

ABSTRACT

An Exploration of Two Classrooms: Cases in Classroom Management

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The purpose of this research is to gain an insight into the management of two classrooms and to assess the impact it has on the children's emotions, using a qualitative interpretive case study design. The voices of both the teachers and the children are featured in this study. The management of the classrooms are explored in terms of content, conduct and covenant concerns.

I collect the data by using semi-structured interviews from the phenomenological position, conversations with the teachers and students, document checks of the grade five curriculum guides, lesson plans, timetables, workbooks, textbooks and test papers.

The findings from this research indicate that the beliefs and practices of the teachers are derived from their training and experience, although at times, there are incongruities between beliefs and practices. The children's emotional states are affected by the teachers' management styles, either positively or negatively. One teacher is sometimes aware and often responds to moments of imbalance of content, conduct and covenant within the classroom with an attempt to re-establish of the equilibrium necessary to allow the children a sense of well being and to re-orient themselves to learning tasks, while the other teacher seldom does. Some of the anxieties the children experience are a result of the teachers' inabilities to synchronize various elements that filter unto the classroom landscape so as to create the ideal classroom climate. These include the policies from the Ministry of Education, Youth and Culture, the community, school culture and classroom climate, as well as the experiences of the children.

Keywords: Qualitative Classroom Case Studies, Classroom Management, Content, Conduct and Covenant, Children's Emotions in Learning.