CHAPTER 4

ANALYSIS OF RESEARCH ON INSTRUCTIONIST AND CONSTRUCTIVIST CLASSROOM MANAGEMENT

4.1   INTRODUCTION

The aim of this chapter is to critically discuss some of the empirical research undertaken into classroom management practices. The purpose of this discussion is to review the available evidence with the view to answer the question: does research indicate a need to adopt different classroom management practices to those used traditionally.

From my own teaching and classroom management experiences in the traditional/content-based curriculum, behaviourist tradition seems to dominate classroom management principles and processes. For example, in planning a lesson plan, the focus, among other things, is on the techniques and methods that could be used in a step-by-step manner to create individualised and competitive learning environment; and on that which would make the transmission of new knowledge effective (rote learning, teach/re-teach, mastering of skills). Also, learning material, content and new knowledge to be transferred to the learners is organised in a way that is relevant to proven and accepted learning principles (from known to the unknown, from simple to the complex, from concrete to the abstract, from particular to the general, and from the general to the particular). Control is teacher-centered, locating the greater power in the hands of the teacher to exercise discipline. Evaluation, on acquired knowledge, is in the form of external examinations and tests. In this tradition, tests and examinations measure educational progress, according to the amount of knowledge acquired or understood, following a course of instruction (Elliot, 1984:61).

The behaviourist approach to classroom management, in which I was trained at the training college, is informed and guided by a number of assumptions. Among others, this approach sees a learner a *tabula rasa*, teachers authority is informed by the doctrine of *in loco parentis*, *Christian*-orientated characteristic that sees managing and regulating

learner behaviour/activity as a scriptural mandate, and dogmatic view of knowledge that underpins mechanistic worldview.

In this chapter some of the empirical research undertaken into classroom management practices will be reviewed. Research conducted on classroom management, in both developed and developing countries, ranging from 1980 to 2005 into instructionist and constructivist classroom management practices, have been grouped. In the analysis of the empirical studies, the focus in each case will be on the following questions:

- What was the context within which the study was undertaken?;
- What was the purpose of the study?;
- What was the situation investigated (including the type of classroom management practices used)?;
- What did they find and do the findings suggest an alternative approach to classroom management; does it offered a critique of the practices in used?; and
- What is my own reflective critique on the findings.

4.2 INSIGHTS ON INSTRUCTIONIST CLASSROOM MANAGEMENT TEXTS

The purpose of this analysis is to find studies rooted in the traditional classroom management paradigm. There is a considerable volume of research on instructionist classroom management. The focus, among others, is on staff/teacher development; classroom behaviour and academic performance, criterion referenced assessment; management of classroom behaviour problems and discipline; academic performance and learner behaviour; motivation and academic performance; implications of classroom climate on diverse, linguistic and socio-economic background.

In this study, thirty articles have been reviewed. Of these thirty articles, fifteen have been used, to illustrate the trends in terms of the methodology and their findings (see the cases 1 to 15). In this analysis, Tables 2.1 to 2.3 dealing with Positivist and Interpretivist/Phenomenological Research Paradigms, Differences between traditional

and emerging worldviews and Matrix of paradigmatic value systems respectively were used as tools to classify the studies in terms of their paradigmatic roots.

4.2.1 Cases

The cases (1 to 15) below deal with studies conducted on instructionist classroom management.

Case 1

Grossman's (1984) research is **quantitative** in nature and it used **survey** methodology. It was undertaken in the context of cultural perspective on classroom management. The purpose of this study was to explore what counsellors, teachers, psychologists and others should know about the Hispanic culture in order to work more effectively with Hispanic learners and their parents. The findings suggest that instruction affects classroom management of Hispanic learners, the assessment of Hispanic learners, and the counselling of the learners and their parents.

Case 2

Evertson's (1988) research is **quantitative** in nature and used **field experiments**. This study was undertaken in the context of classroom organisation and management. It was aimed firstly to validate research-based principles of classroom organization and management found in correlational research to be related to instructional and managerial effectiveness in elementary classrooms (grades 1-6); Secondly, to determine if school district personnel and other teachers could conduct management workshops and collect data on teachers' use of the principles and thirdly, to assess whether professional development workshops in classroom management could provide additional skills to teachers already trained in the state's instructional skills programme. The findings showed that workshops and classroom observations could be accomplished by personnel, and that the experimental group that exceeded the control group in the use of key management principles, had better learner task engagement, and had less inappropriate behaviour.

Case 3

Clea, McNeely, Nonnemaker and Blum's (2002) study was undertaken in the **quantitative** approach in the context of discipline, and it employed the **survey** method**.** The purpose of the study was to explore the classroom management programme that increased school connectedness and promoted self-discipline. Its findings suggest that learners who participate in extracurricular activities, receive higher grades, and do not skip school, they feel more attached to the school. As learners grow older, they feel less attached to the school.

Case 4

Murchú's (2002) research is **quantitative** in nature and was undertaken in the context of classroom management teacher roles. This study used **survey** (electronic-questionnaire) in the collection of data. The purpose of this study was to analyse how the roles of teachers and learners in different classroom settings are altered as a result of computer-based technologies. The findings from this randomly chosen sample of in-service teachers in a variety of elementary schools, reveal that technology is being used in a variety of ways to improve classroom instruction in the Gaelic language. Teacher and learner roles are being altered in ways that are reflective, not only of the presence of technology, but also of the efforts at spontaneous and systematic school and curriculum reform.

Case 5

Brouwers, and Tomic's (2000) study is **quantitative** in nature and used **experiments** and was undertaken in the context of self-efficacy in classroom management The aim of the study was to examine the direction and time-frame of relationships between perceived self-efficacy in classroom management and the three dimensions of burnout among 243 secondary school teachers. The results show that the direction and time-frame (five months longitudinal or synchronous) of relationships between the variables were different for the three burnout dimensions.

Case 6

Jonnavithula and Kinshuk's (2005) study employed **experiments** and is **quantitative** in nature. The study was undertaken in the context teaching and learning approach. Its purpose was to explore the multimedia technology and the Nintendo generation entering schools in recent years, creating opportunities to transform the current traditional practices. Its findings suggest the traditional idea that teacher, as a provider of all relevant information and monitor of each learner's learning, requires reconsideration.

Case 7

Collen's (1994) research employed **quantitative** approach and used a **survey** method; it was undertaken in the context of in-service training. It was aimed at improving classroom management skills by means of Inset programmes. Its findings suggest that teacher/s increasingly complex role as classroom manager, needs revision and analysis; and teachers have more challenging, diversified and larger responsibility for the instructional programme.

Case 8

Pfiffner *et al*.'s (1985) study is **quantitative** in nature and used **experimental** methodology. It was undertaken in the context of behaviour and academic performance of eight, second- and third-grade children with behaviour problems. The purpose of this study was to investigate the question of, whether or not, an all-positive approach to classroom management can be effective. Results indicated that an all-positive approach that relied primarily on praise, was not effective. When an individualized reward system was used, the children's rates of on-task behaviour were high and stable. Similar effects were observed for academic productivity.

Even though traditional classroom management is informed and guided by scientific worldview, other studies conducted in traditional classroom management are qualitative in nature – consistent with the emerging paradigm (see cases 9 to 15).

Case 9

Schaverien and Cosgrove (1997) research used **quantitative and qualitative approaches (mixed method research)** and used **case study** and **experimental** methodology. This study was undertaken in the context of professional development and in-service teacher education. The purpose of the study was to explore professional development and in-service teacher education. Its findings dialog that there is a significant difference in a mentor supported teacher as she aligned her former instructionist teaching methods with a generative style of learning.

Case 10

Evertson (1994) study is **qualitative** in nature and used **case studies;** it was undertaken in the context of classroom organisation, management and discipline. Its purpose was to investigate the essential features of classroom organization, management and discipline. Its findings suggest that text emphasizes prevention through planning and addresses decisions teachers must make in the typical classroom, e.g., arranging physical space, choosing rules and procedures, planning and conducting instruction, maintaining appropriate behaviour, using good communication skills, dealing with problem behaviour, and managing special groups.

Case 11

Kameenui and Darch (1995) research used **qualitative** approach and employed **action research** methodology. This study was undertaken in the context of instructional classroom management. Its purpose was to explore the basic concepts and strategies for thinking about instructional classroom management and reviews general strategies for rethinking and reorganizing a classroom to reflect an instructional classroom management approach. The findings of the study suggest that instructional classroom management approaches the learner behaviour are based on the premise that strategies for teaching and managing social behaviour are not different from strategies for teaching subject matter.

Case 12

Richardson and Fallona's (2001) study is **qualitative in nature and** used **case study** and **observations**. The purpose of this study was to investigate classroom management as method and manner. The findings suggest that there is a trend towards a more holistic view of the teacher on his/her conducts. Teachers classroom management practices are influenced by his/her set of value systems and beliefs.

Case 13

Undertaken in the context of cooperative setting, Doyle's (1980) research used **content analysis** and is **qualitative** in nature. The purpose of this study was to investigate a foundation for effective classroom management and focuses on some of the basic processes involved in creating a cooperative atmosphere in the classroom. The findings of the study indicate that effective management requires: (1) extensive knowledge of what is likely to happen in classrooms; (2) ability to process a large amount of information rapidly; and (3) skill in carrying out effective actions over a long period of time.

Case 14

Glasser (1993), in the context of management and leadership, using **qualitative** approach employed **content analysis** and **case study**. The purpose of this study was to explore specific suggestions to teachers who are attempting to relinquish old boss-management systems by putting the newer lead-management theory into practice in their classrooms. The results of the study showed that leading, rather than bossing, creates classrooms in which learners not only do competent work but also begin to do quality work.

Case 15

Sandholtz' (1990) research was undertaken in the context of change management. It used **content analysis** and **case study** and is **qualitative** in nature**.** The purpose of this study was to investigate management changes that occurred in teaching and learning in the new computerized classroom environment. It is concluded that teachers learned to use the technology to enhance learner motivation, interest and learning, and incorporated

technology in their teaching in such a way that they could not imagine teaching without it.

4.2.2 Findings

Emerging from the analysis, most of the studies conducted in the instructionist classroom management has a number characteristic features. Among others, these studies largely depart on a quantitative and positivist framework. Neuman (1997:63) asserts that positivist researchers prefer precise quantitative data and often use experiments, survey, and statistics. According to cases 1 to 8, a significant number of studies adopted research methods such as: survey, questionnaires and field and/or laboratory experiments where samples were used.

The other feature is that of variables – dependent and independent variables. Analytical research is concerned with determining the relationship between two or more variables. Also, analytical research follows from the descriptive research, instead of only describing, it analyses and explains the phenomena by measuring the relations of variables. This type of research relies implicitly on the cause and effect relationship. Almost all studies deal with two or more variables, for example, the relationship between the variables include: classroom organization, management, and discipline; instruction and classroom management; roles of teachers and computer-based technologies; classroom organization and management; the direction and time-frame of relationships and self-efficacy in classroom management; multimedia technology and transformation of current traditional practices; classroom management skills and insert programmes.

The other distinguishing feature is that of the hypotheses. The hypotheses in these studies have several characteristics: have at least two variables, express a casual relationship or cause-effect relationship between the variables, expressed as a prediction or an expected future outcome, logically linked to the research question and falsifiable.

In a positivist tradition, human behaviour is a quantifiable construct. Neuman (1997:63) claims that positivism reduces people to numbers and is concerned with abstract laws or formulas. In cases where survey and experimental methods were employed in traditional management studies, the use of inferential and descriptive statistics is involved. Results are presented in terms of numbers, graphs, and charts. Qualitative researchers, as observed by Sechrest and Sidani (1995:79), regularly use terms like many, most, frequently, several, never. These results have a tendency of being generalisable, especially beyond the sample, and are used to predict a particular behavioural pattern.

Interestingly, Schaverien and Cosgrove's (1997) study finds itself trapped between the two competing paradigms. Even though traditional classroom management is largely informed and guided by the scientific paradigm, other studies (Doyle, 1980; Richardson & Fallona, 2001; Glasser, 1993; Evertson, 1994; Sandholtz, 1990; Kameenui & Darch, 1995) broke away from the quantitative framework. They used qualitative methodologies such as, case study, observations, action research and content analysis.

A significant number of researches on traditional classroom management are mechanistic in nature. Among others, these studies are characterised by linear cause-effect and unidirectional interaction, explained by deductive reasoning; and is sometimes referred to as explanatory research. Thus, research on traditional classroom management fits through scientific paradigmatic lens.

From these studies, I have gained a number of ideas in instructionist classroom management: Among, other things, it could be concluded as follows:
(1) Instruction affects classroom management;
(2) The use of key management principles, have better learner task engagement and less inappropriate behaviour;
(3) Learners who participate in extra-curricular activities, receive higher grades,
(4) There is a significant difference in a mentor supported teacher as he/she aligned his/her former instructionist teaching methods with a generative style of learning;

(5) Text emphasizes prevention through planning and addresses the decisions that the teachers make in the typical classroom;

(6) Instructional classroom management approaches learner behaviour based on the premise that strategies for teaching and managing social behaviour are not different from strategies for teaching subject matter;

(7) Teachers classroom management practices are influenced by his/her set of value systems and beliefs;

(8) Effective classroom management requires: (1) extensive knowledge of what is likely to happen in classrooms; (2) ability to process a large amount of information rapidly; and (3) skill in carrying out effective actions over a long period of time;

(9) Leading, rather than bossing, creates classrooms in which learners not only do competent work but also begin to do quality work; and

(10) The use the technology to enhance learner motivation, interest and learning.

Interestingly, the last three (8,9 &10) findings are indicative of a move towards the emerging paradigm as an evolutionary process rather than a discontinuous jump (mutation) to a new paradigm. Even though instructionist classroom is trapped in the traditional paradigm, there appears a need for a change in practice. From the analysis I have learned the following:

(1) Teacher and learner roles are being altered in ways that are reflective, not only of the presence of technology, but also of the efforts at spontaneous and systematic school and curriculum reform;

(2) Traditional idea that a teacher as a provider of all relevant information and monitor of each learner's learning requires reconsideration;

(3) Teacher/s increasingly complex role as classroom manager needs revision and analysis; and

(4) When individualized reward system is used, the children's rates of on-task behaviour are high and stable.

4.3 INSIGHTS ON CONSTRUCTIVIST CLASSROOM MANAGEMENT: DERIVING FORM ANALYSIS OF TEXTS

An array research has been conducted on the subject of constructivism, among others, these include studies on instructional methods, assessment, classroom management and interactions with learners. In this study, fifty articles, ranging from 1980 to 2005, from both local and international literature, dealing with aspects of classroom management in constructivist teaching and learning situation, were reviewed. Of these fifty articles I have used twenty-eight to demonstrate the trends in terms of the research focus, methodology and findings (see cases 1 to 28). In this analysis, Tables 2.1 to 2.3 dealing with Positivist and Interpretivist/Phenomenological Research Paradigms, Differences between traditional and emerging worldviews and Matrix of paradigmatic value systems respectively were used as tools to classify the studies in terms of their paradigmatic roots.

4.3.1 Cases

The cases presented below, focus on studies conducted on constructivist classroom management.

Case 1

Akar and Yildirim's (2004) study, undertaken in the context of change management, is **qualitative** in nature and used **a case study methodology**. The purpose of this study was to investigate the conceptual change teacher candidates went through in the process of a constructivist-learning environment in Classroom Management Course. This study showed that the learning environment and the classroom culture might have an impact on the teacher candidates' conceptions of classroom management.

Case 2

Stipek and Byler's (2004) research, undertaken in the context of assessment, used both **qualitative** and **quantitative** approaches, and employed case **study and survey** methods. The purpose of the study was to assess a new measure of early childhood classroom

practice in 127 kindergarten- and first-grade classrooms. The findings indicate that the measure produced reliable scores and meaningful, predictable associations were found between scores on the observation measure, on the one hand, and teachers' self-reported practices, teaching goals, relationships with children, and perceptions of children's ability to be self-directed learners, on the other.

Case 3

In the context of the school, Dollard and Christensen's (1996) study was undertaken in the **qualitative** approach and used **case study, interviews, observations and field notes** as research methods. The aim of the study was to explore the importance of constructive classroom management for a meaningful dialogue and relationship among teachers, learners, administrators and other school personnel, changes in the vision of schooling; constructivist approach; cognitive restructuring; and behavioural techniques. The findings of this study indicate that positive relationships are characterised by trust, respect and understanding. Learner-teacher relationships are transformative – provide context for personal growth for learners. Dialogue is a vehicle for shared understandings and a tool for building trusting relationships in which learners feel safe in expressing their perspectives. Behavioural techniques are increasingly portrayed and interpreted as nefarious instruments of a curriculum control.

Case 4

Bloom, Perlmutter, and Burrell (1999) study used **phenomenological** methodology and was **qualitative** in nature. It was undertaken in the context of discipline. The purpose of this study was to explore strategies for managing classroom behaviour of children with behavioural problems; teachers' concerns about the inclusion of children with special needs; application of a constructivist approach by capitalizing on the social context and social activity in a classroom; and strategies for teaching children how to manage their own behaviour and be responsible members of a community. The findings revealed that teachers, who provide nurturing climates, communicate clear expectations, create a partnership with their learners, and build self-worth, might find the inclusion of children

with special education needs an asset rather than a nightmare. Inclusive classrooms can provide a rich context for learning about diversity and taking care of each other.

Case 5

Brewer and Daane's (2003) research is **qualitative** in nature and used **individual interviews field notes, observations, video tapes** in collecting data. The study was undertaken in the context of teaching and learning mathematics. The aim of the study was to determine if eight primary-grade mathematics teachers articulate a constructivist philosophy of teaching and learning mathematics. From the interviews, emerged four main themes concerning the teachers' perceptions: (1) The learning is an active, constructive process; (2) new knowledge is built on prior knowledge; (3) autonomy is promoted; and (4) social interaction is necessary for knowledge construction.

Case 6

Au's (1998) study, undertaken in the context of school literacy of learning of learners from diverse background, adopted **qualitative** approach and used **content analysis** methodology. The purpose of this study was to explore the school literacy of learning of learners from diverse background. The findings of this study suggest that the philosophical tensions are evident in the very framing of the problem of the literacy achievement gap. In addition, tensions reside in differing perspectives of mainstream researchers and researchers from the underrepresented groups.

Case 7

Kruger's (2003) study was undertaken in the **qualitative** approach in the context of the school culture. It used **semi structured interviews, observations and examination of documents**. The purpose of this study was to explore instructional management programme in building a productive school culture. The results suggest that in both schools, there is an apparent emphasis on academic aspects of both teachers and principals. The principal's direct involvement in instructional matters are very limited, virtually non-existent, and they influence the culture of teaching and learning in a more formal way. As a result of increasing responsibilities, the principals' instructional task is

being shared with the teachers. The requirements of the new curricular have also contributed to new initiatives of curriculum leadership where senior teachers bear the responsibility for instructional leadership and curriculum management. Subject departments are the structural elements of instructional leadership and management.

Case 8

Kotze's (1999) study, undertaken in the context of assessment, is located in the **qualitative** approach and adopted **observations, document analysis** as research methods. The aim of this study was to investigate assessment in outcomes-based approach. The results of this study suggest that assessment in its traditional form will have to be expanded to provide for the aspirations of an outcomes-based approach. In addition, new assessment methods will have to be developed in order to evaluate performances and processes, cognitive skills and problem solving strategies.

Case 9

Nakabugo and Sieböger (1999) study was undertaken in the context of assessment in Curriculum 2005. It is **qualitative** in nature and used **pre-investigation interview, pre-investigation observation, video observation** and **document analysis** as research methods. Its purpose was to investigate continuous and formative assessment on OBE. The results indicated that formative assessment appears to require shift from regarding teaching as the transmission of knowledge, to viewing teaching as an interactive activity in which both the teacher and the learner participate in the teaching and learning process.

Case 10

Onwu and Stoffels (2005) used a mixed method approach, drawing on both **quantitative** and **qualitative** methods – **semi structured, open-ended questionnaires** and **teachers' reflection** on how their science lessons were typically structured and sequenced. This study was undertaken in the context of subject (science and mathematics) classroom practice in OBE. Its purpose was to investigate the perceptions/attitudes of teachers in instructional functions in large, under-resourced sciences outcomes-based classes in South Africa. The findings suggest that teachers of large under-resourced science classes

resort to instructional functions dominated by lecturing and demonstration science teachers may hear about constructivist teaching, outcomes-based teaching and inquiry science learning, but for them they appear to be no more than just words.

Case 11

Alleman and Brophy's (1998) study is **qualitative** in nature and used **historical** methodology; and was undertaken in the context of classroom techniques and constructivist learning. The aim of the study was to trace historical perspectives of classroom management, and investigate the teacher and learner roles, classroom techniques and constructivist perspectives on learning. The results showed that management systems and learner roles should support instructional systems and learner roles should be clearly articulated in the planning process for instruction, taking into account learners' roles emphasised in social constructivist classroom.

Case 12

Osborne's (1997) study is **qualitative** in nature and used the **case study** method; it was undertaken in the context of cooperative learning setting**.** Its purpose was to explore balancing individuality and individual ability to work within a group. The study suggests that the roles present a number of dilemmas for the teacher – how to construct these experiences so that all children can participate and contribute, how to reward both individual and group actions, and how to maintain control in the classroom where freedom is important.

Case 13

Youssef's (2003) research, in the context of classroom management beliefs and practices, classroom discipline, was undertaken in the **qualitative** approach using **case study, analysis of document and artefacts, classroom observations and interviews** (teachers and learners). The purpose of this study was to explore teachers' and learners' classroom management beliefs and practices, classroom discipline as a comprehensive part of classroom management. The results showed that the influences of teachers' classroom management beliefs on their classroom management practices need to be more probed in

order to explore how other understandings that teachers hold, might have influence on their classroom practices. In this study, one teacher's understanding influenced her class management practices more than her classroom management beliefs.

Case 14

Mintrop's (2001) research, in the context of constructivist teaching, adopted mix methods approach, using both **quantitative** and **qualitative** approaches – **case study and experimental** methods. The study explored a teacher education programme module that cantered on an ambitious constructivist teaching model. The findings suggest that the programme generated a great deal of inspired pioneering; but technical skill and keen observation was submerged at times in ideological commitment. Novices maintained their vision and motivation for the constructivist model.

Case 15

Combrinck's (2003) study is **qualitative** in nature – it used **qualitative and descriptive interviews**. It was undertaken in the context of outcomes-based assessment. The purpose of this study was to examine the realities and problems surrounding outcomes-based assessment, both in theory and practice, in selected overseas countries where OBE is implemented. The findings of the study suggest that, in general, it seems that parents and teachers accepted the new assessment approach, although they will always be those people reacting negatively to the new system; overwhelming consensus from all the teachers that (all) the new assessment approach increases workload of the teacher but at the same time acknowledges that it promotes creativity. A major problem is the lack of in-service training. Also, this study found that a proper policy and implementation process would probably solve assessment problems.

Case 16

Haney and McArthur's (2002) research was undertaken in the context of constructivist classroom practices. It was aimed at investigating the emerging constructivist beliefs and classroom practices. This study employed a mix methods approach, using both **quantitative** and **qualitative** approaches **– case studies, classroom observations,**

document analysis, interviews and survey (questionnaire). The findings from the case studies suggest that at least two kinds of beliefs were in operation: central beliefs and peripheral beliefs. The central beliefs were defined as those dictating subsequent teaching behaviours whereas peripheral beliefs were those that were stated but not operationalized.

Case 17

The purpose of Clare and Aschbacher's (2001) study was to explore **qualitatively** the technical quality of using assignments and learners' work as indicators of classroom practice where **case study** and **classroom observations** were used as research methods. Results suggest that the quality of assignments was statistically associated with the quality of observed instruction and learner work. The method of using assignments and learners' work as indicators of classroom practice shows promise for use in large-scale evaluation settings and identifies important dimensions of practice that could support teacher self-evaluation and reflection.

Case 18

A **qualitative** study, in the context of teacher-training and assessment, undertaken by Hollingsworth (1989) used **interview and observations** as data gathering instruments. This longitudinal study aimed at investigating the changes in pre-service teachers' knowledge and beliefs about reading instruction before, during and after a fifth-year teacher education programme. It further explored the management, assessment and facilitation of learner learning through text. The findings include the importance of understanding pre-service teachers' prior beliefs to inform supervision and university course design, the value of cognitive dissonance in practice teaching context, the need to routine classroom management knowledge before attending to specific subject pedagogy, and the importance of the academic tasks as part of the teaching knowledge base.

Case 19

Pintrich *et al*.'s (1993) study, in the context of teaching and learning, is **qualitative** in nature and used **conceptual analysis.** The purpose of this study was to explore the role of motivational beliefs and classroom contextual factors in the process of conceptual

change. The findings of the study suggest that learners' prior conceptual knowledge influences all aspects of learners processing information for their perception of the cues in the environment.

Case 20

Rhodes and Roux's (2004) study is **qualitative** in nature and employed **analysis of documents and artefacts**, and **classroom observations**. It was undertaken in the context of teaching and learning. Its purpose was to investigate the values and beliefs in outcomes-based curriculum in C2005 and NCS. The results of the study indicate that there is a need for teachers to be sensitised to the different values embedded in each belief system and all cultural orientations. The prevalence of values and beliefs systems in OBE curricular of C2005 and the NCS will have to be acknowledged, identified and promoted.

Case 21

Schulze's (2003) study, in the context of teaching and learning, was undertaken using a mixed method approach – **quantitative** and **qualitative** – where **case study and survey** (**structured questionnaire**) were used for data collection. The aim of this study was to investigate a move from content-based to outcomes-based education in distance education The finding of the study suggest that many lecturers are used to struggling in isolation with design issues; and favour traditional teaching practices with which they are familiar. Resistance to change is aggravated by heavy workloads during a time when transformation issues may impact negatively on positive attitudes; and basic knowledge of understanding contemporary learning theories, e.g., constructivist learning theories, are important.

Case 22

Rainer, Guyton and Bowen's (2000) study examined how primary school teachers implemented constructivist education into their kindergarten through second-grade classrooms. In this study, a mixed method approach, using both **quantitative** and **qualitative** approaches was employed, i.e. **classroom observations, interviews and**

surveys were used as data gathering instruments. The findings revealed that three teachers used more traditional approaches and three used more constructivist approaches. All scored high on the constructivist teaching scale of the Teachers' Belief Survey. The traditional teachers scored just as high on the behaviourist scale, whereas the constructivist teachers scored significantly lower. Teaching processes varied between the two groups, although both groups respected children, motivated hands-on activities, and provided effective management.

Case 23

File and Gullo (2002), in the context of classroom practices, employed **a** mixed method approach (**quantitative** and **qualitative)** and used **interviews and a survey as data gathering tools.** The purpose of this study was to examine the viewpoints of 119 pre-service teachers at the beginning or end of the programmes in early childhood (ECED) or elementary education (ELED). The findings showed that compared to ELED learners, ECED learners favoured primary education practices more consistent with constructivist nature of NAEYC guidelines in several areas. Learner teachers favoured more frequent use of less developmentally appropriate behaviour management strategies than did beginning learners.

Case 24

LeBlanc, Lacey, and Adler's (2000) research is qualitative in nature and employed **case study, interviews** and **classroom observations**. It was undertaken in the context of classroom management and discipline. The purpose of this study was to evaluate a second grade teacher and her learners and investigate the implementation of a conflict resolution programme in the classroom. The findings indicated that the teacher improved her effectiveness in classroom management and discipline: learners felt safe, and both the teacher and the learners successfully used conflict resolution.

Case 25

Akyurekoglu's (2000) study, in the context of teaching and learning, is **qualitative** in nature and used **interviews**. Its aim was to examine the perceptions of middle school

teachers at the Miami Shores/Barry University Charter School (Florida) toward using computers in a classroom environment. The data revealed an overarching theme of using computers as tools for different purposes; and computers are perceived as teaching tools, classroom management tools, and communicative tools.

Case 26

Jensen (2000) used a mixed method approach, drawing on both **quantitative** and **qualitative** methods (**case study, interviews, observations and survey questionnaires**). This study was undertaken in the context of teaching and learning in cooperative setting. Its purpose was to explore classroom management using small group theory selected based on its ties to constructivist pedagogy. The findings of the study suggest the overall, participants learned best from cases about which they had prior knowledge. They found experiential learning very important and considered discussion moderately helpful.

Case 27

Foster's (1998) research was undertaken in the context of leadership in constructivist setting. The aim of this study was to investigate how learners, parents, and staff of 2 schools with reputations for success (they were among 21 schools in the Canadian Education Association's Exemplary School Project) experience and understand constructivist leadership. This study is **qualitative** in nature – **interviews** with staff members, learners and parents; regular **observations** of classroom, hallway and extracurricular activities, observations of school meetings were adopted as research methods. The results of the study showed that teacher leadership was found to be important. The principal, learner and parent respondents in both schools believed that each school's reputation for success was due largely to the efforts and expertise of the teachers. They also believed that the small size of the schools was a critical factor in supporting respectful relationships and a positive school environment.

Case 28

Fleener's (1995) study undertaken in the context of teaching and learning, **qualitatively** examined 65 pre-service teachers' metaphors for describing roles of the mathematics

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teacher using **interviews, observations** and **field notes**. The findings of this study reveal that learner metaphors were not systematic across the three roles. Actualising visions of mathematics learning consistent with constructivist pedagogy will require teachers and pre-teachers to reconcile beliefs with personal interactions and roles in the classroom by engaging in critical reflection about teacher roles.

4.3.2 Findings

In the light of the cases presented above, research on constructivist classroom management covers a variety of aspects in different cultural settings within the organisational framework. Among others, it deals with the conceptual change teacher candidates went through in the process of a constructivist-learning environment in classroom management course; how primary school teachers implemented constructivist education into their kindergarten through second-grade classrooms; the role of motivational beliefs and classroom contextual factors in the process of conceptual change; changes in pre-service teachers' knowledge and beliefs about reading instruction before; strategies for managing classroom behaviour of children with behavioural problems; realities and problems around outcomes-based assessment, both in theory and practice; investigates values and beliefs in outcomes-based curriculum in C2005 and NCS; and teachers' and learners' classroom management beliefs and practices, classroom discipline as comprehensive part of classroom management.

There seems to be multiple characteristic features common in research conducted in constructivist classroom management. A significant number of the studies conducted in constructivist classroom management appear to fit through the lens of the emerging paradigm – they are largely qualitative in nature and adopted dialogical research methods. Most distinguishing paradigmatic features in these studies are that they used small samples; were conducted in a natural setting; deal with generalising theories and generalises from one setting to another; used rich and subjective data, and have low credibility and trustworthiness in terms of the findings. Also, these studies are holistic in

nature; deal with non-linear relationships and mutual causality; and see relationship between entities as fluid, systematic and integrative orders.

According to cases 1 to 28, a significant number of qualitative methods were used. In these studies, combinations of two or more approaches were used. These approaches include: case studies, classroom observations, document analysis, interviews, survey (questionnaire), conceptual analysis, pre-investigation observation and video observation. The findings are richly descriptive. Research efforts emphasize the cultural framework of social and subjective reality. Almost in all cases, words rather than numbers are used to convey what the researcher has learned about the phenomenon.

From these studies, I have gained a number of ideas in constructivist classroom management. Among other things, it could be inferred that:

(1) Management systems and learner roles should support instructional systems;

(2) Learner roles should be clearly articulated in the planning process for instruction taking into account learners' roles emphasised in social constructivist classroom;

(3) Formative assessment requires a shift from regarding teaching as the transmission of knowledge, to viewing teaching as an interactive activity in which both the teacher and the learner participate in the teaching and learning process;

(4) Teachers, who provide nurturing climates, communicate clear expectations, create a partnership with their learners, and build self-worth, may find the inclusion of special children an asset rather than a nightmare;

(5) Inclusive classrooms provide a rich context for learning about diversity and taking care of each other;

(6) Social interaction is necessary for knowledge construction;

(7) The principals' instructional task is being shared with the teachers;

(8) There is a need for teachers to be sensitised to the different values embedded in each belief system and all cultural orientations;

(9) Assessment in its traditional form will have to be expanded to provide for the aspirations of an outcomes-based approach; and

(10) New assessment methods will have to be developed in order to evaluate performances and processes, cognitive skills and problem solving strategies.

4.4 CONCLUSION

From the analysis of studies conducted on instructionist classroom management, it emerged that a significant number of studies are corroborating traditional approaches and practices to management that are anchored in the traditional paradigm. In contrast, the main insights and the emerging trends on constructivist classroom management studies are calling for a new approach that is anchored in the emerging paradigm. Thus classroom management in outcomes-based setting should depart on an emerging paradigm plane.