

CHAPTER SIX

Data analysis, reporting and discussion of results on classroom leadership and management contributing to school effectiveness

6.1 Introduction

The purpose of this chapter is to analyse field data collected to establish how classroom leadership and management dynamics contribute to school effectiveness. The success or failure of a teacher's classroom leadership and management may influence school effectiveness, because according to Rowe (2004:13), "...effective schools are only *effective to the extent that they have effective teachers*". Hence, this chapter deals with the analysis and discussion of findings based on data collected through different sources— interview, observation and a brief document analysis/review.

The main themes of Chapter 3 (classroom leadership and management) provided a foundation of analyzing the findings of the research on an *a priori* basis. Sub-themes of classroom leadership and management were generated from Chapter 3 of the literature review. In addition, the codes generated from the field-work as a result of interviews, observations and document reviews or analysis in the effective and the ineffective schools were measured against the criteria exposed and embedded in each of the sub-themes or indicators of classroom leadership and management identified in the literature review. This is with a view of indicating how teachers' classroom management practices of teachers influence school effectiveness.

The researcher experienced that most of the comments on individual interview question posed to the teachers and the student leaders (class captain), for the purpose of triangulation provided similar meaning. Therefore, the comments of the teachers were given paramount consideration, because the success of providing leadership and managing teaching and learning in the classroom rests mainly on the subject teacher. However, comments of the student leaders (class captains) were utilized to corroborate or refute teachers' comments on similar questions asked by the researcher.

6.2 Analysis of the classroom observation at School A and B

6.2.1 Introduction

Observation of teaching activities in School A and B in classrooms were carried out in order to gain necessary and in-depth understanding of teachers' classroom leadership and management practices during teaching and learning. The researcher patiently carried out direct observation of one English Language subject teacher in each of the sampled Schools- A and B - in order to explore how their classroom leadership and management behaviour influence students' attitudes and learning outcomes.

The English Language teacher was sampled, because English Language is officially a compulsory subject offered to every student, hence, it enabled the researcher to observe in-depth, teacher's leadership and management practices in a full capacity classroom. The teachers were observed whenever there was an English Language teaching period in any of the final year classes. This was necessary in order to discover their level of effectiveness or ineffectiveness during teaching, because teacher's classroom leadership and management are also assumed to have a direct relationship with student achievement.

In addition, analysis of the classroom context was done during the observations. Therefore, the observations were done and organized in the following meaningful categories:

- Physical environment: Sitting arrangements and organisation, classroom neatness and displays and so on.
- Lesson presentation: Effective instructional practices e.g. assessment, students' participation, teaching aids/utilization, teaching planning, teaching style, communication to and motivation of students and so on.
- Student-teacher relationship and interaction: Teacher and student interaction and behaviour in the classroom during teaching and so on.

Table 5.2: Organogram showing data collection methods in the classroom and participants in the study

Classroom observation	School A and B	A teacher and a student each
Interview	School A and B	A teacher and a student each
Document analysis	School A and B	Lesson plan and notes

In the following paragraphs analysis regarding classroom observations in School A and B is presented.

6.2.2 Classroom observation: School A (achieving school)

6.2.2.1 Physical environment of the classroom

Each of the classrooms in the school measures 49 square metres and consists of a pair of 32 desk and bench (two students occupied a pair of desk and bench). The classroom is well ventilated with six 1.8x1.8 metres louvre windows. The teacher arranges the students in a way that the male and female students were paired in a row. The tall students were occupying the back seat rows, while the short students were in the front seat rows. The teacher also gives the students time to settle down for his subject lesson. The physical spaces between the seats are not wide enough, but the teacher could move in-between and reach individual students if he wanted to, while teaching. The students always maintained silence as soon as the teacher entered the class to commence teaching.

Also, educative charts relating to Mathematics, tenses and parts of speech in English Language are displayed on the classrooms walls. Although there were no visible ground rules or policy relating to teaching and learning on the classroom walls, but students were verbally reminded of the teacher's rules regarding student expected behaviour, during and beyond teaching in the classroom. Before commencement of lessons, the teacher usually walks around to check whether all the students were present in the classroom.

6.2.2.2 *Presentation of lessons*

This report constitute of some of the teacher's observation in the classroom during the period of data collection. The teacher's lesson observation revealed consistent behaviour on the part of the teacher and the students during teaching and learning observation. Several observations of teaching in the classroom were done, but this observation forms meticulous observation of the teacher's presentation of lesson in the classroom. A textbook as a teaching-learning resource was use by the teacher and each of the students. The teacher started his teaching by summarizing what was taught during the last lesson -that is, essay writing. Students were also asked questions on the topic as a way of recapping the last lesson and the students responded excellently to his questions.

In addition, before the lesson observation by the researcher, the students have been given an assignment, that is, to write an essay on any topic that interests them and the students made brilliant attempts. That was evident by their scores in the assignment as announced by the teacher in the classroom thus: "I am not amazed that you can still remember vividly features of a good essay, because 95% of you performed very well in the assignment. Therefore, the topic of the day is comprehension". The comment of the teacher served as a stimulant to reinforce and motivate the students, because the students applauded themselves. It also highlights that the teacher was impressed by the performances of the students.

The teacher thereafter successfully made references and connections to what was taught in previous lessons by focusing on the reflections of the topic. The objectives of the lesson observed were made clear and unambiguous and the teacher notified the students that the topic of that lesson will be taught in three class visits.

The teaching strategies of the teacher were based on whole class teaching and the use of questions and answers and so on, depending on the topic being taught during the researcher's observation. Successful students' response to questions asked by the teacher in an attempt to review the last lessons, allows the teacher to move from one planned objective of the lesson to another. Adequate metaphors and analogies like the use of similar events or occurrences in society to explain what was being taught in the topic were used. For example, in one of the observed lessons, the teacher mentioned journalists' experiences as reporters

and how they report their stories in concise manners despite witnessing and observing a scene in the news field for several hours.

In addition, analogies and metaphors utilized in the teacher's lessons served as illustrations for students to get a better understanding of what the teacher was teaching. It also gave the students the opportunity to think critically and as a result, the teacher encouraged diverse opinions and questions. The teacher was so enthusiastic that he called the names of some students and encouraged them to give answers or opinions to the questions he asked. He was also polite in rejecting incorrect answers, by encouraging other students to make clearer responses to the questions he had asked during teaching.

More so, there was congruence between human and task dimension. For example, the teacher appears to stabilise the response given by the students, by citing examples and enumerating correct and incorrect responses to questions asked. The teacher was always positive in his drive to encourage the students to think critically and respond to the questions he asked them.

In a particular lesson observed by the researcher, the teacher walks between sitting rows to check what students were writing in their books, which indicates his monitoring/supervision ability during teaching. He checks some of the students' books and asks some of them questions relating to how and why they have different views to the topic questions being discussed in the class. He went to a student, picked up her note-book to see how she had responded to a question and exclaimed: "Yes, this answer to the question is a positive one, but you have responded to the question asked in a different dimension and perspective. Please class, give her an ovation" The students clapped for the student. Assessment questions in the classroom were evenly distributed to students in the classroom.

6.2.2.3 *Student-teacher relationship*

The student/teacher relationship was based on democratic interaction. The teacher actively listens to what the students say, and also responds to the questions they ask during teaching and paid attention to verbal and non-verbal responses. During every teaching observed by the researcher, the teacher basically paid attention to hear or listen to students' communications in order to understand the students. The teacher also uses eye contact,

body language, appropriate facial expressions and use of positive gesture, open and relaxed gestures and verbal clues such as “um-hmmm” “okay” and “yes”, in response to proper answers to the questions he asked the students during teaching. While teaching, the teacher repeatedly asks students questions on what he has taught them, as a means of assessing them.

The classroom management practice of the teacher towards teaching in the classroom resulted in the promotion of a feeling of understanding, acceptance, respect, affection and help. Students became less troubled, thereby expressing their thoughts openly without fear of whether their attempts to questions asked were right or wrong. Paraphrasing of students’ response by the teacher to check what he heard the students clearly for the sake of accuracy was common during the teaching-learning processes. The use of the words like, “you feel that”, “you believe that”, “you are saying that...” made students get more motivated and continued to air their views to the teacher’s questions, because it indicates that the teacher was understood by the students. It also indicates that and that the teacher cared about the students’ thoughts and answers, whether wrong or right. The management practices exhibited by the teacher (planning, organizing, control, etc.) inspired the students to live up to the expectations of the teacher.

The teacher finally gave the students a comprehensive passage assignment that would lead to the topic to be taught in the next class at the end of each lesson. Thereafter, the teacher and the students collectively deliberated and agreed on the day of submission of the assignment to the teacher.

6.2.3 Classroom observation: School B (under-achieving school)

6.2.3.1 Physical environment of the classroom

The classroom is of 49 square metres consisting of a pair of 32 desk and bench, with two students occupying a pair of desk and bench and the classroom is well ventilated by six 1.8x1.8 metres louvre windows. The physical spaces between the seats are not wide enough, but teachers could move in-between the rows and reach individual students while teaching, if he wanted to. The teacher arranges the students in a way that the male and female students are paired in a row and the tall students were occupying the back seat rows, while the short

students were in the front seat rows. One of the reasons for that according to the teacher is to prevent the tall students from blocking the view of the short students during teaching and learning. That however did not prevent undisciplined students' to talk covertly from the back seats, using some short students as shields when the teacher is not facing their direction. In addition, no written classroom policy was displayed in the classroom, rather, they the teacher verbally pronounces the dos and don'ts in his classroom, while teaching and learning is in progress.

6.2.3.2 *Presentation of lessons*

The teacher usually start-off with the lesson task (topic), with few ground-rules regulating the do's and the do not's of students during teaching - verbally announced to the students before he starts teaching. In a particular observation of the teacher's presentation of lesson, the teacher started by saying: "On Monday, we discussed about reporting a speech, today we are going to talk about summarizing such reported speech. Therefore, the topic to be taught today is, 'summary'. What is 'summary'?"

The teacher went on to define what 'summary' is, without first stimulating students to be prepared and ready to learn, thereby asking few questions on what he taught in the last lesson. The teacher announced that there is a link between the understanding of comprehension and its context before one can actually summarize the event gathered in an event. Though the objectives of the lesson was made clear as observed in the teacher's lesson note, but there was no evidence of the utilization of reflective teaching that can be used to connect the last lesson with the present one being taught. This is because the teacher did not ask the students any question concerning the previous lesson he taught.

The teacher's teaching style in the process of lesson transmission is based on one-way communication. By that means, the teacher asks questions relating to what he was teaching and usually responds to that same question asked, without giving any opportunity to the students for attempted answers to the questions asked. Also, the teacher does not occasionally ask students questions on what he is teaching, in order to be sure that the students understand his lesson from the beginning to the end. This indicates to the researcher that assessment was not given priority while the teacher is teaching. However, the teacher would give assignments to the students at the end of each lesson presentation,

despite that he was always the only one asking questions and answering the questions during lessons. The researcher thinks that his style of teaching is basically autocratic, because he showed same behaviour in some of his other classes observed.

The teaching strategy of the teacher was seemingly the lecture method, because he always exclusively speaks throughout his lessons, without allowing student inputs during his teaching. No actual visible teaching aid was used for the illustration of topics he taught. Based on the teachers' teaching strategy, he was autocratic during the series of observations of his lessons; because there was no congruence between human and task dimension. In one of the researcher's observation of the teacher's lessons presentations, the teacher discovered that a female student was slumbering while he was teaching. On sighting her he said, "Why are you sleeping in my class? Are you sick or pregnant? If you are sick, you had better go home now!" This indicates that the teacher is not tactful and careful in communicating with students and how to make decisions in solving the problems of the students, so that he may motivate and arouse their interest in what was being taught. Hence, he never establishes a positive and caring relationship with students.

The teacher did not go round the class to ask whether the students had a problem regarding what he was teaching; neither did he check to see what they were copying in their notebooks, in order to execute monitoring of teaching. Also, the teacher barely gives response to some of the questions asked by the students. He and told them on several occasions: "You are not serious"! Whenever the students ask him questions on what he was teaching, he tells the students that: "Ordinarily, you should have known the answers to those questions without asking me". According to the teacher, some questions the students were asking him were not related to what he was teaching in the lesson. By implication, the behaviour exhibited by the teacher did not allow room for reinforcement and motivation of students' learning.

6.2.3.3 Student-teacher relationship

The student-teacher relationship and communication was that of a teacher-centered one, because students only listen to the teacher, without participating his teaching. The students were not sure if the teacher would respond to their questions, because of his autocratic and unfriendly attitude, hence, they were passive during the teaching and learning process. The

teacher also could not discover the misconception of the students about what was being taught, because of the one-way communication mode he adopts during teaching.

In addition, the researcher observes that the students were not enthusiastic to learn, because some of them caused disruptions with ring-tones of their cell phones. Sometimes, they also walk out of the classroom by making excuses to the teacher that they are going to the rest-room. In response to the summary assignment the teacher gave the students, he was dismayed at the students' performance scores and uttered the following expressions: "I am really disappointed and sad that despite the efforts I put in teaching you in this class, few of you submitted your assignments; even those that submitted performed woefully and poorly. Imagine! 70% of those of you that submitted scored below five out of ten marks!"

More so, during the occasions of the teacher's lessons, behavioural problems like, audible ring-tones of some of a student's cell-phones were sometimes used to distract teaching and learning in the classroom, hence, a female student reported to the teacher that she was being disturbed by the ring tone. This led to the teachers' anger and he eventually used a cane on few of the identified student offender for being rude and disturbing his class during his lesson. The teacher said to the students that despite that the use of corporal punishment on students to correct behaviour has been outlawed by the Lagos State government; he would use the cane on some of them to punish them. Another method used to punish the students by the teacher is by chasing those students' offenders out of his class and then, telling them to be on bended knees in the Sun, as a means of controlling the students' unruly behaviour.

Moreover, because of disruptive behaviour exhibited by some male students in the class during teaching, the teacher threatened the students by saying: "That is why you will fail in the terminal examination, because 'summary' is one of the important aspects of the questions that are set in the English Language examination. You will all fail!" (The teacher was apparently teaching summary as a topic in English Language). In response, some of the students laughed quietly as a result of the teacher's loud voice of expressing his warning in the classroom. However, before the end of the forty minutes teaching period, four students were asked to remain standing, but close to their seats while four were sent out by the teacher, because of their disorderly behaviour.

Below is a summary of similarities and differences in the observations carried out in each class, during each of the teacher's lesson presentations in School A and B.

6.3 Summary

The physical environment of the classrooms observed in school A is similar to the physical structure, environment furniture (benches and desks), class size and organisation of student and sitting arrangements in school B. Both School A and B classrooms are neat and also feature similar sitting arrangement, whereby a male student is paired with a female student on a bench and desk. Teachers observed in both School A and B do not have a policy on teaching and learning in their classrooms. In addition, their classes do not also have modern teaching facilities except for chalkboards.

On lesson presentation, School A teacher stimulates the students with questions relation to the previous topic taught in the classroom, which leads the students to the present topic to be taught; while School B teacher does not stimulate the students before advancing his teaching. School B teacher moves on to teach current the topic to be taught, rather than stimulating the students with questions from previously taught topic. Although School A and B teachers do not utilize any teaching aid for the delivery of their lessons, the style of transmission of teaching in School A was through two-way communication between the teacher and the students, while communication went with the flow of one-way transmission of teaching in School B. Moreover, there was frequent questioning as teaching goes on in School A classroom in order to indicate assessment, monitoring and feedback during teaching and learning, while School B teacher seldom monitored teaching in his classroom. School B teacher do allow students to respond to some of the questions asked by him, nor does he responds to some of the questions asked by the students during his lesson presentation.

Concerning student-teacher relationship, decision-making as per lesson presentation and interaction in School A classroom was democratic, whereas it was autocratic in School B. By implication, the autocratic behaviour exhibited by School B teacher did not give room for reinforcement and motivation of students' learning. School A teacher was full of praises for his students and encouraged them to attempt answers to the questions he asked them during teaching, while School B teacher uttered words of discouragement to dampen students'

learning. By inference, that indicates that the behaviour of School A teacher is student-centred while; School B teacher is not, because he exhibited teacher-centred teaching practice behaviour. The behaviour of School A students were of a disciplined nature, while those of School B students were largely disruptive and undisciplined.

Below is the analysis and discussion of how classroom leadership and management contributes to school effectiveness or otherwise in school A and B respectively.

6.4 Analysis and discussion of the of classroom leadership and management dynamics contributing to school effectiveness (School A and B)

6.4.1 Introduction

With respect to the fifth research question, this analysis and discussion deals with the relationship between classroom leadership and management and school effectiveness in School A and B. The analysis also illustrates how teacher's classroom leadership and management practices may influence school effectiveness. The classroom leadership and management sub-themes or indicators extracted from the Chapter 3 of the literature are utilized in the sections of this chapter. This analysis is based on the data captured from the interviews with a teacher from School A and School B, the classroom observations done in School A and School B and the interviews with a student leader (class captain) in School A and B. Observations and document analysis/review was used to triangulate analysis of the data. The participants in School A were labelled, teacher - T1 and student leader (class captain) - SL1, while the teacher of school B was labelled - T2 and student leader (class captain) - SL2.

The classroom and leadership indicators or sub-themes, on which this analyses and discussions are based on, are as follow: Classroom leadership and management styles, classroom planning/teaching methods, classroom policy, classroom organizing, classroom control and discipline; classroom motivation, communication and classroom climate.

6.4.2 The relationship between the dynamics of classroom leadership, management and school effectiveness (School A)

School A teacher said that he utilizes different teaching styles depending on the nature of the teaching task he wants to teach and that also have influence on his leadership style determination in teaching. Thus, students can be engaged in the teaching and learning situation. The teacher said:

“Well, the styles of my teaching differ, depending on the topic I am teaching. For example, the style I use to teach... The style I use to teach Grammar is different from the one I use in teaching essay or Comprehension. Let's say for example in Grammar, the style I use is more of do as I say. If I am teaching for example, may be...emmm, Comprehension! This allows for discussion. Then, maybe I will use group discussion for the ... for the Comprehension passages. Thus, I always make sure that I carry my students along through my style of teaching in my teaching” T1.

Observation of School A teacher's lesson presentations indicate that successful response to questions by students allowed the teacher to move from one step of the lesson to the other. Adequate metaphors and analogies like, the use of similar events or occurrences in the society to explain what was being taught in the topic - summary - were used to carry the students along during teaching. This gave the students the opportunity to think critically as diverse opinions to questions asked by the teacher were encouraged. Moreover, opportunity to learn was created through the teacher's assessment and high expectations from students. The researcher observed that the teacher was also polite in rejecting incorrect answers by encouraging other students to give a clearer response to the questions asked [see 6.6.2.2].

Hersey and Blanchard (1993:132); Kruger and van Schalkwyk, 1997:20-23) submit that participating/supportive teaching style enables a two way, listening, provide support and encouragement and involvement of students in decision making during teaching. Therefore, the conclusion that may be made is that, the teacher in School A dominantly makes use of a more democratic teaching style depending on what he is teaching. Furthermore, it is clear that School A teacher has the ability to adapt his teaching style to the circumstances created by what he wants to teach. For example, when he teaches comprehension, he makes use of an interactive approach of teaching and encourages his students to answer questions and to get involve in classroom discussions. Also, when he teaches a topic on the principles of English Grammar, his approach becomes more teacher-centered and he would use a more presentation teaching strategy.

It is also obvious that the teacher utilized the democratic principles in his lesson presentation, hence, the findings concur with Ross and Gray (2006:179-199) that a statistically significant direct effect of classroom leadership was found on students' achievement.

Moreover, the teacher explained that he systematically plans his teaching such that the students will be tasked to build on what they had already known. He also said that he achieves his lesson objectives through step-by-step approach of teaching and according to his teaching plans. He teacher said:

“When you plan, the ideas to be taught have to be broken down and it must be in edible bits. I mean assimilate-able bits. I go from the known to the unknown. I start with what the students know and gradually take them to the unknown... Things they have known before, I try to build on. So, that it will be easier for them to understand whatever I am teaching them” T1.

The researcher is of the opinion that the teacher in School A knows and understands about planning of teaching, because the teacher was heard by the researcher asking the students questions about what was known (probably about the last topic taught in the class) and linking their response to what he was teaching them. The teacher's lesson notes observed also indicate steps to be taken in each of the lessons topics that he was teaching. The teachers' systematic planning of teaching is confirmed by literature that teaching method is an element used by teachers to achieve desired goal(s) in teaching and it's an essential part of planning (Oregon State University, 2002:1-20).

The student leader (class captain) buttresses the influence of the teacher's presentation of lesson in the class. He said:

“We understand our teacher's style of teaching; because he makes sure that he explains to us and tells us to listen. So, when we try to listen and we listen, we understand what the teacher is teaching us and the style he or she is using to teach us” SL1.

School A teacher's strategy of teaching was done by stimulating the students and that illustrates the teacher's high level of reflection, on the lesson he had presented to the students in the last class. The step-by-step procedure of the teaching as shown in School A teacher's lesson plan is based on deliberate consideration about the lesson objectives, methods, means, standards and time schedules, with a view to attaining the outcome of

teaching (Kruger and van Schalkwyk, 1997: 27-31). Therefore, the teacher's variety of teaching strategies was based on a broad plan of action.

According to Mahaye and Jacobs (2004:175), Clark and Starr (1991), within a method there are strategies and techniques (e.g. Building concepts, clarifying students' idea and creating room for critical and creative thinking, etc.) of teaching. Hence, School A teacher's methods of teaching agree with Calvin and Chumba's (2011) findings that teacher's influence on the mastery of language, skill on lesson planning, presentation skill was high, hence, pupils' academic performance was high. More so, Atanda and Jaiyeola (2011:93-99) established that the quality of instruction has a significant contribution to students' achievement in English Language.

With respect to classroom policy, the teacher said that although his classroom teaching policies are not available in writing, but his students know about his classroom rules. He further explained that, because he constantly repeats his policy whenever he is teaching the students, they would not attempt to violate them. More so, he said that the students are aware that there is a school policy on teaching and learning, which over-rides individual teacher's classroom policy. The teacher said in his comment thus:

"...though, not written down, you don't have to remind them of classroom rules always and that is why they don't do anything funny to violate the policies when I am teaching them in the class. None of them make a mistake of disobeying my classroom policy, even, they are not written. However, there is a school policy on teaching and learning which overrides whatever policy a teacher may have in his classroom teaching" T1.

When the researcher asked the students' leader about the kind of verbal policies the teacher announces to them in guiding his teaching, the students' leader said:

"They are like, what not to do and do in the classroom. Like don't chew gum, don't... don't write while he is explaining and other rules... Like when you want to answer questions, raise up your hand for the teacher to let you speak and you must not speak or say anything when someone is answering a teacher's question or even, asking the teacher a question" SL1.

Although, the researcher did not observe any written policy on teaching and learning in the classroom during the teacher's lesson observation, the students' behaviour in the class were very good [see 6.2.2.2]. Kruger and Van Schalkwyk (1997:40) state that classroom policy should be explained to the students, be acceptable to the majority of them and should facilitate decision-making about classroom matters when a teacher is teaching. School A

teacher believes that the whole-school teaching and learning policy is enough to provide a guide to regulate students' behaviour in the classroom, despite that there was no presence of written classroom policy, procedures or rules in the classroom. The reason given by School A teacher is based on the assumption that his unwritten policies utilized during his lesson were explained to the students, hence, he assumes that it would be accepted by the majority of the students and; that it may facilitate the decision-making process on classroom teaching and learning issues.

Although it seems that School A teacher maintains good quality discipline in his classes, but the ideal situation should be that classroom policy procedures and rules be put in writing and pinned-upon a notice board so that it may be visible to all students. Classroom policy procedure and rules will have more impact if it is written out, that is, if it is documented. This is because it can always be referred to, when any student violates any of its provision. Moreover, classroom policy must be based on values such as respect, truthfulness, fairness, accountability, and so on, particularly if the students are part of the classroom policy-making process.

In terms of classroom organisation during teaching, the teacher explains that h arranges the students such that the male and female students are paired in a row. That is, the tall students occupy the back seat rows and the short students occupy the front seat rows. The teacher explained that:

"I make sure that the sitting arrangement is a male and a female sitting together. The reason is that if two boys are sitting together, they may be disturbing the class or do some funning things that may disturb the teaching. In the class the taller ones sit at the back, while the shorter ones sit in the front. Another thing that I normally happens is, when I get to the class, particularly when there is another subject before mine, I have to give them about two to three minutes to round-off whatever they are doing"
T1.

The teacher explained that he also gives students time to settle down for his subject, particularly when a teacher had just completed a class with them [see 6.2.2.2]. The response of the teacher of School A corroborates the researcher's observation in the sense that, the classroom was well arranged, students were seated in pairs (male and female) and the taller students were seated at the back seats, while the shorter ones were seated in the front seats [see 6.2.2.1].

School A teacher assumes that arranging the seat in a mixture of boys and girls could reduce collaboration between boys, which might stimulate trouble in the class. That arrangement worked well in his observed lessons; hence, a well arranged class impacts on effective communication between teachers and students, because teacher could move round the class while teaching (Schmuck and Schmuck, 1997:153-155). It is clear from the analysis above that School A teacher organizes his classroom teaching to bring about positive social interaction during teaching, as Laiqa, Shah and Khan's (2011:706-711) findings illustrate that students feel more comfortable in classrooms where they can easily maintain a social distance from their teachers and that affect their learning ability.

In addition, the teacher of School A expressed that he motivates and stimulates students by doing an activity first, so that students can be motivated to attempt an exercise or task being taught in the class. He also said that he always creates the belief in students that they can achieve academically well. The teacher put his words this way:

“When you tell students to write, you too must write, it is then they know that you are not just saying it. I attempt answers to some questions asked by the students, so that they can be stimulated to think about their own answers during teaching. I tell the students that they can always be the best... because they are the best” T1.

The student leader also mentioned that the teacher motivates them during the morning devotion before they move to their various classes, that is, when the teacher is requested by the vice-principal to counsel them. The student quoted his teacher as telling them that:

“You are unique students, model students and always tell us that our results of the current years must be better than the results of the past years of our seniors” SL1.

According Kruger and Van Schalkwyk (1993: 68), expectations are future-oriented and are essentially the hope people have to receive something for their actions (a reward) or to attain something (an achievement). People are motivated if they think they will attain what they want. In other words, there is a direct relationship between the action and the expectation of reward. The greater the expectation of being rewarded, the better the attempt will be, for students to normally achieve according to the expectations of their teachers and parents.

It is clear from the above captured data that School A teacher believes in the ability of his students to achieve well, hence, he sets high expectations for his students and they are

motivated to obtain good marks in the final examinations. The evidence gathered in School A teachers' motivational effort of the students is consistent with Broussard and Garrison (2004:106-120), who found a significant relationship between motivation and achievement in young children. That is, as intrinsic motivation increased, academic achievement increased.

Furthermore, it is evident that School A teacher treats his students with fairness, respect and gentleness. It seems that the interpersonal relationship between the teacher and his students are built on respect, because observation of the teachers' lesson presentation shows that the teacher was polite and full of gentleness, such that he called the students by their names and encouraged them to give answers or opinions to any question he asked. He was also polite in rejecting incorrect answers by encouraging other students to make clearer responses to the questions he asked them during teaching. In addition, in one of the researcher's observation of the teacher's lessons, a student made a brilliant attempt to one of the questions asked by the teacher and the teacher exclaimed: "Yes, that answer to the question is a positive one, but in a different dimension and perspective. Please class, give her an ovation." Then, the students applauded their classmate. More so, assessment questions in the classroom were evenly spread to all students [see 6.2.2.2].

School A teacher appears to believe in inculcating self-confidence in the students by performing an activity first. He also creates trust in them, so that they may do as he does, by first citing examples to illustrate what he is teaching and that illustrates his leadership by example posture. Teachers using the healthy or democratic teaching style empower their students by giving them the opportunity to be themselves, express their own individuality and give students as much power and responsibility they can handle at a given time.

In order to foster communication between the teacher and the students, he involves students in the classroom teaching activities and decision-making, as regards to what is being taught. Thus, the teacher said that he creates an atmosphere of two-way communication between the students and him, whereby there is always feedback to questions asked by the students and him as a teacher, as regards any topic that he is teaching. Concerning communication atmosphere in the classroom, he said:

"...If then, at the end of my teaching, I ask a question which is not answered or answered well by any one of the students; I ask them whether it should be an

assignment, and they all agree. That is how we make such a decision; everyone agrees. It is a two-way communication agreement” T1.

During the researcher’s observations, the teacher called every student by their names, indicating that he knows them very well. He inspires them to give answers or voice an opinion to the questions asked [5.7.2.2]. The above findings corroborate Frymier (2005:197-212) who discovers that students who engaged in more interaction involvement in the classroom received higher grades and that was associated with learning, motivation, and satisfaction with communication, but not reported grade. Karadag and Caliskan (2009:1-6) also confirm that in order to provide interaction with students, a teacher should be democratic, lovable, patient, reliable and have a sense of humour, balanced, reliable and have the ability to use different channels of communication, because an effective learning-teaching process cannot work without communicating.

In creating a positive classroom climate during teaching and learning, the teacher makes sure that the students take part in all the activities of teaching and learning. He also makes sure that his teaching style is interactive, because he insists on getting response from the students on any question he asks. In order to maintain a comfortable classroom climate based on open communication and mutual respect between the students and him. He said:

“Any time I am teaching in a class, it must be interactive. I make sure that my teaching is interesting. I give opportunities for the students to get involved in my teaching through participation and mutual respect. They must be involved because, if I am the only one talking, that is a monologue. My teaching is designed to insist on dialogue between myself and the students. When I teach, I must get the feedback in order to maintain a comfortable classroom climate between myself as the teacher and the students” T1.

The classroom observation of School A teacher indicates that the teacher’s democratic interaction with the students resulted in the promotion of a feeling of understanding, acceptance, respect and affection and help (6.2.2.3). The teacher achieves that by ensuring a safe atmosphere in class, hence, a supportive classroom environment is created, by listening to the students, by being open and honest with them and by taking what they say and do seriously. This finding supports (Steinmann, 2003:17-18) submission that, by using their knowledge, skills and specific behaviour, effective teachers can ensure the creation of effective learning environments in their classrooms. In such environments, well-managed students experience maximum opportunities to learn and; rely on the teacher to create a

sense of security and order in the classrooms. Teachers may also create opportunities to participate actively in class in order to ensure that the class becomes an interesting and exciting place to learn.

Control of students with respect to discipline is dealt with through the teacher's verbal rules, which indicates the teacher's likes and dislikes to the students. In order to ensure discipline while teaching and learning is going on in the classroom, the teacher said:

"I will give rules and regulations right from the on-set of my lesson, so that there is sanity in the class and the students must always abide by my rules and regulations.... From my consideration, the rules are meant to ensure that there is discipline in the classroom while I am teaching and students always obey my rules" T1.

The teacher assumes that his unwritten rules and regulations are a way of ensuring discipline during his lessons and vehemently stands by that. That is, the teacher disagrees with the fact that written rules and regulations are the only means for students' discipline, because his students always abide by his teaching and learning classroom rules, despite that they are not written.

On the aspect of monitoring of students' learning, the teacher asks the students' questions spontaneously as his teaching progressed, so that he can be sure that the students are learning along as he is teaching. If their response to his question is wrong, he humbly and constructively corrects the students by providing the correct answer to the question asked. He said:

"When teaching is going on, I constantly ask the students questions on what I am teaching. So, when I ask them question and the feedback they give is positive, I will then know that they understand...understand... what I am teaching them" T1.

As regards School B teacher's monitoring of teaching and learning, the student leader said the following:

"Our teacher...he ensures that we listen to him when he is teaching and asks us questions regularly if we understand. Emm... what he is teaching us. He also makes us to practice what he is teaching us in the class as classroom practice" SL1.

The researcher's observation of teaching in School A shows that the teacher gives room to the students to respond to his questions through practice. Also the teacher believes that the

use of intermittent and random questioning of the students enables him to know whether the students understand what he is teaching in the class. The finding is in consonant with a meta-analysis of a effectiveness research studies by Seidel and Shavelso (2007:454-499) who found that among motivational factors in terms of affective outcomes, regulation and monitoring of teaching was one of the highest ranked factors, aside domain specific activities, social experiences and time for learning. Therefore, in relation to monitoring of students learning in School B classroom, high level of teacher self-control and close monitoring are conditions for improved student's learning (Kalis, Vannest and Parker, 2007:20-27; Sun, Creemers and de Jong, 2005: 93-122; Marzano et. a.l., 2000:187).

Another means of control used by the teacher is to utilize assessment and assessment feedback to ensure that the students understand what he is teaching them. He said:

“Before I give answer to a particular concept, I ask for the students own opinion first. For example, if I want to teach grammar, I will ask them, what is Grammar? And let them give that their primary school definition. When there is anything wrong, in their definition, I don't condemn. I tell them that their definition is okay, and sometimes make corrections on how better their answers can be put to answer the question perfectly if there is any need” T1.

In addition to School B teacher's comment above, the researcher also observes that the teacher seems to emphasize students' responses to questions by students, by citing examples and enumerating correct and incorrect response to questions asked. The teacher was always positive in his drive to encourage the students, in order to promote critical thinking ability of the students, before they can respond to the questions he asked them. The warm and friendly style of teaching indicates that the teacher cared for students' positive learning outcomes based on his formative assessment method [6.2.2.2]. Furthermore, School A teacher believes in the use of informal assessment and particularly feedback, to improve on their response to his questions for better understanding. Therefore, he makes effort to help students to be motivated and committed towards improvement on past errors, in terms of their achievement (Brookhart, 2005:429-458, Evertson and Emmer, 2009:107; Hattie and Timperley, 2007:81-112).

The mechanism of control utilized by the teacher to ensure students' learning and positive disciplinary behaviour of the students during teaching, corresponds with the experimental findings of Binglan and Jia (2010:18-34) which established that the group that received

specific corrections and marginal explanation in English Language composition, gained significant improvement in writing accuracy results, compared to the control group who only received general comments.

In the next paragraphs the captured data of the interviews with School B teacher were measured against the identified classroom leadership and management indicators, which may contributing to school effectiveness. They are further analysed and discussed below.

6.4.3 Relationship between the dynamics of classroom leadership, management and school effectiveness (School B)

The leadership behaviour of School B teacher indicates that he adopts a dominant autocratic teaching style. The teacher wants physically and emotionally gets involved in every action of planning, organizing, co-ordinating, a directing and to controlling everything that is done in the class. Furthermore, he believes classroom activities can only be done right if he does it personally, controlling every step of the way. This kind of teacher wants to be the boss and all students must do as the teacher says. School B teacher is an autocratic teacher who chooses to motivate students by fear and he justifies such behaviour by saying that students need strict discipline and structure, in order to help them make a success of their future. He also handles the students in a very strict manner, because of his assumption that the students do not deserve undue pampering during teaching.

School B teacher said that he utilizes different methods of teaching depending on the nature of the teaching task he wants to teach, so that the students can be engaged in the teaching and learning situation. The teacher also said that he varies his teaching methods, depending on the topic he is teaching. He stated that:

“I am very strict during teaching. I believe that students do not deserve to be pampered because of their attitude during teaching and learning. However, I vary my method. So, if I use this method today, tomorrow, I may use the discussion method and at another time or I may use dramatization, depending on the topic I am teaching. May be, it is through dramatization that some students will be able to understand what you are teaching, or probably discussion method. That method depends on the students’ preparedness and the type of lesson or topic thought... because if I stick to one method of teaching, it will be boring to the students. So, I change my method and that is how you will be able to carry the students along” T2.

The observation of the teacher's lessons illustrates that, School B teacher usually starts his teaching by jumping into the current topic he wants to teach without recapitulating the last topic taught. For example, in one of his lessons observed, at the start of his lesson, he said: "On Monday, we discussed reporting speech. Today, we are going to talk about summarizing such speech. Therefore, the topic of today is, 'summary'. What is 'summary'? The teacher went on to define what 'summary' is without first stimulating students by asking few questions on what was thought previously in the classroom. The teacher announced that there is a link between understanding of comprehension and its context before one can actually summarize the event gathered in an occasion [6.2.3.2].

Although, the objectives of the lesson were made clear as observed in the teacher's lesson plan and despite that the teacher varied his teaching methods, the researcher is of the conclusion that his teaching style of being strict and not seeking students' opinion during his lesson presentations, which portrays him as an autocratic teacher. It was further observed that the teacher does not believe that the students' input in the teaching-learning process may be valuable and that anything can only be done right if he does it personally, controlling every step of the way [see 6.2.3.2]. Hence, it seems that the teacher adopts the "tell style" of teaching, because he gives the students specific instructions and closely supervises their classroom work. It further seems that his decision-making and communication style is largely one-way during teaching (Hersey and Blanchard, 1993:132; Kruger and Van Schalkwyk, 1997:20-23).

Although School B teacher adopts the teaching style according to the topic that he teaches; it seems that he believes that his knowledge and experience, as well as the power of the position as a teacher could force students to follow his instructions. It may however be deduced that even if the teacher utilized good teaching methods as claimed, his autocratic teaching style may not allow him to fully achieve all the criteria of classroom leadership and teaching outlined in the literature. Blanchard (1993:132) submits that the teacher who employs the 'tell style' this style gives the students specific instructions and supervises their classroom work, because the students need direction to get started. Thus, the teacher's decisions and communication style is largely one-way and the style is used for people who lack competence.

In addition, it presupposes that School B teacher demonstrates only one-way communication and that; he relies on his sole official position for authority and maintains a 'rigid' and 'military style' of discipline. His autocratic approach may hinder appropriate learning by the students, because they may not be comfortable to learn in a close environment brought about by the teacher's teaching style. His teaching style may further bring about negative behaviour of the students during teaching and learning.

The teacher also explains that he gives precedence to planning and teaching method/strategy in his lessons, hence, that is why he always goes to the class with his lesson plan and notes to guide his teaching task so that he does not teach out of context. He said:

"I give planning of my teaching a high priority; a very high priority, because without planning the teacher can do nothing in the class; he needs to have his lesson notes or lesson plan. He has to get everything ready before he goes to the class so that he can be guided when teaching through the lesson note. The lesson note is to guide the teacher during teaching. There will be no distractions and nothing. I go straight to the point and everything will be as planned" T2.

During the review School B teacher's lesson plans document, it was obvious to the researcher that the objectives of the lesson were made clear and well planned. The step-by-step procedure outlined in his lesson plan, is based on deliberate consideration about the objectives, goals policies, methods, means, standards and time schedules, with a view to attaining the outcome of teaching (Kruger and van Schalkwyk, 1997:27-31; Evertson and Emmer, 2009:105). The researcher is of the view that, despite that the teacher plans his teaching with commitment; his autocratic teaching style may be a distraction to students' learning. That could make it difficult for some students to learn effectively.

The advantages of policy guidelines are that, policy, rules and procedures have to regulate all aspects of the classroom actions and behaviour of students. The following are examples of how simple classroom rules may ensure an orderly classroom environment are: students must be prepared at all times by having the right materials, listen quietly while others are speaking, raise a hand and wait to be called on if a question or comment is to be raised, listen carefully when a teacher or another student is talking and the teacher must define how much noise is acceptable when they are asking their neighbours or co-students questions during lesson presentation to ensures co-operation and order (Kruger and Van Schalkwyk,

1997:49).The School B teacher claims that he achieves some of the above advantages of policy guidelines, despite that his classroom policies are not written. He explained that:

“My classroom policies are like, what not to do and do in the classroom. Like, don’t chew gum, don’t... don’t write while he is explaining and other rules... Like when you want to answer questions, raise up your hand for the teacher to let you speak and you must not speak or say anything when someone is answering a teacher’s question or even, asking the teacher a question” T2.

The researcher observed there was no written policy or ground rules posted in the classroom, but the teacher teaches the students by spelling out the rules to the students [see 6.2.3.2]. The teacher presumes that verbal policies (to regulate the dos and don’ts of students during teaching) might be sufficient to prepare the students for learning. By means of a classroom policy, teachers use rules and procedures to regulate all aspects of the classroom environment and all the actions and behaviour within the classroom (Kruger and Van Schalkwyk, 1997:49).

Therefore, because there was neither a school nor classroom policy to point to, in regulating the behaviour of the students, the researcher on many occasions observed that some of the students caused disruptions with their cell-phones. In addition, it was also observed that the students sometimes walk out of the classroom by giving excuses to the teacher that they are going to the rest-room [see 6.2.3.3]. If the classroom management actions of School B teacher are measured against the above stated criteria for classroom policy, it is clear that he meets hardly any of the criteria.

It is clear from the classroom observation and the data captured from the interviews that the students are well informed of what is expected of them. Also, School B teacher chooses to motivate students by fear and justifies such behaviour, based on his belief that students need strict discipline and structure, in order to help them make a success of their future. Furthermore, it is clear that School B teacher’s classroom policy is not flexible, the students have no say in the policy-making process and that, the verbal policy made to regulate the students’ behaviour during teaching and learning is not acceptable to the majority of students in the class, hence, their unruly behaviour.

The School B teacher puts in-place the students’ sitting arrangement such that, the male and female students are paired in a row. The taller students sit in the front seat rows; while the

shorter students sit at the back sit rows, to enable all of them to see whatever the teacher is writing on the chalk-board [see 6.2.3.1]. The teacher further explained that:

“A teacher must organize his class before teaching and this is to make sure that the students are well seated, like I said earlier, the taller ones sit at the back while the shorter ones sit at front chairs. The seats also, I ensure that they are well arranged so that each of the students will be able to see whatever I write on the black-board” T2.

The response of the students’ leader brought about different reasons why the teacher arranges his class the way he does. He said the teacher’s classroom arrangement is based on the fact that, the obstinate students who are likely to disturb their class mates in the class, because of their distractive behaviour, do not have a chance to do so. The student’s leader said:

“Where the stubborn students are clustered together and it’s going to cause noise and you know, the noise is going to affect the lesson. Therefore, the teacher spreads the stubborn students from the well behaved ones so that there will be conducive environment and they can respond effectively to the topic taught in the lesson” SL2.

Even though, the sitting arrangement strategy, whereby the taller students sit at the back and the shorter students sit at the front was satisfactory, it did not yield much positive influence on the behaviour of the students. This is because researcher observed that some taller students were talking silently, using some other shorter students as a shield, while the teacher was teaching. The researcher assumes that his sitting arrangement whereby the short students sit at the front, while the taller ones sit in at the front, is the best way of organizing a class in order that teaching and learning in the class is smooth. However, the teacher’s sitting arrangement strategy never deters undisciplined behaviour of the students.

Although, School B teacher organizes his classroom perfectly well, the teaching style of the teacher, coupled with his lack of classroom policy and lack of mutual respect could made the students to behave in undisciplined manner. Thus, the finding of Tagliacollo, Volpato and Junior (2010:198-201) that there is a significant relationship between students’ position in classroom and school performance, is not manifested in School B classroom sitting arrangement strategy.

On students' motivation, School B teacher expresses that he constantly asks students question during teaching, so that there can be a two-way interaction between him and the students during his lessons. His comment is put thus:

“Emmm! I motivate students...this is by... by making a constant... by constant and intermittent evaluation of teaching while the teaching is going on, to enable the students participate in the teaching-learning process and that motivates them to create a level of interaction between the students and the teacher” T2.

In an occasion of School B teacher's lesson presentation, the researcher observed that a female student was slumbering while the teacher was teaching and on sighting her, he said: “Why are you sleeping in my class? Are you sick or pregnant? If you are sick, you better go home now!” The teacher was not tactical and careful in making decisions on how to solve problems students' problems, by communicating in a positive manner that will motivate the students to be interested in what he was teaching [6.2.3.3].

Probably because of the disruptive behaviour by some male students in the class, the teacher threatened the other students by saying: “That is why you will fail in the terminal examination” whenever he is angry during teaching. The teacher seems to believe that, creating fear in the students may make them consider their studies seriously, but that would neither motivate two-way communication, nor encourage the students in their studies.

According to the captured interview data and the classroom observation, it may be concluded that School B teacher does not meet any criteria for the motivation of students as stated in the literature. The teacher's motivational behaviour is contrary to the findings of Broussard and Garrison (2004:106-120) that, there a significant relationship between motivation and achievement in young children, that is, as intrinsic motivation increased, academic achievement increased.

It seems that the interpersonal relationship between the teacher concerned and the students in School B is not built on mutual respect, because he does not treat his students with empathy, fairness and sensitivity. It also seems that the teacher does not demonstrate any effort to show that he cares, supports and praises students to build their self-confidence. This is because the teacher does not give space to the students to actively participate in the teaching and learning processes. Thus, he doesn't create an atmosphere of two-way

communication between the students and himself. He unilaterally decides on actions to take during the teaching and learning process. As regards his communication practices in the classroom, the teacher said:

“If I ask the students’ questions and no student is responding, I will convert it to an assignment for them to take home and work on. Sometimes they refuse to attempt to my questions in the classroom. As a result, the assignment will enable them to be prepared for the next class” T2.

The researcher’s observation of the teachers’ lesson presentation shows that, student-teacher relationship and communication was based on a one-way communication and a teacher-centred one. During teaching, the teacher also refuses to respond to some of the questions asked by the students and said to them on several occasions: “You are not serious”. Whenever the students ask him questions on what he was teaching, he tells them that, “Ordinarily, you should have known the answers to those questions without asking me” [see 6.2.3.2]. The teacher’s communication practice contradicts Frymier (2005:197-212) who found that students who are more effective communicators through involvement, responsive, assertive and Out-of-Class communication generally demonstrate superior effective learning indicators, assert motivation to study and exhibit greater satisfaction of communication with their instructor during classroom teaching activities.

Based on the data presented above, the teacher doesn’t allow students to express their views or feelings and they are not allowed to ask questions related to his lesson. The researcher is of the opinion that the autocratic teaching style adopted by the teacher, might be the reason for his one-way communication style and that, the undisciplined behaviour of students may be as a result of the feelings of frustration and neglect by the teacher.

The teacher of School B believes that a classroom climate like the one that his school possesses is sufficient to enhance learning, that is, students have good school facilities required for teaching and learning. According to School B teacher, the students feel personally supported and enjoy positive relationships with their peers in the class. The teacher also expressed his effort to create a classroom climate conducive to effective teaching and learning this way:

“As you can see the class is well ventilated... it is not chocked up. Whenever it is chocked up, the students will not be comfortable. They will be fidgeting. If they are well seated, there will be effective teaching and learning especially when the seats are well

arranged. So, the classroom set-up allows me as a teacher to move round the class”
T2.

The researcher’s observation indicate that the physical spaces between the seats in School B’s teacher’s classroom are not wide enough, but that the teacher could move in-between and reach individuals students while teaching [see 6.2.3.1]. The teacher assumes that he understand and emphasize that a classroom climate conducive to effective teaching and learning is only created by the physical environment of the school and classrooms.

On the other hand, School B student leader’s (class captain) response towards how the teacher creates classroom climate, is focused on how the teacher reacts to some students’ attitude in the classroom during teaching. He said:

“Sometimes the teacher send disturbing students out of the class for ten or twenty minutes, but some of them walk away immediately as they are sent out and when the teacher wants them to come into the classroom and continue with the lesson, they would have walked away from the vicinity” **SL2.**

Marzano and Marzano (2003:6-18) report on a meta-analysis of more than 100 studies and found that quality of relationship between teachers and students is a foundation on which other classroom management function stand and succeed. Moreover, their analysis indicates that on average, teachers who had high-quality relationships with their students had 31 per cent fewer disciplinary problems, rule violations and related problems over a period of year than those teachers who did not have high-quality relationships with their students. However, it appears that School B student leader (class captain) believes that the approach used by their teacher to create an orderly classroom climate, through sending students with disruptive behavioural problems out of the classroom is appropriate. He believes that it is the only means whereby the teacher could create a peaceful atmosphere, in which teaching and learning can take place. The researcher believes that the student leader (class captain) might not know about the negative implications of sending students out of the class during teaching and learning.

School B teacher may seem to be dedicated and committed to effective teaching, because he is always very well prepared for his lessons, however, it is clear from the captured data and the class observations that he does not tolerate open and two-way communication. It further seems that the teacher doesn’t really care about his students and is not fair in applying his

own rules in the class. Therefore, the conclusion that may be drawn is that a closed and unhealthy climate may have been created overtime in the classroom of School B teacher.

School B teacher states that he controls students in terms of established rules to indicate his likes and dislikes about student behaviour. He said:

“May be, when I am teaching and despite my policies in the classroom, a student is solving problems in his Mathematics notes (apparently, the teacher teaches English Language), or playing a game with a handset (cell-phone) in the class. I ask those students to put the phones off until after my lesson. So, they have to obey the rules and regulations that I have laid down in the class” T2.

The expression of the teacher as regards how he controls behavioural problems in the classroom is buttressed by the student leader. He said that teachers punish the students if they refused to behave themselves in during teaching and learning in the classroom. He expressed that:

“..when some teachers come to the class, they will tell the students that they should stop making noise and those of them that do not stop making noise; the teacher punishes them or sent them out of the class” SL2.

During one of the School B teacher’s lesson presentation, a behavioural problem such as loud ringtone of a cell phone of a student was heard, while teaching was going on in the class. In another case, while teaching was going on in the class, a female student reported to the teacher that she was being disturbed by the ring tone. This led to the teachers’ anger and he eventually used a cane on few of the identified students’ offenders for being rude and disturbing the class. The teacher however said to the students that, despite the abolition of corporal punishment by the by the Lagos State government, he would use the cane if necessary. Another form of punishment used by the teacher was to send the student out and then instructs him or her to kneel down in the Sun [see 6.2.3.3].

The behaviour of the teacher to students disciplinary behaviour concurs with Maphosa and Mammen’s (2011:213-222) assertion in their findings that verbal reprimands, demotion, sending students out of class, kneeling on the floor and denial of privileges were most common disciplinary measures utilized by teachers to deal with students problems of discipline in the classroom. They added that corporal punishment is practised in some of the school by teachers despite that it has been outlawed.

The teacher wants to control everything in class; he wants to physically and emotionally get involved in every action of classroom planning, organizing, coordinating and directing. He further believes things can be done right only through his personal control every step of the way. The teacher wants to be the boss and ensures that all students must do as the teacher says. Due to the fact that the interpersonal relationship between the teacher and his students are not built on values like respect, truthfulness, fairness and honesty, he is usually impolite, rude and even makes use of corporal punishment and other extreme methods of punishment to maintain order and discipline in his class. Hence, this finding is not in consonance with Marzano and Marzano's (2003:6-18) report that "the most effective teacher-student relationships are characterized by specific teacher behaviours such as, exhibition of appropriate levels of dominance, exhibiting appropriate levels of cooperation and being aware of high-needs of students".

On the aspect of monitoring of students' learning, the teacher said that he gives students activities in the classroom, in order to be sure that they understand what he is teaching them. He said:

"I ask students questions to ensure... be sure that they are listening to me when I am teaching and I ask questions whether they understand. Emm... I also give them activities to practice in the class on what I am teaching them and, that enables me to check their practical abilities" T2.

Another means of control that School B teacher utilizes is assessment and assessment feedback to ensure that the students understand what he is teaching. According to the teacher, he asks students at short intervals whether they understand what he is teaching. He said further:

"When teaching is going on, I ask the students' questions on what I am teaching, and that is how I know whether they are paying attention to what I am teaching them in the class. So, when I ask them questions and if the feedbacks are positive, I will know that they understand...understand... what I am teaching them. If not, I give them the correct answer before moving on with the teaching" T2.

The observation of the researcher indicates that the teacher did not give room for students' response to his questions. Rather, the teacher continues teaching the students and never listens to their views to the questions he asks. The teacher also refused to respond to some of the questions asked by the students [6.2.3.2].

The attitude of the teacher towards monitoring of learning is contrary to a study of a meta-analysis of teaching effectiveness research studies of Seidel and Shavelso (2007:454-499), who found that among motivational - affective - outcomes, regulation and monitoring of teaching was one of the highest ranked factors aside domain specific activities, social experiences and time for learning. Even though the teacher said that he believes in the use of irregular and haphazard questioning of the students, so that he can be sure that the students comprehend what he is teaching them in the class, he does not allow room for feedback. More so, Brookhart (2005:429-458), Evertson and Emmer, (2009:107), Hattie and Timperley (2007:81-112) suggest that assessment and assessment feedback help students to be motivated and committed to improving on past errors in terms of their achievement. Contrarily, School B assumes that the use of corporal punishment could help in getting students' learning to be better controlled; he does not give prompt attention to student's questions during the teaching-learning process, so that his feedback to the students' attempted answers to his questions in the class, may create better control of the teaching-learning situation.

It may be concluded that, although School B teacher seems to put-in a lot of effort to be well prepared for his lessons, he adopted an autocratic teaching style. This means that he doesn't encourage interactive teaching and doesn't allow questions - whether relevant or irrelevant - from his students. He favours the lecturing strategy of teaching and does not encourage any form of group discussions or group-work. More so, due to his teaching style his interpersonal relationship with his students is poor. Despite that that the teacher likes to be in control, his classroom discipline is poor, hence, he makes use of abolished forms of punishment which infringes on the right to dignity of students.

The following paragraphs present the summary of data analysis and discussion on classroom leadership and management dynamics contributing to school effectiveness in School A and B.

6.5 Summary

A conclusion that may be made is that, School A teacher dominantly makes use of a more democratic teaching style, depending on what he is teaching. Furthermore, it is clear that he has the ability to adapt his teaching style to the circumstances created and surrounded by

what he wants to teach. The School A teacher does proper planning and applied suitable methods/strategies in each topic he teaches, so that the students may understand him.

Classroom policy procedures and rules is not put in writing and pinned up on a notice board by School A teacher, but despite that, he maintains good discipline by verbal pronouncement of his classroom rules and regulations, as a way of ensuring discipline during his lessons. In addition, the teacher's manner of organizing the students in the classroom, that is, the arrangement of the seats in a mixture of boys and girls, reduced unnecessary collaboration between male students. That prevented stimulation of trouble in the class and it worked well in his observed lessons. He also allows the students some time to settle down before the he starts teaching the students.

The teacher of School A sets high expectations for his students and they are motivated to obtain good marks in the final examinations. The teacher involves students in the classroom teaching activities and decision-making relating to what is he teaches, thereby creating an atmosphere of two-way communication between himself and the students, hence, there is always feedback to questions asked by the students and him on any topic that he teaches. The teacher of School A creates a positive classroom climate by ensuring a safe atmosphere of relationship between the students and him in class.

School A teacher creates a supportive classroom environment by listening to the students, exhibits openness and honesty with them and takes what they say and do seriously. One could then deduce that the reason for the congruence between the responses of School A student leader and those of School A teacher, may be a result of the climate of relationship the teacher maintains with the students.

Although the teacher's classroom policy rules are unwritten, the teacher believes that his use of intermittent and random questioning of the students is to make sure that students understand what he is teaching them in the class. Moreover, School A teacher believes in the use of informal assessment and in particular, feedback to improve on students' responses to his questions to create better understanding.

On the other hand, the leadership behaviour School B teacher indicates that he adopts a dominant autocratic teaching style. The teacher wants to control everything in class -

physically and emotionally. He is involved in every action as planning, organizing, coordinating and directing and his autocratic practice may hinder appropriate learning by the students. The researcher is of the view that despite that the teacher plans his teaching with commitment; his autocratic teaching style may be discouraging some of the students, thus making it difficult for some students to learn effectively.

On what is expected of the students in terms of classroom policy, School B teacher chooses to motivate students by fear and justifies such behaviour based on a reason that students need strict discipline. In addition, he said that strict discipline would help the students make a success of their future. Furthermore, it is clear that the teacher of School B's classroom policy is not flexible, that the students have no say in the policy-making process and that his classroom policy is not acceptable to the majority of the students, considering their undisciplined behaviour. In addition, it may be said that the School B teacher organises his classroom well; his teaching style, coupled with his lack of classroom policy and lack of mutual respect may have made students to behave in an undisciplined manner.

The teacher also believes that creating fear in the students may make them to be serious with their studies, but does not encourage two-way communication and that discouraged students' learning. Hence, he does not treat his students with empathy, fairness and sensitivity. It seems that there is no effort by the teacher to demonstrate that he cares, support and praise students to build their self-confidence. Nevertheless, it is clear that the teacher does not meet the requirements of effective communication, because he does not allow students to express their views during teaching and learning, neither does he allow the students to ask questions that are not related to his lesson.

Moreover, the teacher seems to understand and emphasize that a classroom climate conducive to effective teaching and learning can only be created by the physical environment of the school and classrooms. However, it is clear from the captured interview data and class observations that School B teacher doesn't tolerate open communication; therefore, he doesn't really care about the students leading to the conclusion that, he may have created a closed and an unhealthy climate over time, thereby discouraging the students from learning effectively.

Interpersonal relationships between the teacher and his students are not built on values like respect, truthfulness, fairness and honesty. Hence, in relation to classroom control, School B teacher utilizes impolite, rude and even makes use of corporal punishment and other extreme methods of punishment to maintain order and discipline during teaching. School B teacher seems to put in a lot of effort to be well prepared before his lessons, but the adoption of autocratic teaching style in the classroom lesson presentation does not encourage interactive teaching by means of interaction with the students. Therefore, he favours the lecturing strategy of teaching that would not encourage any form of group discussions or group-work.

In addition, due to School B teacher's style of teaching, his interpersonal relationships with the students are poor and; despite the fact that he likes to be in control his classroom, discipline is poor, hence, he utilizes abolished punishments methods to stem down students' discipline, which resort to the infringement on the human dignity of students. The inference that may be made based on the above is that, he could not effectively control the students during teaching and learning in the classroom.

The following paragraphs presents school A and B teachers' reflection on their classroom management practices.

6.6 Teacher's reflections (School A and B)

6.6.1 Introduction

As indicated in Chapter 4 of this thesis, the researcher alluded to reflection notes as a means of data collection. Teacher's reflections were used to verify the observations and the interview comments of the teachers concerning their classroom teaching practices. Teachers submitted their reflections after the whole sessions of the fieldwork (interviews, observations and brief document analysis/review). The reflections that were sought by the researcher concern overall reflections on lessons presented by teachers. That is, their views over having met the objectives of lessons presented in the classroom and possible modifications that might be made as they move on teaching the students.

6.6.2 Teacher's reflection (School A)

In the overall and brief reactions towards his leadership and management practices during teaching, School A teacher said he feels that the students are disciplined based on the culture of behaviour the school has made them to imbibe. He also said that students cannot behave differently towards their learning, because the students inherited that culture, based on the history of the school in terms of academic achievement. He also said that the students are doing great in terms of academic achievement and thus, encourage teachers' task of teaching teachings. This is because they attempt answers to all assignments he gives to them. That is a great source of their academic success and the cooperation he enjoys by teaching them.

On evidence of students' progress and achievement of the objectives of his lessons, the teacher said that the students' cooperation in terms of attempts to assignments make them to prepare ahead of his teaching and that enables him to enjoy the step-by-step interactions that goes on between him and them during the teaching learning process. He however said that the modification he might make in his teaching is to practically engage them in discourse and debates, so as to further improve their levels of contribution in the teaching-learning process.

6.6.3 Teacher's reflection (School B)

The reflection of School B teacher on his leadership and management practices in the classroom during the teaching and learning process is presented as follow. According his to his reflections on the overall reactions of the students, he said excuses of the students in terms of not understanding what he teaches in the classroom, is an indication that many of them do not do the homework or assignments that he gives to them. Furthermore, he said that students' attention to homework or assignment may have been helping the students and the teacher during teaching and learning in the classroom. In relation to evidence of students' progress and achievement of lesson objectives, the teacher noted that few students understood and followed his lessons quite well, but because some of them are not well disciplined, hence, they may not be gaining from what he teaches in his subject. In addition, School A teacher said, that is one of the reasons he gets angry and treat the students the way that he does during teaching.

School A teacher also said the students do not deserve to be pampered, because if he does, the objectives of his teaching might not be achieved. On the modifications on his teaching, the teacher reflected that he does not need any modification, because if the students are disciplined, they would always enjoy his teaching and get along with him.

It is clear that the reflections of School A teacher on his students' behaviour towards teaching and learning are positive, because they have inherited the history of a performing school through the culture of teaching and learning in the school. School A students disciplined behaviour may have been the result of a positive inter-personal relationship shared with the students stemming from this teachers democratic teaching style. On the other hand, School B teacher reflected that his students cannot be pampered during teaching and learning. His reflection points to the fact that the students are undisciplined and that is assumed to have resulted from the teaching style (leadership style) of the teacher, whereby he does not motivate them to learn and be able to attempt homework assigned them.

The teacher of School A further made his democratic teaching style evident by having a belief that he can modify and improve his teaching, if he continues to have engagements with the students during teaching and learning. School B teacher however indicated that there is no need for him to modify his teaching since the students are not disciplined.

The reflections of School A and B teachers on their teaching practices above strengthen evidences gathered from the interview, observation and document analysed surrounding teachers' leadership and management of teaching in the classroom.

Below is the conclusion that was made from the analysis, interpretation and discussions in this chapter.

6.7 Conclusion

Triangulation of information articulated from interviews, observations and documents have been analysed and reported to speak to one-another in Chapters Five and six of this study. I suppose that my personal believe and feelings as a researcher did not in any way influence the analysed, interpreted and reported data. Rather it strengthened and validated the various data used in this study, because I have worked within the interpretive paradigm perspective.

Hence, I have shown interest in exploring how participants sampled in this study understand and shape their reality. Also, direct quotes of the participants were extracted from the raw data in order to ensure that the respondents' voices are heard.

This section presents conclusion on how the dynamics of leadership and management contribute to school effectiveness. School A principal has a concern for staff development through the building the teaching capacity of the teachers, creation of roles in schools for parents and members of the school community as partners and co-producers of student learning in order to keep to the vision of the school. Thus, the criteria of changing instructional practice to improve student performance and manage the instructional programmes were achieved, because they lead to an open school climate and culture.

On the other hand, School B does not organize transformative development and training programmes for its teacher, because it is believed that training and development is the sole responsibility of the government. That could have resulted from the lack of internal vision in the school. Therefore, no effort was made to change instructional practice. That brings rise to absence of positive moral climate in the school, because teachers were missing classes without excuses. They also did not execute their work according to predetermined standards and a set time schedule, therefore, little or no effort was made to change instructional practice.

As regard school management dynamics contributing to school effectiveness. In School A planning was done according to departmental policy, subjects were allocated or delegated to individual teachers according to their teaching experience and skills. The availability of policy documents and control measures in School A allowed the principle of participation in the decision-making process through cooperation; therefore consultation was applied and encouraged.

The principal of School A was always prepared to delegate challenging tasks to the vice-principal, synchronizes topics in the subject syllabus so that the teachers do not leave any topic untaught. He however believed in controlling the teachers' job performance routinely and also inspecting students' volume of work; sets high academic expectations, but offered support to teachers in form of training and development; utilized two-way communication and mutual dialogue on issues of teaching and learning on which sound interpersonal

relationships were established, delegated tasks, responsibilities and the authority and took decisions within the broad guidelines of departmental and school policy, promoted school culture based on values such as respect for each other and accountability.

The principal delegated tasks, responsibilities and attached authority with such tasks. It is also clear that two-way (upward and downward) communication was encouraged. Participation in decision-making process was also encouraged between the principal and other stakeholders in the school. Although, teachers were not always willing prepared to accept change, the teaching capacity leverage they receive through their principal douses their fear of the introduction of change; approach to the resolution of conflict was through compromise and confrontation for prompt solution. Parents were also made partners, as evident by their prompt contribution into the PTA fund which was always used to invite specialists to develop the teachers in the school.

On the other hand, School B distributes subjects amongst teachers in a meeting at the beginning of the academic year to indicate their planning and readiness for teaching and learning. There was no evidence of a written school policy, hence rules to follow in making decisions and delegation of duties were absent in the school. The school also synchronized subject topics to allow for coordination, but without supervision from any member of the SLMT. Control of teaching and learning activities in the school was weak, because students and teacher are undisciplined probably, because of the school climate created by the leadership and management behaviour of the SLMT. Challenging tasks were not set, hence, teaching capacity of teachers were also built in order to motivate the teachers. More so, the principal took sole and independent decisions on teaching and learning issues as a result of one-way communication pattern developed in the school, therefore, sound interpersonal relationship was unhealthy.

The culture developed in School B negates the values of mutual respect and accountability, because of the autocratic leadership approach of the principal and leadership skills, abilities of the teaching staff were not developed, hence, effective change has not been possible. The principal does not listen to the other side of a story in a conflict in resolving conflict and under those circumstances of dysfunctional conflict stagnate of teaching staff might have developed. There is poor parental involvement in School B, because it is evident that they

showed little or no interest in how the affairs of teaching and learning affect their children in the school.

On how classroom leadership and management dynamics contribute to school effectiveness, School A teacher predominantly applied democratic leadership in teaching style. The teacher does proper planning and he applied suitable methods/strategies in each topic he teaches, in order to enable the students understand him effectively. Although School A teacher does not paste classroom policy on the classroom wall during his lesson presentation, he maintained good discipline by pronouncing the classroom teaching policies to the students. The teacher's manner of organizing the students in the classroom was by arranging them in a blend of boys and girls; he also allows them some time to settle down.

High expectations were set and students were motivated to obtain good marks in the final examinations. Students were involved in the classroom teaching activities and decision-making and the teacher created an atmosphere of two-way communication between the students and him. Therefore, feedback to questions asked by the students was constantly responded to, by the teacher.

The teacher of School A maintained a positive classroom climate through the creation of a safe atmosphere, a supportive classroom environment, listening to the students, being open and honest with them and by taking what they say and did seriously. Also, the teacher believed in the use of intermittent and random questioning of the students, in making sure that the students understand what he was teaching the in the class. He also believed in the use of informal assessment and particularly feedback to improve their response to his questions, for better understanding.

Contrary, the leadership behaviour of the teacher in School B indicated that he adopted a dominant autocratic teaching style. The teacher plans his process of teaching well, but his autocratic style of leadership could have hindering effective learning by the students. The teacher did not have a classroom policy pasted in the wall of the classroom, but believed in pronounced and strict classroom policy. He also chose to motivate students by fear and justified such behaviour by saying that students are to be handled strictly.

The teacher also believed that creating fear in the students can make them to be serious with their studies, but that did not encourage two-way communication, neither encouraged the students in their studies. Hence, he did not treat his students with empathy, fairness and sensitivity. The teacher seemed to understand and emphasized that a classroom climate conducive to effective teaching and learning is only created by the physical environment of the school and classrooms, but the fact that the teacher did not tolerate open communication and by implication, that resulted to the creation of a closed and unhealthy climate in the classroom.

In relation to classroom control, interpersonal relationships between the teacher and his students were not built on values like respect, truthfulness, fairness and honesty. More so, the use of corporal punishment and other extreme methods of punishment that were used to maintain order and discipline contributed to students' indiscipline, because the human dignity of students were infringed upon and as a result, the teacher could not to effectively control the students during teaching.

Therefore, on comparing School A and B the general picture that emerged from the analysis, reports and discussion of the data suggests that in terms of school leadership, School A is exceptional in the exhibition of leadership capacity in the aspects of transformational, moral, visionary and instructional leadership in enabling school effectiveness in comparison to School B.

Although School A and B shared the same qualities in the aspects of planning, organising, coordinating of school teaching and learning, motivation, management of change and conflict resolution among teachers and students, to a similar extent. School A strength in terms of management of the school, lies in its availability of school policy on teaching, decision-making, delegating, control, communicating, management of interpersonal relationships, school climate, culture and sound school-community relationships. More so, the classroom management differences like, classroom leadership, motivation, communication, climate and control exhibited by the teacher of School A during teaching and learning are far better in comparison to School B, although they both exhibited similar elements in teaching methods ability, planning of their teaching and they both lack written classroom policy. In the next chapter the overall conclusions of the study is presented.