole school in general and the individual classroom in particular: this will enable staff and students to work together effectively towards achieving its teaching and learning outcomes (Van Deventer, 2003). Arranging learners in the classroom, for example, might be putting learners in small groups with a leader, or in rows with a learner who leads, and so on, to ensure maximum co-operation and learners' involvement. According to Van Deventer (2003, p.109) organizing is systematically grouping a variety of tasks, procedures and resources, because

the organising process entails in-depth analysis of the work to be done, so that each person is aware of his duties. Task and responsibilities may be delegated to learners – for example, acting as a group leader, being responsible for handing out scripts, taking the school attendance register to the office. It is important to give all learners the opportunity to be responsible for tasks.

- **Control:** Control is complementary to planning as it reveals deviations and indicates whether plans should be revised as a result of environmental and other changes (Van Deventer, 2003). In Van Deventer (2003, p.127) effective control is the management process through which education managers ensure, by means of assessing and regulating the teaching and learning work in process that deviations from or failures of planned activities are kept to a maximum so that the school's outcomes may be accomplished with as little disturbance as possible. For example learners' assessment and a teacher's reflection on his or her own teaching practices could be seen as a part of control.

The human dimension of management focuses on sound interpersonal relationships in the classroom, and includes the following management and leadership skills:

- **Leadership Skills:** This includes various leadership and teaching skills which are used in the classroom to ensure a positive classroom climate. Prinsloo (2003) identifies four leadership styles: the laissez-faire leadership style, the autocratic leadership style, the democratic leadership style and the situational leadership style. Nakamura (2000) identifies three teaching styles employed by classroom teachers: the autocratic or controlling teacher, the permissive teacher and the healthy teacher that is use in the classroom to ensure a positive classroom climate.

- **Motivation:** Motivation may be defined as a way in which the classroom teacher influences learners to achieve the set lesson outcomes. When learners carry out a task because they enjoy it, then they are motivated (Prinsloo, 2003).

- **Communication:** Effective communication is one of the most important skills in teaching, because the process of communication allows the classroom teacher to carry out their teaching responsibility effectively (Nakamura, 2000). Prinsloo (2003, pp.171-172) points out that effective communication can be achieved when the teacher earns the trust and credibility of his/her learners, parents and fellow teachers. Furthermore, effective communication can be achieved when the teacher has empathy with problems experienced by learners, parents and other teachers, and is able to display good listening skills and to communicate in an open and honest manner.

- **Establishment of sound relationships:** It is important that teachers have well-developed interpersonal skills, to use their own intuition about learners and to use their own feelings, ideas and beliefs (Donaldson, 2001). They should be able to rely on non-verbal cues to understand

others better. Gesture, body language and tone of voice, rather than spoken words, will sometimes give them an idea of what is going on in relationships in class.

### ***2.2.3 Classroom Management Styles***

In this section, I describe the democratic, the autocratic and the laissez-faire management styles and outline some of their strengths and weaknesses.

Different management styles are discussed in the literature, ranging from the autocratic management style to laissez-faire management, with the democratic management style in the middle that has some blends of the other two styles.

#### ***2.2.3.1 The Democratic Management Style***

Stensmo (1995) defines the democratic management style as a management approach which focuses more on the individual student and is characterized by soft management of classroom activities that provides an environment where learners are free to express their feelings and needs. Under the democratic management style, learners are always well informed about what is taking place in the classroom and, most importantly, learners are involved in most of the activities (Kruger & Van Schalkwyk, 1997). For example the democratic teacher carries all learners along in decision-making processes that concern them, such as the making of classroom rules and regulations. However, teachers employing a democratic management style in the classroom make it clear to learners that if they cannot agree on a decision, the teacher retains the right to make decisions which relate to learners (Rogers, 1992). A democratic teacher is expected to work with the learners so that decisions are reached by agreement or consensus (Weber, 1994).

Van der Westhuizen (1991) also argues that since the democratic management style is goal-oriented, a lot of emphasis is placed on team-work and this is motivated by the drive to achieve very high quality learning by means of learners' involvement and participation. Kruger and Van Schalkwyk (1997) are of the opinion that most learners exposed to this style of management tend to respond in the classroom by being cooperative, responsible, enthusiastic, happy, resourceful, and confident; this is because there is freedom of expression in the classroom and learners are aware that the democratic teacher has their interests at heart.

Stensmo (1997) believes that teachers employing a democratic management style seek to empower their learners by giving them an opportunity to be themselves and to express their own individuality, and by so doing the learners are given as much power and responsibility as they can handle at a given time. A teacher using the democratic management style usually does this by ensuring a safe atmosphere in class, that is, an atmosphere that encourages all learners' participation and freedom of expression particularly when dealing with a mixed-ability classroom.

According to Kruger and Van Schalkwyk (1997), 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 which will encourage them to exercise self-control (Kruger & Van Schalkwyk, 1997).

The democratic management style has to its credit some advantages in managing mixed-ability classes, because it helps the classroom teacher dealing with learners of varying ability to produce a high quality and high quantity of work for long periods of time. Since learners under this style of management like and trust their teacher, they are able to cope and work better with both the teacher and within their group of other learners. Generally, under the democratic management style all learners have a say in the classroom because there is freedom of expression in the decision-making process (Burke & Grosvenor, 2003). Kruger and Van Schalkwyk (1997) concur with this view that learners are expected to be carried along and should have a say in the management activities that go on in the classroom. However I concur with Van Wyk (2000) that too much involvement of learners in the decision-making process could also be a disadvantage, because when learners are too involved in the decision-making process, the democratic teacher will need to call for meetings often to enable him/her to get learners' opinions on particular matters, and this can cause a delay in the process.

In applying this style of management in a mixed-ability classroom, learners feel a sense of participation and commitment in the classroom activities and decisions. They feel carried along because a democratic teacher allows the learners to openly discuss issues concerning the learners in the classroom and seeks to hear the views of the learners before making final decisions after getting the necessary input from the class (Snyder, 1999). I agree with learners being carried along in the decision-making process, however, there must be a balance on how far the learners can be involved so that the teachers' authority is not taken for granted. The democratic management style is, however, criticized by scholars. For example, Kruger and Van Schalkwyk (1997) state that according to the democratic teacher everything seems to be a matter for group discussion and decision. When used for

the decision-making process, this management style calls for a majority vote at times and a major disadvantage is that sometimes nobody takes the responsibility, not even the teacher.

Another advantage of using the democratic management style in a classroom of varying abilities is that it enables the teacher to prepare learners to assume responsibility over issues and decision making in the classroom, which creates a sense of self-fulfilment in the learners. And, as a result, the learners participate in the classroom activities and feel a strong sense of ownership in the achievement of goals and objectives (Lewis, 1999). However, this style of management can be time-consuming and can lead to a delay when there is a need for a rapid decision. In times of crisis this delay may be costly (King, Gullone & Dadds, 1990). In agreement with this, Kruger and Van Schalkwyk (1997, p.22) states that “It may be too time consuming and consequently teachers may not be able to complete their syllabi”.

### ***2.2.3.2 The Autocratic Management Style***

The autocratic management style can be described as a coercive or teacher-centred style whereby the teacher has the final say, and his/her role forms the greatest part of the way learners are to be directed (Kruger & Van Schalkwyk, 1997). Stensmo (1995) describes the autocratic management style as a style of management which focuses more on the subject-matter and is characterized by tight management of the classroom activities towards the teachers’ defined goals that forces learners in the classroom to act as they are told. Teachers employing an autocratic management style usually rely on their own experience, knowledge and understanding and tend to ignore the opinion of the learners. The autocratic management style, therefore, can be equated to a controlling management style.

Kitshoff (2006) is of the opinion that a teacher using the autocratic style of managing his/her classroom tends to control totally every aspect of the class activities with little or no involvement of the learners. The autocratic teacher assumes that only the teacher can do things right while learners should follow the teacher. The autocratic teacher usually does not consult learners nor does he/she allow learners to make an input or have a say in the decision-making process. Rather, a teacher employing the autocratic management style makes all the rules and procedures as regards to the classroom (Kruger & Van Schalkwyk, 1997). According to Richardson and Fenstermacher (2001) learners are made to obey the autocratic teacher by means of formal authority control, that is, by the use of punishment rather than reward to persuade learners to cooperate and follow the teacher’s wishes.

The autocratic management style has some strengths and some shortcomings as it relates to the management of the mixed-ability grouping in the classroom. One of the advantages of this

management style can be seen when a task needs to be done and there is limited time (Kruger & Van Schalkwyk, 1997). In such situations when the teacher has to take a particular decision in a limited space of time, the autocratic management style becomes an advantage over the democratic management style because there will be no need to consult learners and call for their participation to make decisions (Schneider, 1996). It is a fast decision made by the teacher alone. However this style of management does not encourage learners' participation. Instead all decisions are made by the teacher without learners' involvement and this also has shortcomings.

The autocratic management style could be very useful when a teacher dealing with a classroom of varying abilities has all the information concerning an issue or a particular problem but there is limited time and all learners are motivated. Pring (2001) is of the opinion that it is appropriate for the teacher in this case to tell the learners what to do, how to go about doing it, and when to do it without input from the learners. From the above statement it might be assumed that the main motivation for learners in such an autocratically managed classroom is fear, and therefore learners might not be relaxed; rather they will feel that their personal problems or abilities are not important to the teacher. However, the autocratic management style may be relevant when learners try to challenge the power or authority of the teacher in the classroom (Kruger & Van Schalkwyk, 1997). For example when there is rebellion in the classroom and the situation is filled with disturbance, the teacher should take over and control the situation. In such a situation learners should receive and follow orders without any explanation from the teacher.

Another weakness of the autocratic management style is that it fails to develop learning skills in learners. The teacher using this style of management usually makes all decisions, giving no room for learners to develop their minds through creative thinking. This discourages initiative, creativity and innovation (Kruger & Van Schalkwyk, 1997). Most of the time work stops when the teacher is not present in the classroom because learners cannot make decisions and have no right to make decisions. Thus, the main observation is that the autocratic management style deprives the learners of self-confidence (Grossman & Roos, 1991; Kruger & Van Schalkwyk, 1997; Weber, 1994). In an inclusive classroom this could create a problem because since learners have different abilities, the slow learners might have problems with self-esteem while the fast learners might feel bored, thereby creating problems in the classroom.

### ***2.2.3.3 The Laissez-Faire or Permissive Management Style***

The laissez-faire management style is also called the permissive or learner-centred management style. Under this management style, a lot of emphasis is placed on freedom. A teacher applying this style of

management stresses that there is a need to maximize learners' freedom in the classroom. The role of the teacher is to promote the freedom of the learners and thereby foster their natural development (Weber, 1994). According to Kruger and Van Schalkwyk (1997, p.21) this "management style is applicable when the teacher believes in a self-realizing or child-centred management style". For example, teachers using this management style place a lot of emphasis on learners' happiness and development in the classroom with the teacher playing a supportive role.

The laissez-faire management style makes the presence of the teacher felt but gives learners excessive freedom to make individual or group decisions which could sometimes be detrimental in an inclusive classroom due to the varying abilities and the confusion it may create in learners. In such a classroom, as learners work together no one seems to be an outstanding leader or manager because the teacher has faith and trust that the class work is well done (Van der Westhuizen, 1991). For example the teacher gives group work to learners in the classroom without appointing group leaders but rather trusts that each group will brainstorm together and produce solutions to a problem given to them.

Robbins and DeCenzo (2001) agree that a teacher employing the laissez-faire style of management usually indulges learners with complete freedom to decide and complete their work whichever way they like while the teacher just makes the necessary provisions for both the materials for use and answers to questions. The laissez-faire management style encourages the maximum freedom of learners in the classroom with little control and direction from the teacher (Kruger & Van Schalkwyk, 1997).

Even though the laissez-faire management style is not totally absent of management in the classroom, it lacks management and control of learners in the classroom by the teacher. This has dire consequences in a mixed-ability class because the slow learners will be left alone without any guardian and motivation, and this can also lead to low performance and boredom for the high performing learners. This buttresses the point by Nagel (2001) who is of the opinion that a teacher who is employing the laissez-faire management style could create confusion, frustration and disorder in the class as their cold and uninterested attitude may not be able to motivate learners to do their best in terms of their performances. I agree with the above argument because when dealing with a mixed-ability class the laissez-faire management style could result in some learners not being motivated, especially the slow learners.

In the opinion of Kruger and Van Schalkwyk (1997, p.21) a teacher using the laissez-faire management style will "play a supportive role to the learners and remain in the background instead of giving much direction in the teaching-learning activities". The laissez-faire teacher hardly makes any

decisions and does not often give direction to learners. This could be detrimental when dealing with young learners who should rather be guided.

Just like the other management styles stated above, the laissez-faire management style has some merits and demerits. One of the advantages of this management style is that since the teacher believes so much in the strength of the capability of the learners, they become more responsible and are motivated to work in a free atmosphere (Weber, 1994). However, the weakness of this style of management is that the teacher has no authority or control over the class, rather the teacher watches what is going on in the classroom and in such a classroom there may be chaos if the teacher distances him/herself from the learners.

This style of management can be applicable if learners are able to analyze the classroom situation and determine what is required of them as learners (Nichols, 2004). However a teacher using this style of management does not encourage skills and knowledge to be shared among the learners because of the individualism and lack of co-ordination that operate in this style. Learners are expected to work on their own and if there is any cause for concern addressed to the teacher he/she just shelves it until it dies off without the issue having been addressed properly (Bear, 1998).

Another merit of the laissez-faire management style is that it enables the learners to take ownership of the class, especially when situations of crisis arise where the teacher has to be somewhere at a particular point in time (Fielding, 2001). On the other hand, some learners cannot work under this style of management, because they need more direction from the teacher who is not ready to give it, thereby creating problem for such learners. For example, in a mixed-ability class the slow achievers will fall under this category of needy learners, and may feel that the teacher does not care for them and what they do as there is no control, therefore such learners cannot work under this style of management because they conclude that nobody cares (Charney, 1991).

## **2.3 Conclusion**

This chapter has provided a discussion around the theoretical framework and the literature relating to classroom management in order to address the critical question of “how do teachers in under-resourced South African schools manage their mixed-ability classes?” and the sub-question evolving from the first question, namely: “what management styles do classroom teachers employ to manage their classes”?

The concept “classroom management” refers to activities and processes that innovate, implement and maintain an environment conducive for learning. A classroom involves an organization of learning

activities, students, materials and space that will allow the teacher to execute learning goals (Walters & Shelly, 2007). This chapter explores Ginott's theory which draws on communication as a critical component for effective classroom management. Ginott asserts that teachers have absolute influence through communication to impact the learners either positively or negatively. In his opinion, the principle of congruent communication is vital as it allows both teachers and learners to understand and communicates better in the classroom.

Ginott also emphasises the importance of a feedback loop from student to teachers before congruent communication can produce effective classroom management. Various classroom management styles were also discussed: the democratic management style, the autocratic and the laissez-faire or permissive management. The discussion of the literature about these styles provided insight into the possible management styles available to teachers and this has served as a valuable tool to understanding the research question relating to classroom management styles in South African schools. The democratic management style provides an aura of freedom in the classroom where students are at liberty to express their feelings and need but the final decision rests on the teacher. In contrast, the autocratic style suggests a coercive and dictatorial style of classroom management. Teachers using this style rely to great extent on their own experience, knowledge and understanding ignoring the opinion of the learner. The laissez-faire style, on the other hand, represents total freedom with no input whatsoever from the teacher.

The various studies that were reviewed point to a number of issues. For instance, classroom management is a consistently important factor to facilitate learning in the classroom environment. Other important issues extracted from the studies reveal that resources at the disposal of the teacher play a crucial role to enhance a learner's rate of assimilation in a classroom environment (Adler 1998; Motala & Pampallis 2005; Onwu & Stoffel 2005). These findings from the literature will guide my analysis and interpretation of the collected data.

Teachers who continue to operate on the assumption that all learners are the same continue to perpetuate inequities in the classroom. This chapter has provided a discussion on classroom management and also described various management styles which the classroom teacher can employ in managing mixed-ability classes. The democratic management style emphasizes the participation of learners and teachers in the achievement of the goals and objectives of the classroom. Decisions about classroom issues are reached after consultation and communication with all learners. However, the teacher has authority to make the final decision even if all learners do the groundwork leading to that decision, whereas the autocratic management style generally does not allow learners to think for themselves. This style of classroom management is also an easy alternative for teachers who do not want to spend time working through problems. Finally, the laissez-faire management style connotes

leading by abdicating the teaching role. The educator has trust and faith in the learners to the extent that they are not conscious of their responsibilities.

In the next chapter I report on the methodology used for this study and I discuss issues relating to how I gathered data in the field.

## **CHAPTER THREE**

### **METHODOLOGY AND DESIGN**

#### **3.1 Introduction**

The purpose of this chapter is to describe and justify the methodological design of my study. I explain my research sample as well as the method of data generation procedure, describe my participants and data analysis method, and then end with an account of how I dealt with ethical issues.

#### **3.2 Qualitative Approach**

I employed a qualitative research approach because it afforded me the opportunity to understand the participants, their experiences and their perspectives (Mathers, Fox & Hunn, 2002). The qualitative approach helps a researcher in producing a wealth of comprehensive information about a small number of cases, increasing the depth of understanding the cases and situations studied by reducing the superficial generalisation often associated with quantitative reduction (Patton, 2002). In relation to my study the qualitative research approach helped me generate information from my few cases which are my participants. For instance, qualitative research questions focus on the words and actions of the participants that occur in a specific context, and in my case, the school setting constitutes one context, that is, primary school. The qualitative approach was adopted in this study because it enables me to have an understanding of how teachers in under-resourced schools manage their mixed-ability classes, and also the perceptions and experiences of the school managers and educators, such as the deputy principal and head of department, about classroom management.

#### **3.3 Case Study Methodology**

The Case Study as a research methodology was employed in this study because it enabled me to have close observation and a rich and comprehensive understanding of how teachers are able to manage a mixed-ability class in an under-resourced classroom setting.

Case study is a systematic inquiry into an event or a set of related events which aims to describe and explain the phenomena of interest such as having an in-depth understanding of how teachers in under-resourced South African schools manage their classes (Nieuwenhuis, 2007). Yin (1984) views a case study as an empirical inquiry which investigates contemporary phenomena within its real-life context when the boundaries between phenomena and context are not clearly evident and the use of multiple

sources of evidence are employed. In this study, I investigated how classroom teachers manage their classes of mixed-ability learners in the context of under-resourcing.

This methodology strives towards a comprehensive understanding of how the participant relates and interacts in a specific situation, for example, this study strives to have an understanding of how a class teacher relates and interacts in classroom situations in terms of management styles (Nieuwenhuis, 2007).

The case study can also be used to investigate and report the complex dynamic and unfolding interaction of events such as the interaction between the teacher and learners in varying classroom situation (Cohen, Manion & Morrison, 2007). Through the case study as a research methodology I strove to portray what it is like to be in a particular situation, to catch the close-up reality and thick description of the school and the management styles of the teacher's being observed (Cohen et al., 2007).

My case in this study was two classroom teachers: as a class teacher this would help me to answer my research question about classroom management. The case covered the knowledge and experiences of the class teachers on how they manage learners of varying abilities and how they cope with the various challenges that come with mixed-ability groupings and under-resources.

### **3.4 My Paradigmatic Stance**

I am working within the interpretive paradigm because I want to make sense of the complexities of classroom management from the point of view of teachers. The interpretivist research paradigm seeks to understand social definitions and situations that occur within the classroom environment (Henning, Van Rensburg & Smit, 2004). I also interpret what I observed and heard and make sense of that in relation to the theories presented in Chapter Two. For the interpretivist paradigm, the researcher is a vital instrument because the he/she is fully involved as an instrument of data generation. The interpretivist paradigm frames my study because it allows me to investigate how mixed-ability learners are being managed in the classroom and what challenges are being faced in an under-resourced school by the classroom teacher.

The interpretivist researcher believes that knowledge can be obtained through social constructions such as language, consciousness and shared meaning (Henning et al., 2004). The researcher is not observing the occurrence or perceptions from outside the school system but is extremely involved in the classroom situation which is being studied (Walliman, 2005). Therefore, I observed the teacher in

the classroom during lessons and saw how the teacher managed the mixed-ability class and coped with under-resourcing.

The interpretivist researcher attempts to understand phenomena such as a classroom management style through the meanings that people assign to them (Nieuwenhuis, 2007). In being a part of the classroom situation I was able to have a deeper understanding of the management style which was used by that teacher in that particular classroom situation.

### **3.5 Sampling and Selection**

Different forms of sampling can be applied in quantitative and qualitative research. In most cases, simple random sampling is used in quantitative research and purposeful sampling in qualitative research (Cohen et al., 2007). Because my study is qualitative, using purposeful sampling, I chose one school in the Pinetown district of the EThekweni region in KwaZulu-Natal for my study.

#### ***3.5.1 Criteria for Selecting the School***

A school was selected using the list of schools booklet obtained from the Department of Education in KwaZulu-Natal. The school was selected on the basis of being a neighbourhood school and in proximity to my home to avoid unnecessary travel time for me and provide easy access to the teachers. An important selection criterion was that the school was under-resourced. I determined this status on the basis that it lacks basic teaching and learning facilities such as textbooks, pens, and exercise books, instructional facilities such as a library, science laboratory, and computers, and has a poor teacher-learner ratio (Onwu & Stoffel, 2005). Another criterion for selection was that the school must be inclusive in nature, that is, the learners in the classroom are not grouped according to their ability but rather the school operates mixed-ability classes. Lastly, the school needed to be using English as the language of teaching and learning because, as a foreigner to South Africa, I do not understand any local indigenous languages.

The Pinetown district school used in this study is the Spring-field senior primary school (fictitious name), founded in 1905 and formerly located on different sites before its present site which is on property owned by the Roman Catholic Church. It is a public school in a predominately black suburb and caters for black learners who speak IsiZulu as their home language. It has a large number of learners and a staff complement of fifteen educators, one administrator, one general worker and one cook.

The administrative structure consists of the school principal and the deputy principal. It is a multi-religious, multi-cultural and co-educational school. It is also an under-resourced school and it has Section 21 status where learners pay between R100-150 per annum in school fees and the government subsidizes fees paid by learners through the norms and standards for school funding. The school also gets assistance from the church that owns the property. The school is a senior primary school that comprises grades 5-7.

### ***3.5.2 Participants***

In this study I did not work with the whole population of teachers in the selected school. Rather I worked with two classroom teachers who were selected purposively because I sought to understand the classroom management styles of teachers in a limited number of classroom contexts; limited in the sense of the scale and scope of this as a small study. Walliman (2005) points out that the advantage of purposive sampling is that a few cases studied intensively can yield in-depth insight about a topic. I found this held relevance for my study and therefore I purposively selected two class teachers for the empirical component. The purposive selection also took into account my own language capabilities; thus, teachers were selected were able to communicate well with me in English.

In terms of the design of the study my original intention was to conduct a case study of one teacher only. However, in the field I realised that one participating teacher was not sufficient to answer the research questions. Thus I selected a second teacher, who also holds the position of head of department. The increase in the number of teachers enabled me to gather more comprehensive data for a better understanding of the management styles that teachers employ in their classrooms. To provide background and contextual information about the school and classroom management at the school, I interviewed the deputy principal and conducted a separate interview with the teacher participant in his capacity as the head of department.

My selection of participants to tell me more about the two selected teachers consisted of the school deputy principal, who was formerly for some years the acting school principal, and a head of department teacher in the school. My purpose in selecting two teacher cases was to enable me make sense of or understand how educators manage their learners in under-resourced classrooms. All participants played a vital role in this study because they all have experiences of managing mixed-ability classes and they are all teachers managing various classrooms.

I met with the principal to outline the study and discuss who might be suitable participants and their selection. The principal then directed me to the deputy principal to assist me. In selecting the other participant, I required the assistance and permission of the school principal and also the permission from my participants which was granted (see Appendices 1, 2, 3, 4 and 5). However, the principal was very busy so he asked the deputy principal to represent him because she was the acting principal of the school before he came into office so she is well informed about the activities in the school.

**Table 1: Demographic Profile of Case Study Teachers**

Participants	Race	Gender	Language Proficiency	Number of Years	Learning Areas	Grade
Andile	Black	Male	English, IsiZulu, IsiXhosa	14	Technology	7
Bongani	Black	Male	English, IsiZulu	25	Mathematics	7

The two teachers are South African citizens and are black in terms of their race, and are from the KwaZulu-Natal province of South Africa. From their years of teaching experience and service in the school, it is evident that both teachers are knowledgeable in relation to classroom management and are also conversant with the everyday activities that go on in the school and classroom. Both teachers are employed full-time at the school, and they speak English and IsiZulu, which is the predominant language in the KwaZulu-Natal province, and some IsiXhosa. IsiXhosa is a South African language predominant in the Eastern Cape region of South Africa.

### **3.6 Data Generation Methods**

In a qualitative research design, data are generally collected by methods such as various forms of interviews, observation, writing, drawing and other activities (Henning et al., 2004). For this study I employed two methods for data generation: interview and observation. Each of these methods is described in detail below.

#### **3.6.1. Interview**

According to Bogdan and Biklen (2003) an interview can be described as a purposeful conversation that is usually between two people. Sometimes it involves more than two people, but is directed by one person (researcher/interviewer) in order to get information from the other person

(participant/interviewee). The interview in qualitative research is used to obtain data in the participant's (in this case, the teacher's) own words.

For this study I used the semi-structured interview as one method of data generation. It enabled me to probe for further information during the interviews with all participants. Seidman (1998) believes that the interview is one of the best instruments of qualitative data generation, because qualitative researchers encourage participants to talk about their perceptions of what is happening, what they believe about the event, and how they are feeling, in their own words, unlike completing blocks on a structured questionnaire.

The semi-structured interview was suitable for my study because semi-structured interviews are less formal. I was free to modify the sequence of the questions, change the wording and explain words or add to them for clarity to my participants, thereby enabling me to record the participant's in-depth perceptions on issues relating to classroom management. The interview schedule for the two teachers who are my cases and the supplementary interview which was conducted with the deputy principal for additional information all had open-ended questions.

Through the interview as a two-way conversation I asked my participants questions with the intention of generating data which enabled me as a researcher to learn about their management styles. Through the interview method, I was able to explore and ask about the intention of both teachers in relation to their classroom management style (Nieuwenhuis, 2007). This enabled me to appreciate the unique experiences and the stories that each teacher told me.

The interviews were conducted within the school premises. The interviews did not follow a rigid order but took place in ways that were practical and flexible. I fitted in with their daily teaching schedule, and this enabled me to appreciate the unique experiences and the stories that each participant told me. All the interviews conducted in this study were recorded with the permission of the participants and then transcribed.

The teachers' interview schedule questions dealt with issues about classroom management, management of mixed-ability learners, teachers' management styles and how teachers are coping with the lack of teaching and learning resources in the classroom (see Appendices 8 and 9). Each teacher's interview was 60 minutes long and both teachers were interviewed once, after which they were observed in the classroom. After the interview I transcribed the recording and took the transcribed document to each teacher for the purpose of verification, and the outcome of their checking has to do

with small corrections on repeated words and expressions. I made use of the same interview schedule for both teachers.

The interview schedule used in this research for supplementary information on classroom management from the deputy principal focuses on classroom management, teachers' coping strategies with the lack of teaching and learning resources in the school, and how teachers are being supported in the management of their mixed-ability classes (see Appendix 6). The interview with the deputy principal took 45 minutes, and she was interviewed once only. After transcription, I took the transcript document to the deputy principal to check and verify. She verified the document and checked that what was transcribed was what she meant: it was, and she just made some minor corrections to the spelling.

I also interviewed one head of department, who is also a teacher, and the interview schedule focused on core questions on classroom management, the challenges that teachers face in managing classes of mixed-ability learners, the impact of his management on his department, and teachers' strategy in coping with the lack of teaching and learning resources (see Appendix 7). The head of department interview was conducted once as supplementary information. This took 45 minutes. After transcription I took the transcript document to the head of department for verification checking: he verified the interview and gave a positive response and approved it without any corrections. All the interview schedules used in this research focused on questions about classroom management (see Appendices 6, 7, 8 and 9).

### ***3.6.2 Observation***

Observation as a research method is used when the researcher is gathering data about events that he/she witnesses. One way qualitative researchers collect data is through observing people in their natural settings, for example in the classroom (Bogdan & Biklen, 2003). The researcher therefore spends time with people in their natural settings, such as their schools, classrooms, their playgrounds, or their homes. These are places where participants do what they normally do. In this study I spent time in the classroom which was the natural setting of the two teachers.

In this study, a participant observation schedule was used (see Appendix 10). This meant that I went to the classroom to observe how teaching and learning took place in the class. The observation method gave me the opportunity to generate original data at the time it occurred in the classroom so I did not depend upon reports from other sources that may have filtered out information that could be useful for my purpose.

When observing the participants, the qualitative researcher keeps a written record of what happens and collects other descriptive data. The data collected in this manner are known as field notes, which are written descriptions of people, things, objects, places, events, activities and conversations (Hittleman & Simon, 1997). My field notes comprise a detailed description of classroom settings as well as events and activities observed at 10-minute intervals during a lesson of 60 minutes.

**Table 2: Lesson Observation of Teachers**

Teacher	Date	Grade	Age of Learners	Number of Learners	Learning Area	Duration of Lesson	Lesson Topic
Andile	26/08/09	7	12-13	61	Technology	1hour 13min	Construction
Bongani	31/08/09	7	12-13	59	Mathematics	1hour	Improper Fractions

During observation it is quite likely that the researcher may have some effect on the behaviour of the individuals being observed. For instance, if the researcher is unexpected in a natural setting such as a classroom, he or she is likely to arouse the curiosity of the learners and this may result in their lack of attention to the tasks at hand, thus producing other-than-normal behaviour (Fraenkel & Wallen, 1993). To avoid this problem, before conducting my observation proper I did a pilot of testing my observation schedule, thereby alerting both the teachers and learners beforehand, and I asked the teacher to introduce me to the class. This enabled the learners being observed to become accustomed to my presence and to go about their normal activities before I began to record my observations for this study.

Participant observation was appropriate for this study because it enabled me as a researcher to gather data on: the physical setting, for example the organisation of the physical classroom environment, that is the structure of the classroom; the human setting, such as the organisation of the learners, the characteristics and makeup of the individual class that was being observed, for example the total number of learners and the number of male and female learners; the interactional settings, for example the interactions that took place in the classroom, for example verbal and nonverbal etc.; and finally the programme settings, for instance the available teaching and learning resources and their organisation in the classroom (Cohen, Manion & Morrison, 2000).

Observation enabled me to understand the behaviour of my participants in their natural setting, in this case the classroom. I made use of an observation schedule (see Appendix 10) to record my observation of the classroom teacher, to understand how he manages the learners in the classroom and to assess what style of management he employs. I observed the two teachers once each: Teacher Andile was observed for one hour fifteen minutes instead of one hour because he had to do extensive revision with learners for their test for the coming week. Then Teacher Bongani was observed for one hour. Teacher Andile was observed teaching a Technology lesson and Teacher Bongani was observed during a Mathematics lesson.

In the next section I describe measures to ensure trustworthiness.

### **3.7 Trustworthiness**

The terms associated with validity and reliability in qualitative research are credibility, dependability, applicability and confirmability that ensure rigour without sacrificing the relevance of the qualitative investigation (De Vos, Strydom, Fouche & Delport, 2002).

I ensured the trustworthiness of my data by making use of a technique known as member checking. That means that after interviewing the participants and transcribing the interviews, I went back to my participants to confirm that the transcriptions were a sufficiently accurate record. Another technique I used for trustworthiness is that after interviewing, I compared the sets of data from the interview and observation looking for consistencies. These cycles of interview and observation were to enable me to seek explanations if there were differences between answers given in the interview and what was noticed during the observation, but there was consistency so there was no need for me to go over the cycle of observations and interviews.

Ethical concerns are discussed in the next section.

### **3.8 Ethical Matters**

In this section I discuss the rationale for being ethical, the ethical principles and how I dealt with them in this study. An ethical practice is one of the most important and significant aspects to be considered for the sake of both the participants and the researcher, because it ensures the respect of participant privacy. It should be noted that research has an ethical dimension in that the researcher has a moral

and professional obligation to be ethical, even when the participants are unaware of ethics (Neuman, 2006).

Some of the basic principles of ethics in research are that ethical responsibility rests on the researcher to protect the participants from any form of harm (such as defamation of character) by honouring all forms of privacy, confidentiality and anonymity. Anonymity means that the name of the participant is withdrawn or fictionalised, because the participants are promised anonymity in the informed consent form, while confidentiality means that information on the interview data will not be attached to names but will rather be kept secret from the public by the researcher and treated with strict confidence to avoid participants been attacked or defamed. Maintaining confidentiality allows the participants to answer questions without fear (Leedy, 1989).

I contacted the relevant authorities in order to gain approval to carry out research. Permission to conduct research at a school was sought from the KwaZulu-Natal Department of Education through the University of KwaZulu-Natal research office, and the principal of the school (see Appendix 1 and page iii). The purpose of seeking permission from the necessary authority is to protect the participants and the interest of the authority from any unlawful use of information. After identifying suitable participants for my case studies I approached the teachers involved to ask if they would participate in this research project. I also sought permission from the head of department and deputy principal if they would be prepared to play a role as participants for supplementary information on classroom management. Consent was sought in writing from all participants and signed by the participants before the commencement of the research (see Appendices 2, 3, 4 and 5). The purpose of the study and how it was going to be conducted was also explained to all participants before the commencement of the research. I gained approval from the relevant authorities, namely the KwaZulu-Natal Department of Education and the school principal, to obtain permission that enabled me to access both the school and the participants.

According to Cohen et al. (2007, p.52) “informed consent is the procedure by which individuals choose whether to participate in an investigation after being informed of facts about the study that would be likely to influence their decision about participating or not”. For this study, I sought permission from participants and they were told that interviews were going to be tape-recorded and transcribed, and the reason for the use of this device was explained to the participants: that it was for the purpose of my study. Issues on confidentiality and privacy were also discussed and participants were assured that the recorded conversations were only for the purpose of transcription and that their names and the name of the school were not going to be used, only pseudonyms. The participants signed the informed consent form before I started conducting the interviews and classroom

observations. I told the participants that they were allowed to withdraw without any offence being taken.

I now move on to the data analysis method of my study.

### **3.9 Data Analysis Method**

According to Babbie and Mouton (2001), qualitative researchers analyse data that are words. This involves examining and organizing notes from interviews and observations, and reducing the information to smaller segments from which emerging themes arise. Data analysis therefore can be described as the working of data, breaking data into manageable units, organizing data, searching for themes and discovering what is important and what is to be learned, and deciding how to report findings that emerge from the data.

Bogdan and Biklen (2003) describe data analysis as the process of systematically searching and arranging interview scripts, field notes and other materials that were generated during data collection to increase the researcher's understanding of them and to enable the researcher to present what he/she has found. The aim of analysing data qualitatively is to summarise what is seen or heard in terms of common words or themes that will aid understanding and interpretation of what is emerging. I employed a descriptive analysis technique where I used descriptions of data to present and discuss my findings.

Since in qualitative case studies data analysis is an ongoing process, I employed a descriptive analysis technique as outlined by Terre Blanche, Durrheim and Painter (2006). This technique involves:

- Reading through the interview transcripts, and jotting down notes and comments; for example, I read through my transcripts and field notes for a proper understanding of my data.
- Selecting the richest and thickest portion of interview transcripts and field notes, and categorizing rich data into themes. Some of the analytic themes that I used are: management styles, classroom management, and dealing with the lack of teaching and learning resources.
- Listing all emerging themes and clustering and encoding them. I coded all emerging themes for easy access and retrieval. For example CCRM (conception of classroom management). These codes enabled easy retrieval of information that would answer my research questions.

- Identifying the major themes and sub-themes (I group themes separately from sub-themes).
- Analysing categories of the sub-themes and what they mean in order to discuss the meanings.

Using this descriptive analysis method, I converted my field notes and transcriptions into themes. These words and phrases are known as coding categories and are used as a means of sorting the descriptive data which was collected (Bogdan & Biklen, 2003).

In the next section I present my conclusions for this chapter.

### **3.10 Conclusion**

In this chapter I explained the qualitative and interpretivist approach that I used in my study. I also described the research site and the criteria for selecting it as a unit of analysis. I explained the reason for using semi-structured interviews and observation to generate data from the participants at the school. This chapter also included discussions on ethical issues and gaining access to the school. I concluded this chapter with a discussion on my data analysis methods.

In the next chapter I discuss my findings.

## CHAPTER FOUR

### MY FINDINGS ABOUT TWO TEACHERS AND HOW THEY MANAGE THEIR CLASSROOMS

#### 4.1 Introduction

In this chapter I present my findings about how two teachers in an under-resourced South African school manage their mixed-ability classes. The data that I generated through the semi-structured interviews and observations were analyzed for themes relating to my research questions on classroom management. In this chapter I discuss my findings about those themes.

The first theme is about the conception of classroom management, and the second theme is concerned with the management styles of the teachers. Three management styles emerged: the democratic management style, the autocratic management style and the laissez-faire management style. The third theme deals with the classroom interactions which are patterned into three sub-themes: the use of language, learners' discipline, and power and authority. How teachers cope with the lack of teaching and learning resources in the classroom is the fourth theme. In the next section I discuss the classroom context of the two teachers.

#### 4.2 *Teacher Andile*

##### 4.2.1 *Classroom Space Management*

My findings indicate that Andile's classroom consists of mixed-ability learners sitting together in groups. Mixed-ability grouping of learners enables the slow learners to achieve greater academic performance and learn better, and keeps the fast learners busy, thereby giving all learners a sense of purpose and responsibility in the classroom.

Teacher Andile has a total of 61 learners in his classroom, with 29 male learners and 32 female learners. The male and female learners in Andile's class were seated together in groups (see Appendix 11).

The front zones of Andile's classroom are dominated by the chalkboard and the teacher's table and chair back the chalkboard and face the class. The teacher's desk is a high table and a chair, while the learners' desk consists of four tables pushed together with chairs clustered around the tables to form a group around the tables. On the right hand side of Andile's table are drawings on the wall and a class

roster for learners cleaning the classroom. On the far left hand side of Andile's table is the door into his classroom and also a little bin bucket behind the door.

On both sides of Andile's classroom walls are windows with a view over the front and the back of the schoolyard. The right hand side wall has four windows, while the left hand side wall has three windows.

The back wall of the classroom has a notice board covered with students' drawings, classroom rules and regulations, a timetable and a sweeping roster. At the end of the right hand side of the back of the classroom is a long bookshelf painted blue, where teaching materials are stored.

According to Teacher Andile, at the beginning of the school year, learners are usually given the choice or opportunity to sit in their choice of group, that is, they can form their own groups. However Andile discovered that learners tend to form their groups on the basis of cliques (friends), and in the course of the school year, Andile developed a strategy which involves a spontaneous movement of learners from their previous groups. The grouping of learners was done by the teacher and this was done on the basis of ability grouping, mixing the slow learners, average learners and high performing learners together. Also great consideration is given to gender balancing in the classroom so that all groups include both male and female learners sitting together. During observation all learners were answering the teacher's questions irrespective of gender: both male and female learners were actively involved and attempted to answer the teacher's questions. The learners were also active during the group discussion and during the question and answer sections.

In Andile's opinion, mixed-ability grouping is very good because it helps the slow learners achieve their potential and learn better, and as for the fast learners it keeps them busy with their group work and gives the learners a sense of purpose and responsibility. He is also of the opinion that the mixing of learners in groups will also build self-esteem on the part of the middle or average achievers. According to Andile, mixed-ability grouping brings about a sense of fulfilment that cuts across all groups of learners.

#### ***4.2.2 Time Management***

During the classroom observation I noticed that teacher Andile gives group work to learners and allows 10 minutes for each group to think about a solution to a given problem. He also asks questions of learners and allows them time to think before answering the questions, but however he does not spend much time on one question, rather he employs the "bail out system", that is, he asks another

learner to answer a question if a particular learner cannot, giving room for such learners to feel bad and not affecting the self-esteem of the learner who cannot answer the question.

Andile observes learners as they work in their groups. He then notifies learners to start getting ready to stop after some time; he then starts the counting game “(5 mins, 3 mins, 90 secs, 10 secs etc.)” and learners have fun joining the teacher in the counting game before the teacher tells all the learners to stop and then process into groups proffering solutions on the board. This shows that learners are free with Andile and they enjoy his company in the classroom as a democratic teacher. This is in line with Ginott’s theory which is that the best approach by an educator in helping learners is to develop a democratic classroom. Ginott maintains that in the classroom teachers have complete powers through communication to influence the classroom situation. Andile’s message of communication is congruent with learners’ emotions and surroundings, thereby creating a calm environment in the classroom yet making a positive impact on learners (Ginott, 1972). Andile then tells different groups to solve the problem on the chalkboard before giving final solutions to the problems.

#### ***4.2.3 Managing the Lack of Teaching and Learning Resources***

In this section I show how Andile dealt with the lack of teaching and learning resources in the management of his mixed-ability classroom. He said:

*I cannot say that the resources is sufficient but in most cases for the topics that I normally teach, I do have the teaching materials but if I don't have I normally improvise, somehow, somehow I use to go out and buy the materials that I would need for a particular lesson. I also normally request the learners to collect the materials from their home, their surroundings but I know very well that some of them they would not bring that material so we use to share that material among the learners for teaching. So that those who did not bring the material will be able to gain in that particular topic that we are going to discuss. And lastly I usually request that the school buy those materials through the department of education.*

During classroom observation I noted that most learners lacked learning resources such as textbooks. Andile instructed the learners who had textbooks to share them with those who did not. Andile also lent two learners his own pens for doing their work. As regards to teaching resources in the classroom Andile had sufficient teaching resources that enabled his teaching to take place. He also brought his own additional resources such as illustrations to class because he said they were not supplied by the school.

When I asked Andile how he was managing with the lack of teaching and learning resources in his classroom and how it relates to the management of the mixed-ability group, he said that since the resources are not sufficient, he usually improvises either by buying the resources himself or by asking the learners to collect these resources from their home and surroundings. The availability of teaching and learning resources enables all learners to benefit from a particular topic. They also make provision for additional materials to enable learners without the benefit of materials in class. Andile also requests the school to buy the materials through the Department of Education.

In the opinion of Andile, the challenges he faces due to the lack of teaching and learning resources increased drastically when dealing with a mixed-ability group as compared to when the school was practicing ability grouping. This put him and other teachers in the school at a disadvantage in the classroom. This finding also reveals that the lack of teaching and learning resources poses a lot of challenges to teachers in under-resourced schools, mostly when dealing with learners of different ability because the slow learners will mostly be affected and left behind in such situations when they don't have the needed resources. This concurs with the view of Onwu and Stoffels' (2005, p.81) that "Poorly or under-resourced teaching and learning conditions can confine the best of teachers to mindless routine of rote memorisation".

To buttress this point supplementary information was obtained from the deputy principal, who attests to the fact that the school lacks sufficient teaching and learning resources but that the teachers usually improvised.

All participants believe that the classroom teacher has a role to play in how he/she copes with the lack of teaching and learning resources in the classroom. The key concept here is that teachers in under-resourced schools should be able to adjust and improvise when there is a lack of resources in the classroom. However, there is a limit to which these teachers can really improvise and it was evident that the lack of these resources places a lot of stress on the teachers and not all teachers are managing these challenges properly. Therefore inadequate resources and having a low budget hinders the classroom teacher from effectively meeting the needs of all the learners in a mixed-ability class.

I saw during the classroom observation that there are teaching resources in the classroom which are provided by the school through the Department of Education. However these resources are neither sufficient nor readily available, therefore the teachers are expected to improvise in other ways in order to carry all learners along in their teaching.

#### ***4.2.4 Managing Classroom Communication***

In Andile's class, the lesson was instructed in English to learners verbally and in written exercises, but during the learners' group discussions, learners' verbal expressions were a blend of English and IsiZulu. I also noticed during observation that Andile included the use of IsiZulu while he was teaching the learners in English. This served for better clarity in meaning and understanding because all the learners in his class spoke English as a second language.

According to Andile, code switching is used as a medium of instruction and for the purpose of clarity: this is because learners understand instructions better when they are spoken to in IsiZulu. The purpose of code switching in the class is for the purpose of advising learners.

Another important factor of code switching as highlighted in Chapter Three is that the school caters for black learners who speak IsiZulu as their first language and English as a second language. This supports Ginott's view that teachers managing learners with varying abilities should communicate in a way that both the teacher and learners will be able to understand. For the learners to be able to understand the teacher, the teacher must be able to communicate in a language that will not over-stress the learners and so he/she should rather use a language that the learners are able to understand in order to achieve the desired result of his/her teaching.

During observation I noticed that code-switching brings about a better interaction between the teacher and the learners in the classroom, and learners behave better and understand instructions better. There is also an increase in learners' interest and participation during code-switching. At a point when the teachers were talking to the class in IsiZulu there was total silence, with learners listening with much interest and attention. The finding reveals that code-switching builds a higher level of rapport between the teacher and learners. My findings are that language is an important factor that can hamper effective communication between the teacher and learners in the classroom; therefore the teacher needs to cater for the languages of the learners in the school and classroom.

#### ***4.2.5 Learners' Discipline and Authority***

The findings reveal that though Andile plays with his learners and allows occasional noise in the classroom when learners are working in groups, learners are put to order when they go overboard. For example, learners understand Andile's language of discipline such as "hey, hey, hey", "hey it seems I am going to use a stick" or "hey". He does not encourage learners to give a chorus answer but rather tells them to wait till they are called. Andile scolds misbehaving learners by calling their names and frowns at unacceptable behaviour.

Teacher Andile sometimes shouts to bring order and quietness in the classroom when learners become too noisy, and learners obey his instruction with total silence. This agrees with the theoretical framework of this study according to Ginott (1972) who maintains that in the classroom teachers have complete powers through communication to influence the classroom situation (either positively or negatively). Ginott holds that for teachers to be able to manage the classroom, the teacher must adopt communication that is congruent with student emotions and surroundings (Ginott, 1972).

At the entrance of Andile into the classroom, learners must stand up and greet the teacher, and the teacher responds and tells learners to take their seats. Andile made use of group leaders, thereby delegating responsibility to learners, and also involved his learners in group teaching and classroom discussion exercises, for example the group leaders reading and solving the problem on the chalkboard with other members of the group participating.

#### **4.2.6 Andile's Management Style**

In this section I discuss the evidence of one teacher about his management style employed in the classroom.

*I make use of the democratic management style in my classroom because it helps me build the esteem of my learners. For example I share work with the prefect and group leaders, which in turn helps to develop learners as future leaders. I also make use of the democratic management style rather than the laissez-faire style because the learners are young, and they cannot be allowed to do whatever they want they need to be guided. However, there are some times where I employed the autocratic management style this is because it allows me to bring learners to order when they are going out of the train.*

According to Andile, he feels more comfortable with the democratic management style than with the laissez-faire management style in his classroom because his learners are young, and in his opinion learners should not be allowed to do things their own way but should rather be guided by the teacher. He also believes that the democratic management style is applicable in a mixed-ability class and under-resourced school such as his own because it creates an atmosphere where learners can freely express themselves in the classroom, thereby encouraging both slow and high performing learners. This management style helps the teacher and learner to communicate in the classroom effectively and freely because there is freedom of expression. I gathered additional information from the deputy principal who stated that 'Teachers in the school employ more of the democratic management style in

their classroom'. Even though this was said, the two teachers I observed in the classroom were not employing the democratic management style entirely because they both included some elements from other classroom management styles.

I found out that on the whole Andile used the democratic management style in the classroom during classroom observations. However, when the need arose (for example when learners were becoming unruly in the classroom) he made use of the autocratic management style to bring order to his classroom. When asked about his reason for employing the democratic management style he said that this style helps him to build learners' self-esteem, and also to develop learners as future leaders. I observed that Andile shows concern for the learners by responding in detail to learners' questions and creating extra time, or what he called 'flexi' time, to attend to learners' academic needs after the lesson. He also affirms that this management style enhances effective communication in the classroom. This agrees with Ginott's (1972) view that emphasises the role of communication to determine the outcome of managing learners in the classroom.

I found that the use of democratic management style was more dominant in Andile's class because this management is in line with the policy on inclusive education and also as a result of democracy in the country. However there are situations that may call for teachers to make use of the autocratic management style in under-resourced classrooms as it relates to mixed-ability learners. For example I observed that when the learners were becoming naughty in the class Andile employed the autocratic style by enforcing rules and shouting at learners.

I will now discuss the next participant teacher, Bongani, and his approach to classroom management.

### ***4.3 Teacher Bongani***

#### ***4.3.1 Classroom Space Management***

My finding reveals that Bongani groups learners together irrespective of their ability. Bongani manages his classroom well, but he has a disorganized table with his textbooks scattered all over.

Teacher Bongani has a total of 59 learners in his classroom, comprising 29 male learners and 30 female learners seated together in mixed groups (see Appendix 12).

The front part of the classroom is dominated by the chalkboard, with the teacher's table and chair backing the chalkboard and facing the class. Bongani has a table and a chair, while the learners' desk is four tables pushed together with chairs clustered around the tables to form a group around the

tables. On the right hand side of the teacher's table are student drawings on the wall. On the far left hand side of Bongani's table is the door that leads to the entrance of the classroom with a little bin bucket behind the door.

On both sides of the classroom there are windows with a view over the front and the back of the schoolyard. Both the right hand side and the left hand side of the wall have three windows.

On the back wall of the classroom, there is a notice board which is covered with students' drawings, class rules and regulations, a lesson timetable and a sweeping roster. The right hand side at the back of the class has a long blue book shelf where the teacher stores and locks his teaching materials.

Bongani allows learners to decide on their choice of sitting position in his class at the beginning of the school year. However in the course of the school year he divides learners into groups so that he can cater for all learners in terms of mixing the learners. The mixing of learners caters for gender balance and helps to motivate the slow and fast learners in the classroom. I observed that there is learner participation in Bongani's class during the group discussion and problem solving.

However, Bongani believes that even though inclusivity and ability grouping is good, it also has shortcomings. He believes that there should sometimes be an alternative blend of ability grouping in schools without labelling the slow learners by their grades to show the slow or high performing class. For example, Bongani sometimes in the past used to practice ability grouping without labelling whereby he groups learners according to their ability: this, he said, allowed him to spend quality time with the slow achievers.

#### ***4.3.2 Time Management***

I found that Bongani does not give learners enough time to discuss and work in their groups, and sometimes he is not patient to wait for learners to think through a problem. Bongani gives group work to learners and gives 6 minutes to each group as their working time. Bongani asks learners questions and allows time for learners to think before answering the questions but he does not spend too much time on each question. When learners are not able to give answers to Bongani's question, he just gives the answer to the question in order not to waste too much time.

Bongani usually observes learners as they work in their groups. However, he hurries learners to move fast with their work and then asks learners who have finished to move to the chalkboard for the problem solving exercise without stopping the whole class. He then tells the representative of each group to proffer solutions to the problems before he gives the final solutions to the stated problems.

### ***4.3.3 Managing the Lack of Teaching and Learning Resources***

This is what Bongani has to say about the lack of teaching and learning resources:

*We adjust as teachers irrespective of what we see in the classroom we ought to adjust and just improvise. We use whatever we can use as an educator. Resources maybe there you don't utilize them, resources may lack and you say that we don't have the resources you may be in a position to actually improvise and provide some of these resources and you do not do that so that as I have indicated we try by all means with the team that I am working with to do our very best. We try our very best to, to actually order at the end of the year some of the resources and we make sure that we put them in a place we are able to lock it so that in the following year we are able to use the very same resources and as a result one way or the other helps a number of these learners.*

I found that the lack of teaching and learning resources does affect Bongani but he has learnt to adjust to the lack of resources by making use of available resources. This is due to the fact he has more resources to work with than the school where he previously worked. Bongani also states that the Department of Education makes provision for resources at the beginning of the school year.

One way that Bongani deals with the lack of teaching and learning resources in his classroom, just like Andile, is to improvise by providing some of these resources himself. He usually makes provisions to enable learners to benefit in class.

The finding also reveals that the lack of teaching and learning resources poses a lot of challenges to teachers in under-resourced schools particularly when dealing with learners of different ability because the slow learners will mostly be affected and left behind in such situations when they don't have the needed resources. As in Andile's case, this concurs with the view of Onwu and Stoffels' (2005, p.81) that "Poorly or under-resourced teaching and learning conditions can confine the best of teachers to mindless routine of rote memorisation".

To buttress this point supplementary information was obtained from the deputy principal who attests to the fact that the school lacks sufficient teaching and learning resources but that the teachers usually improvised.

*The teachers they improvise a lot. For example those that are teaching sciences when they are suppose to do the experiment they improvise a lot. They try their best to get things to work. For example they know that they cannot just come with an experiment on the table and expect fifty learners to observe that, they just group the learners and they have these different things for the*

*learners. For instance if they do not have things, they try to build their own. For instance when you have to use the retort stands, we do not have them when you have to use even the tripod stands, simple things like the tripod stands, they do not have them, they take stones and put them there to work as stands you see.*

Bongani is of the opinion that an educator has a role to play on how he/she copes with the lack of teaching and learning resources in the classroom. Bongani believes that some teachers hide under the covering of insufficient resources as a way to condone laziness, therefore the major concept is that teachers in under-resourced schools should be able to adjust and improvise when there is lack of resources in the classroom.

#### ***4.3.4 Managing Classroom Communication***

The findings reveal that code-switching builds a higher level of rapport between the teacher and learners. The findings also reveal that language is a vital factor that can affect communication patterns between the teacher and learners in the classroom. It is of paramount importance that the teacher takes this into cognisance and caters for learners' language in the classroom. Bongani caters for all learners in the classroom, taking language into consideration. Bongani gave instructions in English to learners verbally and in written exercises. Learners were allowed to express themselves in their group discussions in both English and isiZulu. Code switching was used as a medium of instruction and for the purpose of clarity and discipline by Bongani.

An important factor of code switching as highlighted in Chapter Three is that the school caters for black learners who speak IsiZulu as their first language and English as second language speakers. This supports Ginott's view that teachers managing learners with varying abilities should communicate in a way that both the teacher and learners will understand better.

Code switching gives room for interaction and better understanding between the teacher and learners and code switching create increases learners' zeal, interest and participation in Bongani's class.

#### ***4.3.5 Learners' Discipline and Authority***

The findings reveal that Bongani plays with his learners and make them laugh a lot, however learners know their boundaries. He allows chorus answers occasionally but infuses the autocratic style if learners became too noisy. This agrees with Ginott's (1972) view that in the classroom teachers have complete powers through communication to influence the classroom situation either positively or

negatively. Ginott holds that for teachers to be able to manage the classroom, the teacher must adopt communication that is congruent with student emotions and surroundings (Ginott, 1972).

At the entrance of Bongani into the classroom, learners must stand up and greet the teachers and the teacher responds and tells learners to take their seats. Andile made use of group leaders thereby delegating responsibility to learners and also involved his learners in group teaching and classroom discussion exercise, for example the group leaders and other members reading and solving the problem on the chalkboard.

During my observation two different learners on two occasions were asked to distribute hand-outs to the class. The involvement of learners in such situations facilitates and encourages the sharing of power and authority among learners. Also learners are made to participate in decision making that concerns them, for example, the making of classroom rules. However, Bongani is also responsible for the evaluation of learners' performance and makes comments about learners' performance and gives instructions to learners. He shouts at learners to bring order to the classroom and also installs discipline in the classroom by punishing wrong behaviour.

#### **4.3.6 Bongani's Management Style**

I now discuss the evidence of the second teacher Bongani management style that he employed in the management of his classroom.

*I will say that it is a free style of management which fuses the use of the democratic style of management, autocratic style of management and a laissez-faire style of management, I would say it is a situational type of management because it depends upon the situation. But my main type of management is first democratic because I like kids a lot and I play with them but when it is time to apply authority I do so but most of the time I just play with the kids and it makes my life very easy. I am not very strict so if it's time to play I just play with the kids because they are young.*

During classroom observation I discovered that Bongani uses the democratic management style as he has stated during the interview, however he has a mixed blend of all three management styles seen in the literature on classroom management. His purpose for using the democratic management style relates to that of Andile because the democratic management helps him to develop learners and also it creates an atmosphere in the classroom that enhances freedom of expression. He relates this to the effectiveness of communication that this management style helps him develop in his classroom,

thereby creating an environment that enables both the teacher and learners to understand and communicate better.

My finding reveals that Bongani employs the three management styles in the classroom depending on the classroom situation. However, he employs the democratic management style more often. When asked what his management style is, he said that ‘It is a free style of management which fuses the use of the democratic, autocratic and laissez-faire styles of management, I would say it is a situational type of management because it depends upon the situation, but my main type of management is first democratic’.

*The teachers employ more of the democratic management style in their classroom. Even in the school we are very democratic, for example we allow learners to be part of the making of classroom rules at the beginning of the school year. Teachers are made to organise their learners to sit and draw class rules and learners are allowed to do things and be part of decision makings that concerns them in the school. The school also operate a good prefect system with the supervision of the teachers.*

According to the deputy principal the school operates the democratic style of management, for example learners are allowed to take part in making classroom rules at the beginning of the school year. The teachers organise their learners to sit and draw class rules and learners are allowed to do things and be part of decision making that concerns them in the school. The school also operates a prefect system with the supervision of the teachers.

#### **4.4 Conclusion**

In this chapter I presented my findings about how Andile and Bongani as the two case study teachers in an under-resourced school manage their classes. These findings are based on the data that was generated from both teachers and the deputy principal as my participants in one school in the Pinetown area. Based on the two case studies I found that although management styles vary in different classroom settings, three management styles are predominantly used: the democratic, autocratic and laissez-faire management styles.

Generally the two teachers are of the opinion that the democratic management style should normally be used in the classroom when dealing with young children and also in the management of a mixed-ability classroom in an under-resourced school like theirs. However, they also agree that when employing the democratic management style in a classroom with young children of varying abilities, there will be times or situations which will call for the classroom teacher to employ the use of an

autocratic management style so that order may be maintained in the classroom. Teacher Bongani states that he also employs the laissez-faire management style when the situation calls for it because he likes playing with kids a lot, and this has to do with his personality as a teacher.

My finding reveals that in managing a mixed-ability classroom, the two teachers employed the democratic management style because it gives room for learners' inclusion and participation irrespective of their varying ability. I also discovered that even though under-resourced schools have limitations in term of resourcing, both teachers are required to adjust their teaching to meet the learners' needs. They are also of the opinion that teachers are expected to be creative and to improvise so that effective teaching and learning can be carried out.

In the semi-structured interviews, participants were asked to define and talk about their understanding of classroom management. Generally, all participants are of the opinion that classroom management has to do with the organisation of all activities that take place in the classroom and this is what they had to say:

*“In my own opinion I will say that classroom management is concerned with how the teacher manages the classroom effectively to see that the learners are learning and well taken care of. This will imply that effective teaching and learning is taking place in the classroom” (Andile).*

*“I think that classroom management has to do with how the teacher relates with the children, works on his/her curriculum, how he/she manages discipline in class, and how the teacher delivers the work that it is suppose to deliver to the learners” (Deputy Principal).*

*“I can say that classroom management has to do with how the teacher manages the teaching and learning environment in the class. It deals with the exchange of ideas in the classroom and how both the teacher and the learners are engaged together in a form of getting information” (Bongani).*

My finding is that the two teachers and the deputy principal understand classroom management to be the organisation of all activities that take place in the classroom. For example, Andile said that “it refers to how the teacher manages the classroom effectively to see that the learners are learning and well taken care of”. This conception of classroom management is similar to that found in the literature by Kruger and Van Schalkwyk (1997). They define classroom management as the way the class teacher ensures that effective teaching and learning take place in the classroom and that learners are well catered for. In addition, it also agrees with the opinion of Weber (1990, p.230) who views

classroom management as “that set of activities by which the teacher establishes and maintains those classroom conditions that facilitate effective and efficient instructions”.

All participants agreed that classroom management is about the management of learners and resources in the classroom in a school setting. The deputy principal said that ‘classroom management has to do with how the teacher relates with the children, works on his/her curriculum, how he/she manages discipline in class, and how the teacher delivers the work that is suppose to be delivered to the learners’. This view can be related to Walters and Shelly’s (2007) view of classroom management as the sum total of the organisation of all the activities of the teaching and learning resources such as the student, time, material and space so that the classroom teacher is able to allow the learner to learn the intended learning content.

Bongani views classroom management as ‘how the teacher manages the teaching and learning environment in the class. It deals with the exchange of ideas in the classroom and how both the teacher and the learners are engaged together in a form of getting information’. This is in line with Subbiah’s (2004) view that classroom management is a vital component of the teaching processes that hinges on creating an enabling environment and installing conditions that can enhance learners’ success in the achievement of both academic and social goals. This process culminates in the encouragement of learners’ motivation, classroom teaching, time management and arrangement of the physical environment.

On the issue of language, my finding reveals that code-switching enables teachers to explain better the content of the lesson to learners who are English second-language speakers. This is because the use of only English as a medium of instruction to learners who are second language speakers has the consequence of stress on both the teachers and learners at large. This finding is in accordance with Onwu and Stoffels’ (2005) contention that when teachers explain difficult concepts in the learners’ mother tongue, the learners understand better.

The next chapter discusses my conclusion based on my findings about how these two teachers manage their classroom.

## CHAPTER FIVE

### SUMMARY AND CONCLUSION

#### **5.1 Introduction**

This section summarises and draws conclusions from the findings of the study. The research questions and the resultant findings of the study are revisited by aligning the research question highlighted in Chapter One with the findings from Chapter Four. This is followed by a discussion on the implications of the findings from the study on under-resourced schools. I conclude by identifying the limitations of the study and suggesting areas for further research.

#### **5.2 Research Questions and Findings of the Study**

The study set out to explore how two teachers in an under-resourced South African school manage their classes. According to Adler (1998), under-resourced schools depict black township schools lacking basic teaching materials such as textbooks, workbooks, adequate learning environment, water and electricity. Furthermore, Motala and Pampallis (2005) suggest that these under-resourced schools are a result of the effect of the past apartheid system. Based on these two issues from literature I was able to identify a typical school that has the two attributes discussed. Two teachers were observed and interviewed and the findings reveal that the teachers had an understanding of the various management styles and can identify which management style they employ in their classrooms and give reasons why.

##### ***5.2.1 Teachers' Management Techniques in the Classroom***

First and foremost, it is important to state that the teachers who were observed and interviewed were aware of the intellectual diversity that exists among their learners. This finding informs their flexibility regarding the various classroom management styles to be discussed.

My findings were that the two teachers employ the democratic management style in the classroom but that they are flexible and use the autocratic or laissez-faire management style when the need arises.

This is because when dealing with young learners there is a need for flexibility in the classroom as it relates to classroom management, discipline and control.

The two teachers apply the democratic management style primarily because they believe it enhances the development of learners and helps the teacher build the self-esteem of the individual learners. The two teachers affirm that the democratic management style enhances effective communication in the classroom. This agrees with Ginott's (1972) view that places a huge emphasis on the role of communication to determine the outcome of managing learners in the classroom. The democratic management style helps the teacher and learner to communicate in the classroom effectively and freely because there is freedom of expression in the class, therefore both the slow and fast learners are able to express themselves freely in class. This management style enables learners' involvement in the classroom. From my findings, both teachers involve learners in decision making in the classroom, for example the setting up of classroom rules, procedures and policy.

On the issue of language I found that code-switching eradicated to an extent the barrier to effective understanding of concepts by learners. The finding reveals that language plays a pivotal role in providing context for meaning in the classroom. According to Ginott (1972), for teachers to be able to manage the classroom, the teacher must adopt communication that is congruent with students' emotions and surroundings. By so doing, the teacher will be able to make a positive impact on learners in the classroom and create a calm environment. The two teachers sometimes infuse the mother tongue (IsiZulu) in the classroom to enable them drive a point home so as to enable the learners to better understand the concept, and this increases learners' understanding. The two teachers emphasise that code-switching is an effective way of clarifying basic concepts to learners who are English second language speakers.

Another important aspect of the findings is that both teachers cope with inadequate or non-existent teaching and learning resources. They both improvise and sometimes buy the materials themselves. They both agreed that there is a gross inadequate provision of vital teaching and learning resources in their classroom, however they believe that they have a significant role to play and do not just leave it in the hands of the Department of Education alone. As educators, they are expected to improvise and make do with what they have for effective production in the classroom. The two teachers provide by buying or asking learners to bring some of these resources that are not readily available.

### **5.3 Limitations of the Study**

The analysis in this study would not be complete without admitting to the limitations inherent in the study. First and foremost, caution should be taken when adopting the findings of this study because of the narrowness of the sample size or limited scope which focuses on one school in the Pinetown area only. The findings from this study cannot be a valid representation of all under-resourced schools and teachers' management styles in South Africa. Further research could extend this study by covering more under-resourced schools and more teachers to verify these findings.

### **5.4 Conclusion**

Under-resourced schools in South Africa have classrooms filled with learners who are characterized as mixed-ability learners. Teachers are not given special training on the specialization of the management of mixed-ability classes. I found that the teachers in this study with learners of varying abilities generally employ the democratic management style in their classroom. This is in agreement with the opinion of Ginott (1972), who recommends that the best approach a teacher can use to increase learners' effectiveness is to employ a democratic management style in the classroom. However, the classroom teacher can employ other management styles when the need arises, such as the autocratic or laissez-faire style, but according to the findings of this study teachers are usually democratic most of the time in terms of their management style. In addition, effective communication also remains one of the important findings emerging from this study. Educators often make use of their mother tongue when driving home a concept in the classroom.

The mixed-ability learner grouping has posed a major challenge for teachers in under-resourced schools because learners are sometimes not carried along in the course of the lesson. Furthermore, on the issue of how teachers deal with the coping strategies and challenges that they face, teachers in under-resourced schools are advised or expected to improvise and make adjustments for the lack of teaching and learning resources, so that they will be able to cater for learners with varying abilities.

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## **APPENDIX 1: LETTER OF REQUEST FOR PERMISSION FROM PRINCIPAL TO CONDUCT RESEARCH AT SCHOOL**

46 Marianndale  
1 Amand Place  
Mariannahill Park  
Pinetown

Telephone: (H) 031 —7008804 (Cell :) 0744813500

Dear Principal,

### **Permission to conduct research at your school**

I am a Master of Education student working on my dissertation at the University of KwaZulu-Natal Edgewood Campus, under the supervision of Dr. Jenni Karlsson. The title of my research is Teachers' management style in a mixed-ability classroom. As my selected school, your assistance and the assistance of one teacher and the head of department of that teacher will be required as my participants to form a sample for this study, and also in accessing information about classroom management styles. I wish to conduct two classroom observations of the teacher and semi-structured interviews of the teacher, yourself and the HOD during 2009 relating to my study.

I will ensure minimal use of school times in collecting data from participants and no disruptions of classes will occur. The name of the school will not be linked to any of the data collected or used in any reports.

Once you have confirmed that your school agrees to participate in this study, I will contact you telephonically to confirm the date and venue of the interviews and observations.

My supervisor's contact details are:

Dr Jenni Karlsson

Faculty of Education, Edgewood Campus, University of KwaZulu-Natal

Private Bag X03

Ashwood

3605

Telephone: (W) 031-2601398 (FAX :) 031- 2601598 (Cell :) 0837881433

Yours sincerely

-----

Sandra I. Durodola

I hereby grant permission/do not grant permission for my school to participate in the above research project

Principal Print Name: -----

Signature: -----

Date: -----

School Stamp

## APPENDIX 2: CONSENT LETTER AND DECLARATION FOR DEPUTY PRINCIPAL

46 Marianndale  
1 Amand Place  
Mariannhill Park  
Pinetown

Telephone: (H) 031—7008804 (Cell :) 0744813500

Dear Deputy Principal

I am a Master student working on my dissertation at the University of KwaZulu-Natal Edgewood Campus under the supervision of Dr. Jenni Karlsson. My research is concerned with how teachers in under-resourced public schools manage their mixed-ability learners in the classroom. As one of my selected respondents, your assistance will be required in accessing information about your experiences. I will conduct and tape-record a thirty minute semi-structured interview with you during 2009 relating to my study. There will be respect for autonomy and both your identity and that of the school will be kept anonymous and will not be linked to any of the data collected or used in any reports. Once you have confirmed that you are willing to participate in this study, I will contact you telephonically to confirm the date and venue for this interview.

My supervisor's contact details are:

Dr Jenni Karlsson

Faculty of Education, Edgewood Campus, University of KwaZulu-Natal

Private Bag X03

Ashwood

3605

Telephone: (W) 031-2601398 (FAX :) 031- 2601598 (Cell :) 0837881433

Yours sincerely

-----

Sandra I. Durodola

Consent Declaration

I hereby consent to participate in the above research project. I understand that my participation is voluntary and that I may change my mind and refuse to participate or withdraw at any time without penalty. I may refuse to answer any questions or I may stop the interview. I understand that some of the things that I say may be directly quoted in the text of the final dissertation, and subsequent publications.

Participant Print Name: -----

Signature: -----

Date: -----

**APPENDIX 3: CONSENT LETTER AND DECLARATION FOR HEAD OF  
DEPARTMENT**

46 Marianndale,  
1 Amand Place  
Mariannahill Park  
Pinetown

Telephone: (H) 031—7008804 (Cell :) 0744813500

Dear H.O.D (Head of department)

I am a Master student working on my dissertation at the University of KwaZulu-Natal Edgewood Campus under the supervision of Dr. Jenni Karlsson. My research is concerned with how teachers in under-resourced public schools manage their mixed-ability learners in the classroom. As one of my selected respondents, your assistance will be required in accessing information about your experiences. I wish to conduct and tape-record a thirty minute semi-structured interview with you during 2009 relating to my study. There will be respect for autonomy and both your identity and that of the school will be kept anonymous and will not be linked to any of the data collected or used in any reports. Once you have confirmed that you are willing to participate in this study, I will contact you telephonically to confirm the date and venue for this interview.

My supervisor's contact details are:

Dr Jenni Karlsson

Faculty of Education, Edgewood Campus, University of KwaZulu-Natal

Private Bag X03

Ashwood

3605

Telephone: (W) 031-2601398 (FAX :) 031- 2601598 (Cell :) 0837881433

Yours sincerely

-----

Sandra I. Durodola

#### Consent Declaration

I hereby consent to participate in the above research project. I understand that my participation is voluntary and that I may change my mind and refuse to participate or withdraw at any time without penalty. I may refuse to answer any questions or I may stop the interview. I understand that some of the things that I say may be directly quoted in the text of the final dissertation, and subsequent publications.

Participant Print Name: -----

Signature: -----

Date: -----

#### **APPENDIX 4: CONSENT LETTER AND DECLARATION FOR TEACHER ANDILE**

46 Marianndale,  
1 Amand Place  
Mariannhill Park  
Pinetown

Telephone: (H) 031—7008804 (Cell :) 0744813500

Dear Teacher,

I am a Master student working on my dissertation at the University of KwaZulu-Natal Edgewood Campus under the supervision of Dr. Jenni Karlsson. My research is concerned with how teachers in under-resourced public schools manage their mixed-ability learners in the classroom. As my key selected respondent, I would like to access information about your experiences. I wish to conduct and tape-record two thirty minute semi-structured interviews and two forty minute classroom observations. There will be respect for autonomy and both your identity and that of the school will be kept anonymous and will not be linked to any of the data collected or used in any reports. Once you have confirmed that you are willing to participate in this study, I will contact you telephonically to confirm the date and venue for this interviews and observations.

My supervisor's contact details are:

Dr Jenni Karlsson

Faculty of Education, Edgewood Campus, University of KwaZulu-Natal

Private Bag X03

Ashwood

3605

Telephone: (W) 031-2601398 (FAX :) 031- 2601598 (Cell :) 0837881433

Yours sincerely

-----  
Sandra I. Durodola

Consent Declaration

I hereby consent to participate in the above research project. I understand that my participation is voluntary and that I may change my mind and refuse to participate or withdraw at any time without penalty. I may refuse to answer any questions or I may stop the interview. I understand that some of the things that I say may be directly quoted in the text of the final dissertation, and subsequent publications.

Participant Print Name: -----

Signature: -----

Date: -----

## APPENDIX 5: CONSENT LETTER AND DECLARATION FOR TEACHER BONGANI

46 Marianndale,  
1 Amand Place  
Mariannhill Park  
Pinetown

Telephone: (H) 031—7008804 (Cell :) 0744813500

Dear Teacher,

I am a Master student working on my dissertation at the University of KwaZulu-Natal Edgewood Campus under the supervision of Dr. Jenni Karlsson. My research is concerned with how teachers in under-resourced public schools manage their mixed-ability learners in the classroom. As my key selected respondent, I would like to access information about your experiences. I wish to conduct and tape-record two thirty minute semi-structured interviews and two forty minute classroom observations. There will be respect for autonomy and both your identity and that of the school will be kept anonymous and will not be linked to any of the data collected or used in any reports. Once you have confirmed that you are willing to participate in this study, I will contact you telephonically to confirm the date and venue for this interviews and observations.

My supervisor's contact details are:

Dr Jenni Karlsson

Faculty of Education, Edgewood Campus, University of KwaZulu-Natal

Private Bag X03

Ashwood

3605

Telephone: (W) 031-2601398 (FAX :) 031- 2601598 (Cell :) 0837881433

Yours sincerely

-----  
Sandra I. Durodola

## Consent Declaration

I hereby consent to participate in the above research project. I understand that my participation is voluntary and that I may change my mind and refuse to participate or withdraw at any time without penalty. I may refuse to answer any questions or I may stop the interview. I understand that some of the things that I say may be directly quoted in the text of the final dissertation, and subsequent publications.

Participant Print Name: -----

Signature: -----

Date: -----

## **APPENDIX 6: SEMI-STRUCTURED INTERVIEW SCHEDULE FOR DEPUTY PRINCIPAL**

### **EQUIPMENT/ RESOURCES**

- Voice recorder and batteries
- Desk and chairs
- Pen and jotter
- Interpreter (if necessary)

### **PREPARATION**

In an empty classroom or principal's office in the school, arrange a desk and two chairs for the purpose of conversation.

Recorded interview dialogue guide

Welcome the deputy principal and check if the informed consent declaration has being signed. If yes, tell him/her that you would like to discuss with him/her the different types of management styles being used by his/her teachers in his/her school and the challenges faced as an under-resourced school. Ask for permission to turn the voice recorder on.

If the principal agrees, turn the recorder on and say:

“It's (day and time) and I'm talking to the deputy principal of an under-resourced school (name of school).”

Interview the deputy principal using the following questions and expanding the questions to explain them as necessary and to probe the answers in order to understand how teachers in under-resourced South African public schools manage their classrooms of mixed ability learners:

### **QUESTIONS**

1. Tell me about your understanding of the term 'classroom management'.
2. How do 'your teachers' cope with lack of teaching materials and shortage of staff?
3. How do you support your teachers to manage their classes of mixed-ability?
4. Is there anything else you want to add?

At the end of the interview thank the deputy principal and turn off the voice recorder.

## **APPENDIX 7: SEMI-STRUCTURED INTERVIEW SCHEDULE FOR HEAD OF DEPARTMENT**

### **EQUIPMENT/ RESOURCES**

- Voice recorder and batteries
- Desk and chairs
- Pen and jotter
- Interpreter (if necessary)

### **PREPARATION**

In an empty classroom or office in the school, arrange a desk and two chairs for the purpose of conversation.

Recorded interview dialogue guide

Welcome the head of department of the teacher being studied and check if informed consent declaration has being signed. If yes, tell him/her that you would like to discuss with him/her the management style that is being employed/used in the classroom by the teacher being studied. Ask for permission to turn the voice recorder on.

If the head of department agrees, turn the recorder on and say:

“It’s (day and time) and I’m talking to a head of department in an under-resourced school (name of school).”

Interview the head of department using the following questions and expanding the questions to explain them as necessary and to probe the answers in order to understand how teachers in under-resourced South African public schools manage their classrooms of mixed ability learners:

### **QUESTIONS**

1. Tell me about your understanding of the term ‘classroom management’.
2. In your opinion how would you describe teacher X’s style of management?
3. As a head of department how do you think that teachers in your department are coping with classroom conditions not conducive for mixed-ability teaching and learning?
4. How do you support teachers in your department to manage their classes of mixed-ability?
5. How are you involved in the managing of teaching and learning resources?

6. Can you tell me some of the challenges teachers face in managing their learners of mixed ability classes?
7. How does your management style have an impact in your department?
8. Is there anything else you want to add?

At the end of the interview thank the head of department and turn off the voice recorder.

## **APPENDIX 8: SEMI-STRUCTURED INTERVIEW SCHEDULE FOR CLASSROOM TEACHER ANDILE**

### **EQUIPMENT/ RESOURCES**

- Voice recorder and batteries
- Desk and chairs
- Pen and jotter
- Interpreter (if necessary)

### **PREPARATION**

In an empty classroom or office in the school, arrange a desk and two chairs for the purpose of conversation.

#### **Recorded interview dialogue guide**

Welcome the teacher and check if informed consent declaration has being signed. If yes, tell him/her that you would like to discuss with him/her about what management style is being employed/used in his/her classroom. Ask for permission to turn the voice recorder on.

If the teacher agrees, turn the recorder on and say:

“It’s (day and time) and I’m talking to a teacher with mixed ability learners in an under-resourced school (name of school).”

Interview the teacher using the following questions and expanding the questions to explain them as necessary and to probe the answers in order to understand how teachers in under-resourced South African public schools manage their classrooms of mixed ability learners:

### **QUESTIONS**

1. How do you describe learners in your class in terms of their abilities?
2. As a classroom teacher how do you cope in conditions not conducive for teaching and learning, for example when there is little teaching or learning materials for both the fast and slow learners?
3. What is your style of managing your classroom?
4. Tell me about your understanding of the term ‘classroom management’.

5. Learners have different strengths and weaknesses and they all develop at different rates, now tell me how do you make up for learners' diversity in term of your time management and yet meet the needs of both slow and fast learners?
6. How flexible are you in your teaching to accommodate learners of varying ability in your classes?
7. How does your management style affect organization in your classroom?
8. Can you tell me some of the challenges you experience when managing your mixed ability classroom and the teaching/learning resources?
9. Is there anything else you want to add?

At the end of the interview thank the teacher and turn off the voice recorder.

## **APPENDIX 9: SEMI-STRUCTURED INTERVIEW SCHEDULE FOR CLASSROOM TEACHER BONGANI**

### **EQUIPMENT/ RESOURCES**

- Voice recorder and batteries
- Desk and chairs
- Pen and jotter
- Interpreter (if necessary)

### **PREPARATION**

In an empty classroom or office in the school, arrange a desk and two chairs for the purpose of conversation.

### **Recorded interview dialogue guide**

Welcome the teacher and check if informed consent declaration has being signed. If yes, tell him/her that you would like to discuss with him/her about what management style is being employed/used in his/her classroom. Ask for permission to turn the voice recorder on.

If the teacher agrees, turn the recorder on and say:

“It’s (day and time) and I’m talking to a teacher with mixed ability learners in an under-resourced school (name of school).”

Interview the teacher using the following questions and expanding the questions to explain them as necessary and to probe the answers in order to understand how teachers in under-resourced South African public schools manage their classrooms of mixed ability learners:

### **QUESTIONS**

1. How do you describe learners in your class in terms of their abilities?
2. As a classroom teacher how do you cope in conditions not conducive for teaching and learning, for example when there is little teaching or learning materials for both the fast and slow learners?
3. What is your style of managing your classroom?
4. Tell me about your understanding of the term ‘classroom management’.
5. Learners have different strengths and weaknesses and they all develop at different rates, now tell me how do you make up for learners’ diversity in term of your time management and yet meet the needs of both slow and fast learners?

6. How flexible are you in your teaching to accommodate learners of varying ability in your classes.
7. How does your management style affect organization in your classroom?
8. Can you tell me some of the challenges you experience when managing your mixed ability classroom and the teaching/learning resources?
9. Is there anything else you want to add?

At the end of the interview thank the teacher and turn off the voice recorder.

## APPENDIX 10: LESSON OBSERVATION SCHEDULE

Date:

Time:

Duration of Observation:

### CODING FOR CLASSROOM FLOOR AREA QUADRANTS

<b>FL</b>	<b>FR</b>
<b>BL</b>	<b>BR</b>

FL= front-left

FR= front-right

BL= back-left

BR= back-right

Classroom Setting:

Setting Categories	Physical Setting	Human Setting	Interaction Setting	Resources Setting
Possible items for description	<ul style="list-style-type: none"> <li>• Doors</li> <li>• Windows</li> <li>• Ceiling/ Roof</li> <li>• Teachers-chair</li> <li>• Teachers-table</li> <li>• Learners-chair</li> <li>• Learners-table</li> <li>• Lockers</li> <li>• Chalkboard</li> <li>• Size</li> <li>• Bookshelf</li> <li>• Student-drawings</li> <li>• Work stage</li> <li>• /computers</li> <li>• Back/Front/Corners</li> </ul>	<ul style="list-style-type: none"> <li>Total number of learners</li> <li>• Number of males</li> <li>Number of females</li> <li>Male setting position</li> <li>Female setting position</li> <li>Organization of the classroom (e.g. single or double rows)</li> <li>Space</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal/ non-verbal</li> <li>• Formal/ non-formal</li> <li>• Learners speed</li> <li>• Grouping</li> <li>• Togetherness/ cliques</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Chalk</li> <li>• Chalkboard</li> <li>• Map</li> <li>• Notebook</li> <li>• Pen</li> <li>• Time</li> <li>• Content</li> </ul>

### **Stage 1 — PRE-LESSON:**

Give a detailed description of the items in the classroom, describing all the physical and resource categories.

### **Stage 2 — LESSON PROPER:**

Describe the stages using the four setting categories and the quadrant codes.

1. Teacher entering the classroom
  2. Getting learners into the classroom
  3. Introduction of the lesson
  4. Settling down properly
  5. Teacher introducing the topic
- Etc.

### **Stage 3 — CONCLUSION**

Describe the classroom activities using the interaction and resources categories

Teacher asking learners their previous knowledge of the topic

Teacher's briefing on the actual topic

Teaching and facilitating knowledge

Teacher discussion

Teacher's involvement of the class

Interruption/orderliness/smooth transition

Sharing task/grouping

Teacher-centred/work independently

Giving individual or group class work/assignment

Helping/assessing learners' work

Final conclusion on the topic

Question and answer section

Bell rings for next lesson

# APPENDIX 11: CLASSROOM LAYOUT FOR TECAHER ANDILE

Date: 26<sup>th</sup> August 2009

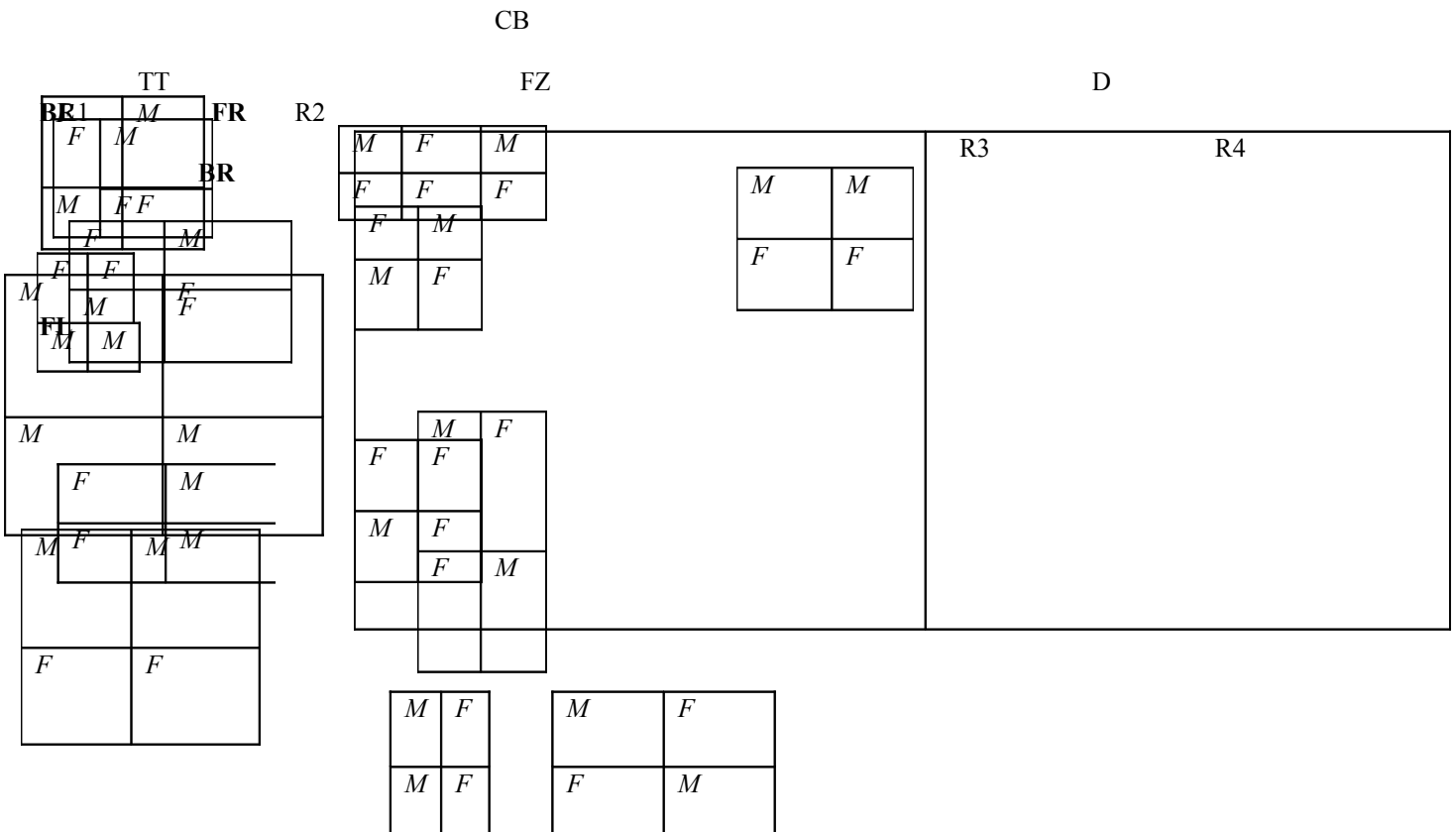
Time: 11:50am

Grade: 7

Age of Learners: Approximately 12-13years

Learning Area: Technology

Duration of Observation: 1hr 13 min (Double periods)



- FL= front-left
- FR= front-right
- BL= back-left
- BR= back-right
- M= Male learners
- F= Female learners
- CB= Chalkboard
- FZ= Front zone
- BZ= Back zone
- TT= Teacher's table
- D= Door
- S= Book shelf
- PB= Pin board
- W= Windows
- R1= Row 1
- R2= Row 2
- R3= Row 3
- R4= Row 4

S

PB

BZ

