

UNIVERSITY OF EDUCATION, WINNEBA

**KINDERGARTEN TEACHERS' USE OF CLASSROOM MANAGEMENT
STRATEGIES WITHIN EKUMFI DISTRICT, GHANA**



**A dissertation in the Department of Early Childhood Education,
Faculty of Educational Studies, submitted to the School of
Graduate Studies, in partial fulfilment
of the requirements for the award of the degree of
Master of Education
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DECLARATION

STUDENT'S DECLARATION

I, **Joanna Ekuu Jones**, declare that this thesis, with the exception of quotations and references contained in published works, which have been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole for another degree elsewhere.

SIGNATURE:

DATE:

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of dissertation as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: DR. HANS KWEKU ANDERSON

SIGNATURE:

DATE:

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DEDICATION

To the entire family of Apostle Robert K. A. Essel and my lovely husband Mr. John Coffie.



TABLE OF CONTENTS

Content	Page
DECLARATION	iii
ACKNOWLEDGEMENTS	iv
DEDICATION	v
TABLE OF CONTENTS	vi
ABSTRACT	xi
CHAPTER ONE: INTRODUCTION	1
1.1 Background to the Study	1
1.2 Statement of the Problem	6
1.4 Purpose of the study	11
1.5 Objectives of the Study	11
1.6 Research Questions	11
1.7 Significance of the Study	12
1.8 Delimitation of the Study	13
1.9 Operational Definition of Terms	13
1.10 Organization of the Study	14
CHAPTER TWO: REVIEW OF RELATED LITERATURE:	15
2.0 Overview	15
2.1 History of Classroom Management	15
2.2 Theoretical Framework	15
2. 3.Student Learning	26



2.4 Classroom Management	27
2.4.2 Use of Time Allotted for Instruction	30
2.4.3 Academic Engagement and Student Learning	31
2.4.4 Short-Term Risks Associated with Poor Classroom Management	32
2.4.5 Long-Term Risks Associated with Poor Classroom Management	33
2.5 Teacher Efficacy Beliefs in Classroom Management Practices	34
2.6 Teachers Perception about Misbehaviours in Classroom	37
2.7 Classroom Management Strategies used by Teachers	41
2.7.2 Behavior Modification	43
2.7.3 Incentives	45
2.7.4 Usage of Praise as an Incentive	46
2.7.5 Acceptance Approach	46
2.7.6 Dreikurs (1968) Identified Four Mistaken Goals	47
2.7.7 Success Approach	48
2.7.7 Business Academic Approach	49
2.7.8 Group Managerial Approach	50
2.8 Factors to Promote Effective Classroom Management	54
2.8.1 Physical Environment	54
2.8.2 Time/ Instructional Management	55
2.8.3 Behavior Management	56
2.8.4 Teacher Effective	57
2.8.6 School Environment	58

CHAPTER THREE: METHODOLOGY	59
3.0 Overview	59
3.1 Researcher's Methodological Position	59
3.2 Research Design	60
3.3 Study Area	61
3.4 Target Population	62
3.5 Sample and sampling technique	62
3.6 Research Instrument	63
3.6.1 Questionnaire	64
3.6.2 Semi-Structured Interview	64
3.6.3 Observational Schedule	65
3.7 Validity and reliability	66
3.7.1 Validity	66
3.7.2 Reliability	66
3.8 Data collection	67
3.9 Data analysis and interpretation	68
3.9.1 Quantitative Phase	68
3.9.2 Qualitative Phase	69
3.10 Trustworthiness of the Study	70
3.11 Ethical Considerations	71

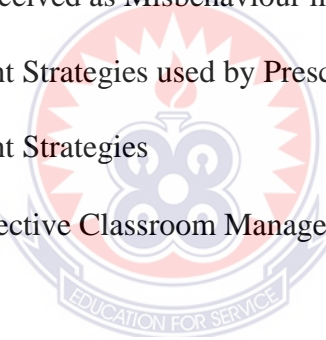


CHAPTER FOUR: DATA PRESENTATION ANALYSIS AND DISCUSSION	72
4.0 Overview	72
4.1 Demographic Characteristics of the Respondents	73
Research Question One: What are preschool facilitators' self-efficacy beliefs about their classroom management practices?	75
Research Question Two: What do Preschool Facilitators Perceive as Misbehaviors in the Preschool Classroom?	80
Research Question Three: How do preschool facilitators manage the behaviour of pupils in preschool classroom?	87
Research Question Four: Factors to Promote Effective Classroom Management	94
CHAPTER FIVE SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS	98
5.0 Introduction	99
5.1 Summary of Key findings	99
5.2 Conclusion	100
5.3 Recommendation	101
5.5 suggestions for further studies	103
REFERENCES	104
APPENDICES	119



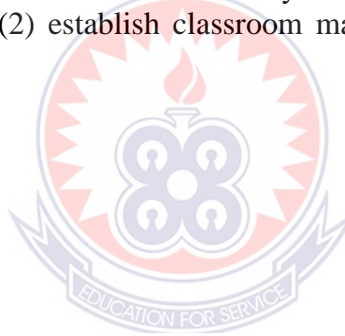
LIST OF TABLES

Table	Page
3.1 Reliability Results	67
4.1: Gender of the respondents	73
4.2 Age distribution of respondents	74
4.3: Educational Qualification of Respondents	75
4.4 Preschool Facilitator' Self-Efficacy Beliefs for Classroom Management Practices	76
4.5: Behaviour Perceived as Misbehaviour in Preschool Classroom	80
4.6: Behaviour Patterns Perceived as Misbehaviour in Preschool Classroom	82
4.7: Classroom Management Strategies used by Preschool Teachers	87
4.8: Classroom Management Strategies	90
4.9: Factors to Promote Effective Classroom Management	94



ABSTRACT

The study examined the preschool facilitators' perceptions of classroom management strategies used in preschool classrooms in the Ekumfi District, Central Region of Ghana. Convergent mixed method design was employed where Census and purposive sampling techniques were used to sample 35 participants (11 males, 24 females). Questionnaire, semi-structured interview guide and observation checklist were used to collect data for the study. The study revealed that teachers can control some pupils' disruptive behaviour in the classroom; teachers were able to motivate themselves and guide their actions anticipated by the exercise of forethought; they set themselves challenging goals and maintain a strong commitment to them. It was also revealed that, children are not well nurtured at home and model bad behaviours they see at home and in school and seeking teacher's attention. It was concluded that with regard to facilitators' self-efficacy beliefs about their classroom management practices, an important finding of this research is that most of the sampled facilitators use a combined approach of reactive and proactive classroom management strategies which is most appropriate as endorsed by several researchers. However, based on the findings of this study, it was recommended that both the pre-service and in-service levels, early childhood teacher education programmes in Ghana should emphasize teacher trainees' ability to: (1) manage the peculiar behaviour of individual pupils; and (2) establish classroom management systems appropriate for each group of learners.



CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Classroom management has been defined in many different ways: Tal (2010) defined classroom management as “the ability of the teacher to lead the class...toward achieving the socio-emotional welfare and learning of the students” (p.144). Malone and Tietjens (2000) defined classroom management as “how teachers maintain order in a classroom” (p.160). Little and Akin-Little as cited in Little and Akin- Little (2008,p.228) defined classroom management as ‘a set of procedures that, if followed, should help the teacher maintain order in the classroom and involve both antecedent and consequent procedures that can be combined to provide a comprehensive approach to classroom management.’”

Classroom management also refers to a teacher’s ability to keep order in the classroom, engage students in learning and elicit their cooperation in all activities in the classroom (Wong & Wong, 2009). In other words, everything teachers do to get their students to achieve the knowledge, skills, values and attitudes necessary for success must be the result of a purposeful and well thought-out series of actions and activities. Stichter, et al. (2009) defined effective classroom management as the management of those general environmental and instructional variables that promote consistent classroom-wide procedures of setup, structure, expectations and feedback. The ability of teachers to organise the classroom and manage the behavior of the students is critical to achieving positive educational outcomes.

Among the many important decisions that teachers make is how to create a positive and supportive classroom environment based on a clear and well-organized

management plan (Norris, 2003). Well-organized classroom management plans establish the parameters for the physical, social, emotional and intellectual environments of the classroom. The classroom climate teachers establish for themselves and their students greatly affects the learning process. Classrooms where students feel safe to take risks, acquire new knowledge, and know they are valued members of a community are classrooms where learning is optimized (Evertson, Emmer, & Worsham, 2003).

However, classroom management is an important element of pre-service teacher training and in-service teacher behavior (Emmer & Stough, 2001), and is comprised of three central components: maximizing time allocated for instruction, arranging instructional activities to maximize academic engagement and achievement, and using proactive behavior management practices (Sugai & Horner, 2006). These three elements make an effective classroom which, Horn (1998) believed, is the “single biggest factor affecting the academic growth of any population of youngsters” (p. 2). Although sound behavior management in itself does not guarantee effective instruction, it establishes the environmental context that makes good instruction possible (Emmer & Stough, 2001). The ultimate goals of classroom management are to provide healthy, safe environment for learning and to equip students with the necessary skills to be successful in life, both academically and socially (Wong & Wong, 2009).

Classroom management has become increasingly important over the past few years. The reason being that without good classroom management, effective teaching and learning cannot and will not take place in our schools (Marzano, Marzano & Pickering, 2003). If one cannot manage a classroom, one cannot be sure that students are learning the material. Poor classroom management may lead to increased levels of

school violence and bullying (Allen, 2010), as well as increased teacher stress levels, increased probability of teacher burnout, and higher levels of teacher attrition (Jepson & Forrest, 2006).

However, issue of indiscipline in the classroom continues to surface as one of the most challenging problems in education today. Conte (1994) stated, "If teachers, administrators, parents, and students acknowledge that the lack of discipline is a serious concern and interferes with the teaching-learning process, one would think that steps would be taken to remedy the problem" (p.308). Canter (1976) stated that you cannot get your needs met in your classroom unless you have an effective method of discipline which you thoroughly understand and are comfortable utilizing. The history of education and discipline of pupils was one of extreme harshness. In the past decade, teachers were given the parental right to act as they would when dealing with discipline problems. Teachers who felt the need would administer corporal punishment to students under their supervision.

Frameworks for encouraging and maintaining good behavior overwhelmed the trend-setting halls of preschool across country with the later works of behavioral theorists such as Kounin, Skinner, and Glasser from developed countries. These theories were created to help classroom environments exhibit behavior conducive to learning. They also stressed positive relationships between students and teachers. Teachers now have some choices in finding a classroom discipline plan to suit their needs. The question is which approach works best for managing today's classroom behavior?

Today's classrooms are much more complicated than in years past. Discipline, now known as classroom management, has added factors. New dimensions to classroom management were born with the advent of inclusion,

bilingual classes, and students with disabilities. An analysis of the past fifty years of educational research as noted by Wang, Haertel, and Walberg (as cited in Conte, 1994) revealed that effective classroom management increases student engagement, decreases disruptive behaviors, and makes good use of instructional time.

The demands made on teachers have grown significantly in the past few decades, which also make classroom management more difficult. In the later part of the 20th century, the reality was that: (a) Teachers do not receive the respect from parents that they once did. (b) More students come to school with behavioral problems than ever before. (c) Teachers are not sufficiently trained to deal with today's behavioral problems. (d) The myth of the "good" teacher discourages teachers from asking for the assistance they need. (e) Relevant curriculum content is not always enough to motivate students to behave as once thought (Canter & Canter, 1976). All of these factors have combined to diminish a teacher's real or perceived ability to influence students' behavior. It is that loss of influence that has made it more difficult for many teachers to effectively maintain discipline in the classroom (Conte, 1994).

In a study conducted by Stichter, Lewis, Whittaker, Richter, Johnson, and Trussell (2006), teachers who used ineffective classroom management strategies experienced consistent student disturbances and an increased number of verbal interruptions. While it may seem that these disruptions add up to nothing more than mere annoyances, this is certainly not the case. A study conducted by Vitaro, Brendgen, Larose and Tremblay (2005) found that hyperactivity and inattention in Kindergarten was more predictive of high school dropout than aggression or oppositional behavior. Furthermore, Clunies-Ross, Little, and Kienhuis (2008) noted that children who exhibit behavior problems are more at risk for developing serious

disorders in adolescence, such as conduct disorder. In a longitudinal study conducted by Fergusson, Horwood, and Ridder (2005), conduct problems between the ages of seven and nine years were associated with the following domains after confounding variables such as economic disadvantage, family conflict, child abuse, ethnicity, and gender were controlled for: crime (including violent offenses and imprisonment), substance use (including nicotine and illegal drug dependence), mental health (including major depression/anxiety disorders, antisocial personality disorder, and attempted suicide), and sexual relationships (including 10+ sexual partners, teen pregnancy, and domestic violence). In light of these research findings, it would not be unreasonable to suppose that a higher number of children with untreated behavior problems in a school or district may eventually lead to a higher number of high school drop-outs and a higher number of adolescents with conduct disorder or other serious disorders in that district. Due to all of these risks associated with behavior problems, actions should be taken to improve the behavior of children in schools.

However, Stronge, Ward, Tucker, & Hindeman (2008) contended that a key aspect of any major improvement in school systems and in students' education is changing the behavior of teachers. Similarly, Leflot, van Lier, Onghena, and Colpin (2010) suggested improving the "professional functioning" (p. 881) of teachers and other professionals in order to prevent and respond more effectively to behavioral difficulties. The negative consequences of teachers using ineffective classroom management strategies are not limited to only students. In a study conducted by Clunies-Ross and colleagues (2008), workload and student misbehavior were the two biggest contributors to teacher stress. Furthermore, Hastings and Bham (2003) found that various aspects of student classroom behavior (e.g., disrespect, lack of student sociability, and lack of attentiveness) differentially predicted various aspects of

teacher burnout (e.g., emotional exhaustion, depersonalizing students, and lack of feelings of personal accomplishment). Research has consistently shown that teacher stress affects the teacher's performance, physical and emotional well-being as well as that of their families', and the school as a whole (Clunies-Ross et al., 2008). It is against this background that this study intended to examine and collect empirical data on classroom management strategies used by various preschool facilitators in the Ekumfi district.

1.2 Statement of the Problem

Even though research shows the importance of classroom management, it is unclear which method or strategy is more appropriate to employ in preschools (Brannon, 2010). As preschool facilitators work through the new mandates and standards developed by the national and local school boards, classroom management strategies are driven to the end of their list. Even though many people have researched this topic, no one has yet pinpointed which method or strategy works best. According to "Churchward (2009)," there are many experts telling us how to handle discipline problems in our classrooms. Yet these experts do not always agree" (p. 1).

Teachers are struggling with extreme amounts of stress as they try daily to manage difficult student behaviors (Anderson, 2012). They can feel defeated by disruptive students (Rappaport & Minahan, 2012), and teachers have frequently commented that such challenging students can also drain energy from the rest of the class (Anderson). Classroom management problems are the leading concern of novice and experienced teachers and are the most common causes of teacher attrition within the first five years of teaching (Ritter & Hancock, 2009; Rosas & West, 2009). Yet, teacher education programmes have generally failed to provide a well-conceptualised

practical approach to classroom management (Burden, 1983). The Ghanaian context is not an exception.

Although some teacher education programmes in the country require some form of training in classroom management, a critical scrutiny of the early childhood teacher education curriculum in colleges of education and universities in Ghana reveals that little emphasis is laid on classroom management. This implies that preschool facilitators may feel not adequately prepared to manage their classrooms effectively. They are likely to have doubts in their ability and competence in maximizing proactive classroom management practices to promote young children's learning.

However, a well-managed classroom can ensure effective instruction, yet, it is a challenge for most preschool facilitators in the Ekumfi District to effectively manage their classrooms and handle misbehaviors of pupils. The researcher has personally observed that most preschool facilitators in the district apply or use behavior modification strategies that may not be considered developmentally appropriate. It could be deduced from the foregoing assertions that; most preschool facilitators do not have the requisite knowledge and skills to appropriately manage their classrooms.

Mahon, Bryant, Brown, and Kim (2010) described classroom management as one of the most vital skill sets that teachers should acquire and one that is consequently the most challenging to attain. Every school system is in need of teachers who have a deeper level of understanding of the ways in which classroom management strategies affect student achievement (Mahon et al., 2010). Challenging student behaviors are affecting schools across the country and preventing teachers

from teaching and students from learning (Cassidy, Lower, Kintner, & Hestenes, 2009). The only manner in which many students can focus and learn in school today is by blocking out these disruptive behaviors (Borgonovi & Jakubowski, 2011). However, this task is particularly difficult for students with attention deficit disorders and other students with special needs.

A study by Torkorny (2019) revealed that although teacher education programmes in Ghana require some form of training in classroom management, they have generally failed to provide a well-conceptualized practical approach to classroom management. Torkorny reported to have a personal observation and scrutiny of the early childhood teacher education curriculum in colleges of education and universities in Ghana which revealed that little emphasis is laid on classroom management. This implies that kindergarten teachers may feel not adequately prepared to manage their classrooms effectively. They are likely to have doubts about their ability and competence in maximizing proactive classroom management practices to promote young children's learning; hence, their self-efficacy is affected (p.4).

Preschools in the Ekumfi district are struggling to address the problem of challenging preschooler behaviors, which can negatively impact the entire student body. Facilitators are spending a large amount of time dealing with negative behaviors rather than focusing on preschooler's achievement and the behaviors are not being addressed in meaningful ways. However, Samrt and Igo (2010) indicated that many teachers do not receive enough training in classroom management strategies and behavior management techniques before entering the profession, and a number of teacher education programmes offer little or no formal training in behavior management.

According to the American Psychological Association (APA; 1993), aggression and disruptive classroom behavior in early childhood contribute to low school performance and inadequate peer relations. Unstructured classroom time increases the likelihood of disruptive behavior (Little & Akin-Little, 2008), and disruptive behavior can occupy time reserved for teaching and learning, which directly impacts academics and student performance (Clunies-Ross et al., 2008; Freiberg, Huzinec, & Templeton, 2009). In order to prevent the likelihood that these disruptive behaviors occur, Little and Akin-Little (2008) contended that academic activities should account for at least seventy percent of classroom time.

As is evidenced from previous research (Clunies-Ross et al., 2008), student behavior can have a large impact on learning. By using evidence-based classroom management methods, teachers can help improve behavior problems and, thus, academic performance. However, there is little research on the phenomenon in developing countries, including Ghana. Also, there is no empirical data on classroom management strategies of preschool facilitators in the Ekumfi District. These therefore create cultural and conceptual gaps to be filled as well as methodological gap since most studies conducted in the developed countries employed mainly quantitative or qualitative methodology. It is, therefore, against this background that the current study intended to examine preschool facilitators' use of classroom management strategies, employing the mixed method approach to inform classroom management strategies of early childhood teachers in the district and make recommendations as well as fill the gap in literature in a Ghanaian context.

1.3 Theoretical review

This study is grounded on the Behaviorism theory. Behaviorism is the "first psychological perspective to have a significant impact on our understanding of how human beings learn" (Ormrod, 2003, p.9). Behaviorism is a belief that the learner starts off as a blank slate and behavior is shaped through positive and negative reinforcements. Positive and negative reinforcement increases the probability that the behavior will happen again, and punishment decreases the chances that the behavior will continue. Originated by B. F. Skinner, operant conditioning follows the behaviorist school of thought. According to Woolfolk (2011), operant conditioning is "learning in which voluntary behavior is strengthened or weakened by consequences or antecedents" (p.211). Reinforcement is used to encourage behaviour, and punishment is used in an effort to discourage or suppress (Woolfolk, 2011). Also, under the behaviorist umbrella are applied behavior analysis and social learning theories. Applied behavior analysis or behavior modification includes the procedures in which an individual's environment is changed to encourage acceptable behaviors and discourage non acceptable behaviors. The Premack Principle, which maintains that a more preferred activity can function as a reinforcer for a less preferred activity, demonstrates the implementation of applied behavior analysis (Woolfolk).

Introduced by Albert Bandura in 1977, the social learning theory conceives that human learning is a continuous reciprocal interaction of cognitive, behavioural, and environmental factors (Schunk, 2004). The social learning theory is based on behavior modelling, in which the child observes and then emulates the behavior of others (Schunk, 2004). Social learning theory posits that an Individual's behavior is regulated by "internal standards and self-evaluative reactions to their actions" (Schunk, 2004, p.533).

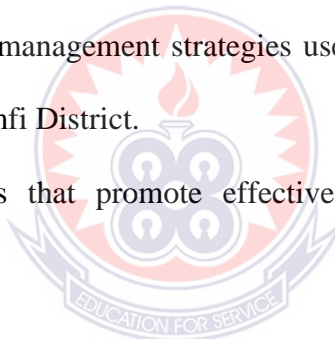
1.4 Purpose of the study

The purpose of this study was to examine the preschool facilitators' perceptions of classroom management strategies used in preschool classrooms in the Ekumfi District, Central Region of Ghana.

1.5 Objectives of the Study

The objectives of the study were to;

1. examine preschool facilitators' self-efficacy beliefs about their classroom management practices in Ekumfi District.
2. examine preschool facilitators' perceptions of what they consider as misbehaviors in the kindergarten classroom in Ekumfi District.
3. assess classroom management strategies used by preschool facilitators in the classroom in Ekumfi District.
4. investigate factors that promote effective classroom management in the Ekumfi District.



1.6 Research Questions

To address the objectives of the study, the following research questions were formulated to guide the study,

1. What are preschool facilitators' self-efficacy beliefs about their classroom management practices in Ekumfi District?
2. What do preschool facilitators perceive as misbehaviors in the preschool classroom in Ekumfi District?
3. How do preschool facilitators manage the behavior of pupils in the preschool classroom in Ekumfi District?

4. Which factors promote effective classroom management in the Ekumfi District?

1.7 Significance of the Study

This study is noteworthy because classroom management and student behavioral issues can impact teachers' self-efficacy, student behaviors, and the quality of learning in the classroom in general. There have been gaps in the literature and in practice that need to be addressed regarding what teachers already know about behaviors and intervention strategies, although these are one of the most important elements of their jobs. The results of this study would benefit preschool facilitators, preschoolers, researchers, educators, policy makers and administrators among other education stakeholder, organizations and Ministry of Education in Ghana.

School authorities would have valuable information required for informed decision-making regarding which classroom management system to provide and how, when, why and where these should be provided. It is expected that such information would enhance the effectiveness and efficiency of teachers in managing pupils in classroom. This would ultimately optimally benefit the generality of the pupils in Ghana.

This study would also serve as a resource material to provide researchers with data and information that could be useful in future studies on classroom management strategies, especially studies premised on the improvement of the quality of preschool education in Ghana. This would fill a void in the research -base of preschool education in Ghana due to the absence of published research on early childhood education. Finally, it is anticipated that results from the present study would

ultimately impact on policy and legislation with respect to preschool facilitators perceptions and the classroom management strategies used in preschool classroom.

1.8 Delimitation of the Study

The focus of this study was to examining preschool facilitators' classroom management strategies used in preschool classrooms. The study covered all preschools within the Ekumfi District. The preschool teachers were the only respondents for the study.

1.9 Operational Definition of Terms

Some words within the study were given operational definitions as they are used in the context and scope of the research. They include the following:

Behavioral management: Behavioral management refers to interventionist, noninterventionist, or interactionist approaches to managing the instruction and behavior in the classroom.

Classroom Management Strategies: Various procedures and techniques used in managing instruction and behavior in order to ensure physical and psychological safety of learners in preschool classrooms.

Instructional Management: This term is used when the teacher determines how the student uses his/her time, in terms of "daily routines, seatwork, and allocating materials". Instructional management also refers to the rigor of the lesson being taught to one's students.

Preschool facilitators: Persons assisting learning among learners in kindergarten classroom.

Self-Efficacy: How facilitators feel about the extent of one's ability to use classroom management strategies in preschool settings.

1.10 Organization of the Study

The study is presented in five chapters. Following this chapter which focuses on the background to the study, the statement of the research problem, the purpose of the study, research objectives and questions, and the significance of the study is Chapter Two which contains review of related literature which entails the theoretical and empirical reviews. Chapter Three describes the methodology applied in carrying out the study. The areas dealt with include the research design, the population, the sample and sampling procedure, the instruments used in data collection and their validity and reliability, and the method used in analyzing the data. Chapter Four presents the results of data collected and its discussion. Finally, Chapter Five presents the summary of the findings, recommendations, and suggestions for further studies.

CHAPTER TWO

REVIEW OF RELEVANT LITERATURE

2.0 Overview

This chapter presents a review of relevant literature on classroom management strategies used by preschool facilitators. It provides a context to the subject of this research and establishes a rationale for the study and the guide for the methodology employed. A variety of sources and databases were used for the literature collection.

The following constitute the sub-topic of the literature review:

1. History of classroom management
2. Theoretical Framework
3. Student Learning
4. Classroom Management
5. Teacher Efficacy Beliefs in Classroom Management Practices
6. Teachers Perception about Misbehaviors in Classroom
7. Classroom Management Strategies used by Teachers
8. Factors to Promote Effective Classroom Management

2.1 History of Classroom Management

The idea of controlling another person's behavior is not a new one. It has been utilized in many fields such as psychology, education, child-rearing, and even in the workplace. Classroom management also stems from such control issues, similar to the behavioural theory, otherwise known as behavior modification.

Unlike behavior modification, which focuses on changing behavior, behavior management focuses on maintaining positive habits and behaviours and reducing

negative ones. Behaviour management skills are especially useful for teachers and educators, healthcare workers, and those working in supported living communities. This form of management aims to help professionals oversee and guide behavior management in individuals and groups toward fulfilling, productive, and socially acceptable behaviours. Behaviour management can be accomplished through modeling, rewards, or punishment.

Historically, specialists in field of education state that classroom management encourages the establishment of student self – control through positive achievement and behavior. Thus academic achievement, teacher efficacy, and teacher and student behavior are directly linked with the concept of school and classroom management.

Classroom management is closely linked to issues of motivation, establishing a climate of respect between classroom staff and students and also consistent discipline. The teacher is at a huge advantage when she or he spends the time to set up classroom management that looks at content management (skills that cut across subjects and activities; instructional management skills, sequencing and integrating additional instructional activities, as well as instruction – related discipline problems Kounin as cited in Froyen & Iverson, (1999, p. 128) conduct management inclusion of human diversity. According to Iverson and Froyen (1999), conduct management is essential to the creation of a foundation for ‘an orderly, task – oriented approach to teaching and learning’ (p. 217), thus leading to grating students greater independence and autonomy through socialization.

Classroom management has been an important area in educational psychology for some time. Research findings have been applied to in -service and to pre - service teacher preparation programs, as well as to systems of teacher assessment and evaluation. Classroom management also represents a significant aspect of the

teacher's pedagogical knowledge and is often found as a component of taxonomies and descriptions of core knowledge for educators (e.g., Council for Exceptional Children, 1998). Some researchers have suggested, moreover, that novice teachers may need to reach a minimum level of competency in management skills before they are able to develop in other areas of instruction (Berliner, 1988). Classroom management thus merits careful attention by educational psychologists who are interested in their discipline's impact on education.

2.2 Theoretical framework

Classroom management has been deeply rooted in Behaviorism since the early 1900s. These behavior theories greatly influenced, and are still influencing classroom management. According to Emmer and Stough (2001), some studies have used student achievement or attitude as outcomes. But most classroom management research today has been concerned with identifying how teachers bring about student engagement with each other and limit the disruptions in the classroom.

Many behavioral theories fall under the term behaviorism, which was coined by (Watson, 1913). Behaviorism is essentially a theory of learning that is based upon the belief that every behavior is assimilated through training. Behaviorists believe that conditioning occurs through interactions with the environment (Watson, 1913). Within behaviorism theory are two types of conditioning: operant and classical (Herron, 2010).

One of the most famous names associated with behaviorism is B. F. Skinner. Classical conditioning theorists have contended that learning is reactive to environmental stimuli, whereas supporters of operant conditioning, which was pioneered by B. F. Skinner, have asserted that children also learn through the

consequences of their behaviors (Cherry, 2009). Both forms of conditioning support the theory that learning is based upon environmental factors that can either be reinforcements or punishments.

According to B. F. Skinner's (1974) theory, participants learn to complete a simple behavior that will be rewarded with something of worth outside basic needs, such as a food treat. B. F. Skinner asserted that teachers teach student behavior in order to obtain preferred outcomes. B. F. Skinner also argued that the desired behavior should be rewarded and inappropriate behavior should either be ignored or addressed immediately (as cited in Dial, 2010). B. F. Skinner suggested that all behaviors have a purpose and that every action represents a specific purpose with a behavior attached. Many students use their behaviors to elicit responses from their teachers, which suggest that students behave for specific purposes or outcomes (E. A. Skinner & Belmont, 1993).

Another famous behaviorist is Glasser (1998), who stated that as individuals, all that human beings do is behaved. Glasser maintained that all human behavior is chosen and driven by a number of basic needs that include love and belonging, survival, power, fun, and freedom. The Glasser model suggests that teachers should become the facilitators of children's behaviors. The specific idea is that because all behavior is a matter of choice, teachers should help their students to make good choices (Glasser, 1998)

Jones (1997), another important influence in the field of behavior management, focused on studying so-called natural teachers and the ways in which they can achieve results with skills rather than complex management systems that require record keeping, contracts, and tangible reinforcers. During his research,

Jones began to understand how effective teachers run their rooms smoothly and that less successful teachers can be trained to use these skills.

The following paragraphs will summarize the work of these important behavior theorists. These summaries will identify the influences each has made on classroom behavior and management.

B.F. Skinner's theory

B.F. Skinner involved the principles and ideas of behaviorism in his work and contributed immensely towards understanding human behavior. Through his research with animals he found out that it is possible to produce desirable behavior outcomes through rewards and undesirable behavior through punishment so as to modify the behavior into a favorable one (Skinner, 1953). Originally, Skinner's work on operant conditioning was not designed to address classroom management; however, the ideas that he developed could be used successfully to solve classroom management problems.

Omomia & Omomia (2014) view that Skinner's operant conditioning principles have influenced education and the greater influence is on classroom management. The instructional objectives, programmed instruction, mastery learning and behavior analysis are some of the areas which it has influenced. Skinner's operant conditioning is based on the concepts of reinforcement and punishment. Skinner (1986) aptly believed that an individual cannot learn by doing something alone but learns on the basis of the consequences that follow after the performance. That's why he used the term reinforcement.

If a student adheres to the rules of the classroom that means the child is producing a favorable behavior which should be reinforced with a reward. On the other hand, if that child disobeys the rule, which means the behavior is unfavorable

which should be reinforced with a punishment. Therefore, reinforcement could be positive or negative. Reinforcement is meant for behavior to be increased and one should keep in mind that rewards and punishment should follow right guidelines (Tauber, 2007).

Positive reinforcement is given when a desirable behavior occurs and is rewarded so that it continues to occur. For example, congratulating students on the completion of their tasks, rewarding the students with extra marks, rewarding those who scored well in the tests, etc. This proper use of reward could solve certain problems lingering in the classroom. Negative reinforcement is applied when an undesirable behavior is projected by the students and is punished to induce desirable behavior which may continue to occur. Using the concepts of punishment should be carefully thought out as the objective is to correct the behavior of the student, not create a mental trauma. Skinner also believed ignoring the misbehavior is an alternative to punishment. Teachers should carefully use reinforcers to make sure that students continue to produce desired behaviors and not retract back to undesired behavior (Standridge, 2002).

In order to modify the behavior of the students, constant reinforcement is necessary. Desirable behavior must be rewarded whereas undesirable behavior must be ignored or be punished. In a classroom where teachers make students to follow rules of the classroom, negative reinforcement is applied. Thus, the Theory of Reinforcement provides theoretical support to teachers and helps them to follow and set procedures to get desirable behavior outcomes.

Skinner's theory is in association with the objectives of this current study as it establishes and contributes immensely on classroom management strategies to be used by preschool facilitators. Skinner advocated for immediate praise, feedback,

and/or reward when seeking to change troublesome or encourage correct behavior in the classroom. Teachers seeking to implement a reinforcement system in their classroom should use strategies such as a "token economy" to reward students immediately for behaviors that they are reinforcing. Skinner also advocated for teacher identification of and reflection on the environmental effect of student behavior. Formalizing strategy that focus on the identification of "triggers" of student behavior are influenced by Skinner's work. Another objective of this study in investigating factors that promotes effective classroom management which in regards Skinner (Conte, 1994) stated that by rewarding students for good behavior and ignoring or punishing wrong behavior, students would come to understand how to behave in a classroom environment. Behaviors that were rewarded would be repeated; those that were not would be avoided, and thus, a well-behaved class would result. This theory contributes largely to the knowledge on classroom management strategies as a main rationale for this study and a base for recommendation for facilitators in the Ekumfi District.

William Glasser's Choice Theory

Glasser developed a theory known as the Choice Theory also known as the Control Theory which is in association with the objectives of the current study as it is beneficial to solve classroom management problems. The theory is based on the five basic principles of human needs. Glasser (1998) identified survival, belonging, freedom, power and fun as the driving force behind displaying desirable or undesirable behavior in the classroom. The basic idea of this theory as it relates with this current theory is that facilitators cannot control the behavior of preschoolers just by telling them what to do but can play a critical role in helping preschoolers to make a choice, therefore leading to positive behavioral changes.

This theory contributed to the knowledge and understanding to the strategies preschool facilitators may apply in managing several misbehaviors in the preschool classrooms in the Ekumfi District to mitigate the problem indicated in the second objective of this study as examining preschool facilitators' perceptions of what they consider as misbehaviors in the kindergarten classroom in Ekumfi District.

Glasser (1998) stated that the need for survival includes food, shelter, physical comfort, etc. are basis for human functioning. If the survival need is unsatisfactory then the students in the classroom may not feel safe and secured. Gabriel & Matthews (2011) point out that teachers must make sure that students eat well, are healthy, get adequate sleep, etc. Teachers should understand that all students do not come from a safe and sound environment. Glasser (2001) believed that for managing the class better, a teacher must arrange lighting, seats, air circulation, etc. which in turn will be conducive to classroom learning. The need for love and belonging is an important need to be satisfied in a student. This is perhaps one of the most important needs in the Choice Theory. Glasser (1998) argues that it is the responsibility of the teacher to make sure that students are loved and cared for. The way to fulfill these needs is to by allowing students to share their knowledge among their friends and. The students must feel that they are accepted and respected by classmates and adults (Frey & Wilhite, 2005).

Need for freedom further helps in making choices. Here making choices by the preschoolers is vital. This gives a feel of independence and autonomy. To achieve this, students must be given to create, think, have sufficient space and independence, thus giving a sense that the preschoolers have made a choice (Frey & Wilhite, 2005).

This will further enhance their confidence in participating in the classroom activities.

Power need must be fulfilled through personal development. If the power need is not met, then the child may portray undesirable behaviour. Preschoolers must feel that they are worth. Frey & Wilhite (2005) believe that power is not about dominance over the other instead it is defined as the capability of the child. The Preschoolers must be given the power to choose what they want to study and make a choice to actively participate and have a say in the learning activities. This need if fulfilled, the misconduct of the preschoolers in the classroom will reduce.

Fun need includes joy, pleasure, doing the activities one enjoys, etc. (Glasser, 2001). It is important that learning be made fun. If a teacher incorporates fun need while teaching, then the students will cooperate and learn more effectively. When preschoolers experience that they have successfully learned and are competent, then they will feel confident. This will in turn help the preschooler to bond with the facilitator. The choice made should be real and not illusionary, therefore must not be forced or restricted by the facilitator, although giving a number of options to choose from is important (Patall, Cooper & Robinson, 2008; Brooks & Young, 2011). Choice theory explains that the brain gives everyone the self-directing capability to fulfill life needs (Quality Educational Programs, 2009).

Glasser (2001) believed that problems or misbehavior in the classroom occurs because the needs of the preschoolers are not met. In a classroom it is very important that a facilitator identifies which needs are not being met. Behavior is a matter of personal choice because a learner's behavior based on their choices (Glasser, 1998). Therefore, it is the facilitator's responsibility to guide the learner to make a choice so that the learner produces a favorable behavior. This theory

broadens the understanding on how to help mitigate or manage classroom behaviors of preschoolers in the Ekumfi District and make recommendations of the effective classroom management strategies to be used by preschool facilitators as stated in the purpose of this study.

Jacob Kounin and his colleagues engaged in substantial classroom management research during the 1970s. His work focused on determining whether specific behavior settings and environmental conditions influenced behavior. He also identified a set of teacher behaviors and lesson characteristics, including, wittiness, smoothness, momentum, overlapping and group alerting. These characteristics would describe a teacher who knew what was going on at all times in the classroom and was able to deal with more than one issue or problem at a time. Good classroom management would then facilitate student learning, by allowing teachers to accomplish other important instructional duties. Kounin (Conte, 1994) thought teachers who could be that "aware" would be better managers of children in the classroom.

According to Emmer and Stough (2001) Kounin also became interested in a rather contemporary issue of the time. He questioned whether managerial behaviors that work for regular education students have the same effects on students identified as emotionally disturbed in the same classrooms. His answer was "yes," at least in whole class behavior settings in regular education classrooms. This research was an early indication that inclusion of children with disabilities within the classroom was the right approach.

Kounin's work then focused on management research shifting from reactive strategies to preventive strategies and from teacher personality to environmental and strategic components of management which directly associates with this study and

its objectives in examining preschool facilitators' perceptions of classroom management strategies used in preschool classrooms in the Ekumfi District. His work highlighted the influence of classroom activities as a source of important variations in preschoolers and facilitators behavior. With this wide range of theories, Kounin's theory on classroom management helped to identify many of the issues facilitators are still facing in today's classrooms.

There is no doubt that all theories espoused above have contributed significantly to a better understanding of exploring facilitators' classroom management strategies in in the Ekumfi District, through the lens of Behaviorism theory. This is because most of the issues discussed in their level of analyses relate perfectly to the objectives of this study. After going through several studies and theories, it is distinct that components or dimensions of classroom management cannot be restricted to certain behaviour reinforcements, strategies, rules and consequences, management skills, etc. Skinner's Theory of Reinforcement is widely applied in classrooms all over the world. His theory on operant conditioning is based on the concept that learning is improved through reinforcement of responses (Skinner, 1953). Reinforcement is a process that increases the desirable behaviour or decreases the undesirable behaviour. Chomsky (1959) criticised the theory of reinforcement stating that experiments conducted on animals and generalizing it on human behaviour does not provide fair result. William Glasser (1998) stated that humans behave through their decisions and are continuously motivated to satisfy their needs survival, love and belonging, freedom, power and fun. Frey and Wilhite (2005) opine that the five basic needs identified by Glasser can assist teachers to point out the challenging behaviour of the students in the classroom. This allows teachers to identify the unmet needs of the students and devise activities in the

classroom to help fulfill the needs as each student's need differ. Finally, Kounin's work then focused on management research shifting from reactive strategies to preventive strategies and from teacher personality to environmental and strategic components of management which directly associates with this study and its objectives in examining preschool facilitators' perceptions of classroom management strategies used in preschool classrooms in the Ekumfi District.

2.3 Student Learning

Education systems exist to assist children in developing the skills necessary to function competently and productively as adults in the communities in which they live (Abbott et al., 1998). Specifically, the main skill area that is the focus of education systems is the acquisition of academic skills in order to increase academic performance. There are many risks associated with low academic performance. Some of the short-term risks include increased behavior problems (Algozzine et al., 2011), retention (Bali et al., 2005), and placement in more restrictive educational environments (i.e., special education classrooms; Gottlieb et al., 1991). Furthermore, if students do not acquire basic reading skills during their early school years, they are at greater risk of experiencing academic, social-emotional, and economic problems later in life (Wharton-McDonald et al., 1998). Some of the long-term risks include an increased likelihood of substance abuse, delinquency, teenage pregnancy, violence, and school dropout (Abbott et al., 1998). It is evident from these risks that ensuring students have optimal opportunities to be successful in school should be of utmost concern for teachers, administrators, and other school personnel.

Cohen, Lotan & Leechor (1989) noted that much of the variance in student performance can be accounted for by classroom differences. More specifically, research has demonstrated that student learning has been consistently related to classroom management and learning opportunities (Brophy & Good, 1986 as cited in Abbott et al., 1998).

2.4 Classroom Management

2.4.1 Definition of Classroom Management

Classroom management has been defined in many different ways. Teachers often view classroom management as a list of tricks or suggestions (Landau, 2009, as cited in Tal, 2010) that are able to “fix” any problem in the classroom. However, the following definitions of classroom management suggest that there is more to classroom management than some would believe: Tal (2010) defined classroom management as “the ability of the teacher to lead the class...toward achieving the socio-emotional welfare and learning of the students” (p. 144). Malone and Tietjens (2000) define classroom management as “how teachers maintain order in a classroom” (p. 160). Stichter, Wittaker, Richter, Johnson & Trussell (2009) defined classroom management as “those general environmental and instructional variables that promote consistent classroom-wide procedures of setup, structure, expectations, and feedback” (p. 69).

Components of classroom Management

There are three main components of classroom management. These components include making the most of the time allotted for instruction, arranging instruction to promote academic engagement as well as academic achievement, and using antecedent behavior management strategies (Sugai & Horner, 2002). Kern and Clemens (2007) asserted that classwide interventions typically address the needs of the majority of students in a classroom and require less effort on the teacher's part than interventions for individual behavior problems. In order for classroom management to be considered effective, many different elements must be present, including the use of classroom rules and expectations (Hart, 2010; Kern & Clemens, 2007; Little & Akin-Little, 2008), reinforcement of appropriate behavior, responding to inappropriate behavior, positive relationships and interactions between staff and students (Simonsen et al., 2008), established procedures for chronic misbehavior, and a classroom environment that facilitates learning (Hart, 2010). Of these elements, formulating a set of classroom rules is a "logical first step," and may be the most important component, according to Kern & Clemens (2007), due to the fact that rules clarify to the students what behavior is expected of them. Kern & Clemens (2007) noted that previous research has demonstrated that the consistent use of classroom rules has been linked to better student behavior at the classroom level as well as school-wide.

The following guidelines for clear classroom rules have been established: (1) The number of classroom rules should be limited to five, (2) Students should help the teacher formulate the class rules, (3) Rules should be simple, brief, and positively stated, (4) Rules should be displayed in a prominent place in the classroom, (5) Rules should be specific, (6) Rules should describe and focus on behaviors that are

observable and measurable, (7) Teachers should set aside time to teach and model the rules to her class, (8) Rules should be associated with consequences. Although classroom rules are essential, they are not effective in reducing inappropriate behaviors when they are not used in conjunction with a behavior management plan that includes various types of reinforcement (e.g., verbal praise, privileges, tangibles) and consequences (Kern & Clemens, 2007; Little & Akin-Little, 2008; Simonsen et al., 2008).

Another classroom management strategy that has been shown to be effective is using effective commands: According to Kern and Clemens (2007), there are five key features of an effective command. These features include getting the student's attention, stating the command in the form of a "do" statement, providing only one instruction at a time, using a firm but calm voice, and waiting for the student to respond. Benefits of instructing teachers on how to provide effective commands include low cost, low effort, brief implementation, ability to be used classwide, and non-intrusive. Because of these benefits, using effective commands as an intervention is more likely to be acceptable to teachers and is also more likely to have higher treatment integrity compared to interventions that require more effort, time, individualization, and intrusiveness (Matheson & Shriver, 2005).

In a study conducted by Matheson and Shriver (2005), teachers were instructed on how to appropriately provide effective commands and praise statements to students when the students complied with requests and engaged in academic behaviors. The results of the study demonstrated that the rate of student compliance and the rate of student academic behavior both increased when teachers used effective commands at a higher rate. Increased rates of both student compliance and academic

behaviors were also observed when teachers used praise statements at a higher rate along with effective commands (Matheson & Shriver, 2005).

2.4.2 Use of Time Allotted for Instruction

Unstructured classroom time increases the likelihood of disruptive behavior (Little & Akin-Little, 2008), and disruptive behavior can occupy time reserved for teaching and learning, which directly impacts academics and student performance (Clunies-Ross et al., 2008; Freiberg et al., 2009). The amount of time teachers spend teaching and the amount of time students spend working on academic tasks are both reduced when teachers have to manage students' inappropriate behaviors (Matheson & Shriver, 2005). In order to prevent the likelihood that these disruptive behaviors occur, Little and Akin-Little (2008) contended that academic activities should account for at least seventy percent of classroom time. However, according to Fergusson, Horwood, and Ridder (2005) says that only 50 to 60 percent of time that is allotted for instruction is actually used for this purpose (as cited by Gettinger & Seibert, 2002).

Transitions are often an area of difficulty in classrooms; in fact, research has shown that up to 25 percent of non-learning classroom activities can be accounted for by transitions (Fisher et al., as cited by Coddling & Smyth, 2008). Some effective methods of decreasing time spent on transitions include providing reminders of upcoming changes, providing information about upcoming events in terms of content and duration, and using visual schedules (Kern & Clemens, 2007). Other factors that contribute to lost instructional time include gaining the attention of the students and getting started on lessons.

2.4.3 Academic Engagement and Student Learning

The relationship between academic engagements on student learning has been well-documented in the research literature (i.e., Coddling & Smyth, 2008; Rose & Medway, 1981; Sutherland, Wehby, & Copeland, 2000). More specifically, academic engagement is a predictor for student learning (Matheson & Shriver, 2005): Students who spend more time engaged in academic activities often read at higher levels, are better writers, and perform better on standardized tests (Bohn et al., 2004).

According to Austin & Agar (2005), off-task or disruptive behavior leads to fewer educational opportunities for students. In a classroom, a child who frequently exhibits off-task or disruptive behaviors can lead to decreased learning time for the other students in the class (Little, as cited in Clunies-Ross et al., 2008). This is likely because the teacher's attention is being focused toward the student exhibiting problem behaviors rather than being focused toward instruction. This results in more time being spent on discipline (Giallo & Little, Little, as cited in Clunies-Ross et al., 2008). Based on this progression, presumably, off-task or problem behaviors in the classroom can have a negative effect on the amount of learning that takes place, the well-being of the teacher, and the classroom environment as a whole (Little & Hudson, as cited in Clunies-Ross et al., 2008). Furthermore, research has shown not only a positive correlation between effective classroom management and academic engagement but also a faster progression through academic skills (Matheson & Shriver, 2005).

Despite the fact that most education professionals recognize the relationship between academic engagement and student learning, students in general spend up to half their instructional time engaged in activities such as classroom procedures, transitions, discipline, and other off-task behaviors (Coddling & Smyth, 2008).

According to Sutherland, Wehby & Copeland (2000), the typical percentage of academic engagement in general education classrooms based on direct observations ranges from 75 to 85 percent.

Engaging and responding to academic tasks requires students to comply with teacher instructions. If students do not comply with teacher instructions, the level of academic engagement and responding is likely to be low. Therefore, compliance with teacher instructions may be essential to increasing academic engagement and responding (Matheson & Shriver, 2005). One way to increase academic engagement is to increase the use of effective classroom management procedures. In a study conducted by Bohn, Roehrig & Pressley (2004), students who were in classrooms with teachers who focused on classroom rules and procedures for the first few days of school were more engaged and had higher achievement. Furthermore, Bohn and colleagues (2004) noted two studies that found establishing good classroom management at the beginning of the year led to more order in classrooms and higher achievement at the middle of the year in 3rd grade and junior high classrooms.

2.4.4 Short-Term Risks Associated with Poor Classroom Management

Other than negatively influencing student learning, there are many other risks associated with the use of ineffective classroom management methods. In a study conducted by Stichter, Wittaker, Richter, Johnson & Trussell (2006), teachers who used ineffective classroom management strategies experienced consistent student disturbances and an increased number of verbal interruptions. Approximately six percent of students in an average classroom have behavior problems that require intervention. In addition to these students, there are typically many others who exhibit minor inappropriate behaviors that interfere with their own or other students'

learning (Farrell, 2005, Little, as cited in Clunies-Ross et al., 2008). According to Hart (2010), these minor disruptions (such as talking out, being out of seat, etc.; Leftlot et al., 2010) occur most often, and their cumulative effects can be especially harmful; retention (Bali, Anagnostopoulos, & Roberts, 2005) and placement in more restrictive educational environments (i.e., special education; Gottlieb, Gottlieb, & Trongone, 1991) are two examples of these cumulative effects.

2.4.5 Long-Term Risks Associated with Poor Classroom Management

According to Reinke, Lewis-Palmer, Merrell (2008), the use of ineffective classroom management methods is also related to negative effects on students' academic, behavioral, and social functioning across time. One of these long-term effects is teacher burnout; teachers who lack effective classroom discipline experience more stress and burnout. Hastings and Bham (2003) found that various aspects of student classroom behavior (e.g., disrespect, lack of student sociability, and lack of attentiveness) differentially predicted various aspects of teacher burnout (e.g., emotional exhaustion, depersonalizing students, and lack of feelings of personal accomplishment). Research has consistently shown that teacher stress affects the teacher's performance, physical and emotional well-being as well as that of their families', and the school as a whole (Clunies-Ross et al., 2008). The most common teacher complaints are related to disruptive behaviors such as inattention, over activity, and noncompliance (Goldstein, as cited in Little & Akin-Little, 2008). According to Reinke, Lewis – Palmer & Merrell (2008), disruptive classroom behavior is defined as “any statements or actions by an individual student or group of students that [disrupt] or [interfere] with ongoing classroom activities for the teacher (e.g., talk outs during instruction, any behavior reprimanded by the teacher, questions

or comments unrelated to the task) and/or one or more peers (e.g., hitting or poking a peer, fighting, noises, or actions that clearly [distract] classroom peers).

Aside from problem student behavior being linked to teacher burnout, Clunies-Ross et al. (2008) noted that children who exhibit behavior problems are more at risk for developing serious disorders in adolescence, such as conduct disorder. In a longitudinal study conducted by Fergusson, Horwood & Ridder (2005), conduct problems between the ages of seven and nine years were associated with the following domains after confounding variables such as economic disadvantage, family conflict, child abuse, ethnicity, and gender were controlled for: crime (including violent offenses and imprisonment), substance use (including nicotine and illegal drug dependence), mental health (including major depression/anxiety disorders, antisocial personality disorder, and attempted suicide), and sexual relationships (including 10+ sexual partners, teen pregnancy, and domestic violence).

A study conducted by Ingersoll (2001) revealed that schools with lesser degrees of student discipline problems experienced significantly lower levels of turnover among teachers. In order to prevent or lessen this occurrence, Little and Akin-Little (2008) suggested that future research focus on developing programs that include training in effective classroom management skills at the undergraduate and graduate levels—before teachers begin working in their own classrooms.

2.5 Teacher Efficacy Beliefs in Classroom Management Practices

Earlier research on teacher efficacy by Gibson and Dembo (1984) identified two dimensions: personal teaching efficacy and general teaching efficacy. Woolfolk, Rosoff, and Hoy (1990) proposed that teachers' sense of efficacy (that is, the belief that they can have a positive effect on pupils' learning), whether personal or general,

appeared to be related to teacher approaches to classroom management. Emmer and Hickman (1991) extended this research and defined a third factor called teacher efficacy for classroom management and discipline. They reported that high efficacy in this area predicted preferences for certain teacher strategies to manage situations, such as encouraging pupils to expand more effort, providing praise and helping pupils develop goals to become successful.

Brouwers and Tomic (2000) defined teacher perceived self-efficacy in classroom management as teachers' beliefs in their capabilities to organize and execute courses of action required to maintain classroom order. Similarly, according to Tschannen-Moran and Hoy (2001), teachers' sense of efficacy for classroom management concerns their beliefs that they can maintain an orderly, organized, non-distractive classroom environment. Teachers' efficacy beliefs could have an impact on their management strategies, and perceptions of attaining and maintaining a comfortable classroom environment. This has been confirmed by research on prospective teachers reported by Woolfolk and Hoy (1990) who argued that prospective teachers' beliefs about pupil control could impact how they managed their classrooms. Brouwers and Tomic (2000) noted that people who doubted their abilities in particular domains of activity were quick to consider such activities as threats, which they preferred to avoid.

From this perspective, teachers who distrusted their ability to maintain classroom order or who lacked confidence in their classroom management abilities were likely to be threatened by the classroom environment and be confronted by their incompetence every day. At the same time, teachers understand that if they are to perform well and help their pupils achieve their educational goals, then the importance of competence cannot be underestimated (Brouwers & Tomic, 2000). This

internal conflict could cause distress and impact instructional and behavioural strategies that teachers use to establish and maintain order in their classrooms.

Research suggests that highly efficacious teachers use a variety of methods, strategies, and resources to monitor and manage their classes. Teachers who believe in their abilities to effectively teach and deal with classroom issues are more motivated and persistent in managing their pupils when compared to low efficacious teachers who tend to lower their efforts and give up easily (Tschannen-Moran et al., 1998). Teachers with weak efficacy beliefs are more likely to utilize poor teaching strategies and ineffective response styles (Hoy & Spero, 2005), and are more likely to experience negative emotions such as stress, anger, frustration, embarrassment, or guilt (Friedman, 2003; Rose & Bruce, 2007).

Several researchers have investigated the relationship between teachers' efficacy to manage their class and teacher burnout (Betoret, 2006). Chwalisz, Altmaier and Russell (1992) found that teachers who score low in self-efficacy reported a higher degree of burnout than their counterparts who score high in self-efficacy. Greenglass and Burke (1988) concluded that doubts about self-efficacy contributed significantly to the development of burnout among male teachers. Friedman and Farber (1992) found that teachers who considered themselves less competent in classroom management and discipline reported a higher level of burnout than their counterparts who have more confidence in their competence in this regard. Some findings suggest that teachers' efficacy beliefs to manage their class may mediate the impact of teacher stressors on mental health outcomes (Schwarzer & Hallum, 2008).

In the recent past, research on classroom management has mainly focused on pupil disciplinary issues, with the finding that disruptive pupil behaviours have a significant impact on teachers' perceptions about their abilities to teach (Almog &

Shechtman, 2007; Ross & Bruce, 2007). Teachers with high perceptions of their teaching ability have fewer disruptive pupils in their classes than teachers with low perceptions of their teaching ability (Kokkinos, 2007). Also, high efficacious teachers are more likely to believe that their disruptive pupils' behavior will diminish rather than continue, whereas low efficacious teachers are more apt to respond to pupil misbehavior with anger and more severe punishments (Almog & Shechtman, 2007).

Brouwers and Tomic (1999) noted that when teachers have little confidence in their ability to maintain classroom order, they will likely give up easily in the face of continuous disruptive pupil behaviour. As a consequence, they feel ineffective in their attempts to maintain classroom order. It is reasonable to assume that these feelings of ineffectiveness will quickly arise after a decline in perceived self-efficacy. Teachers who doubt their ability to maintain classroom order also do less to solve the problem of disorder in the classroom.

2.6 Teachers Perception about Misbehaviours in Classroom

Teacher's explanations of challenging behaviours reflect, in part, real evidence about patterns of difficulty. But they also reflect a range of distortions or incomplete perspectives Walker, Ramsey, & Gresham (2004):45. Common teacher explanations for misbehaviours often overheard in staffrooms locate the problem entirely with pupils or their home community. For example, "they're not that sort of person", "they're not very bright", "it's just a few", "it's normal for their age", "it's the home life" and "their brother was like this as well". According to Rogers (2000), these are all deficit judgments on the part of teachers generate negative and deficit thinking which can have an adverse impact on pupil and teacher esteem, class environment, relationships and may change the school ethos regarding discipline.

Watkins and Wagner (2000) believed that it is a common practice for teachers to develop a negative focus on the unacceptable behavior which leads to a punishment that fits the crime approach when dealing with challenging behaviours in their classrooms.

There is much greater agreement among teachers about what behavior is prohibited than what is demanded. That is, teachers, found it easier to specify what they will not tolerate than to specify the appropriate behavior that they demand. Perhaps this is a result of our culture's focus on punishment as the primary means of behavior control (Kauffman et al., 2002).

The Use of the broken record approach. This approach was popularized by Lee Canter and Associates (1992). It is a method of dealing with students and not allowing oneself to be drawn into arguments or power struggles. It minimizes classroom disruption by cutting out student arguments and long-winded explanations when students are corrected, many respond with denials or arguments to throw the accuser off track or divert the blame to someone else. It is a face-saving technique and in many cases is so successful that many students use it in most of their day-to-day dealings.

This method promoted by Canter (1992) regarding punishment as the result of consequences has seen a number of schools develop a negative attitude towards challenging behaviours by using power and control. Power and control depend heavily on the importance of the teacher (and schools) to determine how pupils should behave and what should be done to encourage this. Nevertheless, there are a number of teachers in our schools who still propagate the use of the Canter model. This could be because of its inflexible but perceived "no-nonsense" or "zero tolerance" approach. This approach concerns those who prefer to utilize other

approaches such as those teachers who see the importance of using pupil voice supported by a behavior recovery approach as suggested by Rogers (2000). Zero tolerance, it is feared, may lead to zero care and responsibility on the part of some teachers.

However, in contrast, Canter (1995) also argued that pupils have rights and that their rights are to have teachers who promote appropriate behavior and limit inappropriate behaviour. To allow this to happen, teachers must learn to be assertive themselves. This is understood to mean that teachers clearly and firmly communicate their wants and needs to pupils and are prepared to enforce consequences for non-compliance of these actions. Rogers (2000) identified with this position but insists that teachers need to be fair, consistent and firm in their enforcement of consequences. A common teacher explanation for an incident is that it is the pupil's fault and therefore the pupil needs to deal with consequences or be punished. On the other hand, confronting an angry or distraught pupil in public who is attempting to deal, however imperfectly, with an incident they created, may "merely serve to further damage their self-esteem and self-efficacy" MacFarlane (2007):45. I agree with other researchers (Zeitlin & Refaat, 2000) that teachers cause harm to a person's self-esteem when they berate or intimidate pupils in front of others. I have been in a situation when sometimes I have confronted a pupil in front of other pupils and then reflecting back on it I have only regretted because I thought as an adult I would not like to be confronted in front of my colleagues so the same should be the case with any of my pupils.

According to Balson (1992), teachers create injustices for all pupils when they concentrate on pupil behavior rather than talking with children about what is important to them by building a good relationship with them. To concentrate on the exhibited

physical behavior alone is ineffectual in providing a safe working environment for all pupils. Concentrating on exhibited physical behavior alone does not consider those individuals who present withdrawn, depressed, anxious and docile behaviours (Prochnow & Bourke, 2001) who are often overlooked by educators as they focus on dealing with the behavioural challenges of louder and more aggressive types of behaviours in nature.

On the other hand, it is possible that the behaviours that Prochnow and Bourke (2001):45 described are not perceived as ‘challenging’ by many teachers, because they do not disrupt classroom activities. When teachers continue to think that disruptive behavior is “that which disrupts others’ learning”, they do not appear to acknowledge what the pupil may be trying to communicate and what the pupil understands about why the behaviours have occurred. Teachers as professionals are in a position to provide an “adult” view of classroom experience and it could be argued that this has been based on an unquestioned assumption that ‘the grown-ups know best’. It is the responsibility of teachers as professionals to be abler than children to maintain control of their own behavior in challenging situations and to model more appropriate behavior to their pupils.

There has been considerable research undertaken suggesting how teachers conceptualise the causes of behavior they see as worrying and disturbing, bears a strong relationship to their own emotional and cognitive response to the behavior (Wearmouth, Glynn, & Berryman, 2005). This implies, for example, that the teacher may be unaware that they are not focusing on the causes of the behavior but purely on the behavior itself. Prochnow and Bourke (2001) suggested that teachers’ actions toward pupils may be reactions to the pupils’ behavior and this means that the teacher may often respond in a “knee jerk” reaction.

When teachers complain that they do not understand particular children, when they misbehave, what they may be saying is that they are not aware of the purpose or the goal of the child's behavior (Walker et al., 2004). So, does this mean that teachers need to ensure that they have personalised their own codes of practice regarding responding to pupil learning and behavior. A role for school management is to ensure that teachers are aware of the cultural difference, are positive and do not engage in deficit thinking, and are receptive to other teachers' perceptions as to how pupils learn and behave. Schools also need to be aware of how pupils respond to different learning environments, different learning contexts and different teaching styles.

2.7 Classroom Management Strategies used by Teachers

2.7.1 Assertive Training

Effective classroom management also depends on the teaching quality; which teachers could achieve through using teaching management strategies. Effective classroom management occurs when teachers choose stimulating tasks that sustain interest. When pedagogy is boring, pupils cannot get positive or compliant. Therefore, teachers need to choose tasks which pupils genuinely need (relevance criterion of pedagogy). When teachers ignore pupils' needs, they cannot expect them to comply or attend to learning activities. Further, teachers must make tasks realistic, meaningful, manageable, and achievable (task suitability to pupil schemata). Asking pupils to approach tasks beyond their reach results in pupil objection and dissatisfaction, whereas easy tasks leave no option to pupils but side talking to pass the time (Emmer & Stough, 2001).

Management requires teachers to use activities that defuse attention-seeking behaviours, like group and pair-work because these keep pupils busy working rather

than side-talking. Moreover, addressing style and ability differences keeps learners engaged in learning by providing extra tasks and material to fill in the time gap between low- and high-ability and fast and slow pupils. This also allows teachers to fill in the time when having extra lesson time without things to do. In addition, teachers should always set and implement time-limits for activities to encourage pupils to seize the time for learning instead of disruption. It is also important that teachers look confident before pupils by knowing how to use apparatus and having a clear understanding of lessons (Shawer, 2010).

Shawer (2006) considered the teachers who use a set of classroom management strategies like organizing, teaching management, teacher-pupil relationship, and teacher punishment–rewards (consequences) as “assertive teachers.” These teachers clearly and firmly express their needs. They have positive expectations of pupils. They say what they mean and mean what they say. They are consistent and fair. On the other hand, teachers who are less assertive fail to make their needs or wants to be known. They appear indecisive which confuses the pupils. They threaten but their pupils know that there will be no follow through (Canter & Canter, 1976).

Almost two decades ago, Prochnow and Bourke (2001)) maintained that classroom management puts more emphasis on providing a supportive environment for pupils to learn materials rather than focusing on controlling behaviours. Prochnow and Bourke stated that good teaching management takes place through an active and relevant curriculum. Ormord (2003) believed that effective classroom management contributes significantly to pupil learning and development. Adding a positive element to this definition, Burden (2003) stated that the pupil-teacher relationship is also important in the classroom management discussion. He thought that classroom management needs to encourage positive social interaction and active engagement in

learning. Emmer and Stough (2001) approved Burden's realization and maintained that there is a direct relationship between good teaching practice and classroom management issue.

Lewis and Lovegrove (1987) believed that pupils' ideas are one of the very important factors in determining their teachers' approach to discipline. In recent research, Aliakbari and Sadeghi (2014) investigated Iranian teachers' perceptions of teacher leadership practices in schools. Their findings-maintained teachers' age, gender, and years of teaching experience did not appear as significant factors in teachers' perception of teacher leadership practices. Aliakbari and Darabi (2013) explored the relationship between the efficacy of classroom management, transformational leadership style, and teachers' personality.

They reported a positive relationship between transformational leadership style, personality factors, and efficacy of the classroom management. Results indicated a weak, but significant, relationship between the efficacy of class management and teachers' Extraversion, Openness, and Neuroticism personality factors. Likewise, a significant relationship between teachers' education level and classroom management efficacy was reported.

2.7.2 Behavior modification

Teachers nationwide are under pressure to accelerate their pupils' learning to meet the proficiency requirements of the No Child Left behind Act (Wills et al., 2010). This task can be more effortful when teachers are faced with the dual challenge of meeting both the academic and behavioural needs of their pupils. Disruptive behavior in any classroom impedes learning (Dunlap, Lovannone, Wilson, Kincaid, & Strain, 2010), and the time spent in redirecting pupils back to task takes away valuable instructional time, which in turn affects pupil academic performance (Emmer &

Stough, 2001). More than five decades of research on effective classroom-based behavior management strategies support the use of classroom rules, use of incentives, pre-correction, planned to ignore, and praise to improve classroom climate and manage disruptive behaviours (Gable, Hester, Rock, & Hughes, 2009; Hester, Hendrickson, & Gable, 2009).

Behavior modification techniques, such as the use of rewards as positive reinforcement, can be implemented to promote positive changes in behavior within the classroom (Henderlong & Lepper, 2002). According to Axelrod (1977), positive reinforcement is any consequence of behaviour, that when presented, increases the future rate of that behaviour. The process of increasing rates of behavior is known as positive reinforcement. Positive reinforcement can also be techniques that teachers use to gain and maintain pupils' motivation and success in the classroom. Some of the most common positive reinforcements used by teachers are positive praising and incentives such as movie day, free time, food and special privileges (Misiowiec, 2006).

According to Bandura (1969), incentive theories of motivation assume that behavior is largely activated by anticipation of reinforcing consequences. Motivation can be regulated through the arrangement of incentive conditions and by means of satiation, removal, and conditioning operations that affect the relative efficacy of various reinforcers at any given time (Eckert, Lovett, & Little, 2004). For example, in an effort to motivate children who display little interest in their education, teachers could arrange favourable conditions of reinforcements with respect to achievement behavior (Bandura, 1969). These reinforcements could activate a motivation behavior that teachers could use to get pupils to engage in school material and eventually develop an interest in their education. Middle school pupils tend to be among the age group that often needs positive reinforcements to keep them focused on school

(Haydon & Musti- Rao, 2011). Often, this is due to the transition between elementary school and middle school. During the middle school years, pupils attempt to fit into their environment and they lose track of the purpose of being at a school (Madjar & Cohen-Malayev, 2016). These outside pressures from peers may cause pupils to lose focus or motivation to perform academically.

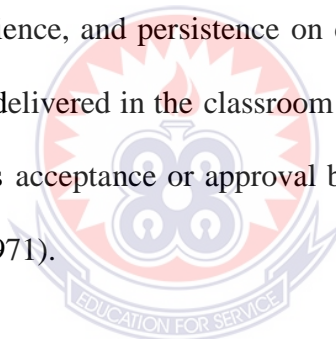
2.7.3 Incentives

The use of incentives as a form of extrinsic motivators, such as homework passes, extra credit, food, or praise statements, have been used by teachers to recognize pupils' work and behavior in the classroom (Eckert et al., 2004). According to Jung (1971), the types of incentives must change as the pupils change. In other words, teachers must get to know their pupils because what might work for one pupil does not necessarily work for all pupils. Techniques and approaches must be adapted to the pupils' needs and want (Jung, 1971). The effectiveness of a teacher can be measured by the variety of reinforcement strategies used and their relationship to pupil learning and understanding (Haydon & Musti-Rao, 2011). Within the classroom, the teacher has full control over how and when to use incentives. Teachers often have their own system in place for earning incentives.

For example, a classroom system may include productive group work, participating in class, respecting teammates, sharing ideas, being helpful around the classroom and being respectful when the teacher is teaching (Jung, 1971). Depending on behaviour, pupils have an opportunity to earn the predetermined incentives, such as homework passes, praise, free time on the computer, extra points, or the whole class might earn a free day for getting high scores on the test (Eckert et al., 2004; Jung, 1971).

2.7.4 Usage of praise as an incentive

Teachers often use praise statements in an effort to diversify the techniques used in the classroom and to recognize pupil performance (Partin, Robertson, Maggin, Oliver, & Wehby, 2009). Teacher praise is an affirmative statement delivered by the teacher immediately following the completion of a specified academic or social behavior (e.g., correct academic response, work completion, following rules (Haydon & Musti-Rao, 2011). Specific, teacher initiated, verbal feedback is a powerful agent to promote academic success (Fefer, Demagistris, Shuttleton, Kenkel & Silverman, 2016). In addition, praise from teachers can decrease disruptive behaviours, increase on-task behavior (Sutherland, Wehby, & Copeland, 2000), and enhance motivation, resilience, and persistence on challenging tasks (Dweck, 2007). Praise statements can be delivered in the classroom as a form of incentive. This type of incentive demonstrates acceptance or approval by the teacher towards the actions of pupils (Lipe & Jung, 1971).



2.7.5 Acceptance approach

It is based on the assumptions that when pupils are given such acceptance by the teacher and peers, behavior and achievement improve. This approach is rooted in humanistic psychology and maintains that every person has a prime need for acceptance (Emmer & Stough, 2001). It is also based on the democratic model of teaching in which the teacher provides leadership by establishing rules and consequences, but at the same time allows pupils to participate in decisions and to make choices. The main representative of this approach is Rudolph Dreikurs. He maintained that acceptance by peers and a teacher is the prerequisite for appropriate behavior and achievement in school. People try all kinds of behavior to get status and

recognition. If they are not successful in receiving recognition through socially acceptable methods, they will turn to mistaken goals that result in antisocial behavior (Emmer & Stough, 2001).

2.7.6 Dreikurs (1968) identified 4 mistaken goals

Attention getting: they want other pupils or the teacher to pay attention to them.

Power seeking: their defiance is expressed in arguing, contradicting, teasing, temper tantrums, and low – level hostile behaviour.

Revenge seeking: their mistaken goal is to hurt others to make up for being hurt or feeling rejected and loved.

Withdrawal: if pupils feel helpless and rejected, the goal of their behavior may become withdrawal from the social situation, rather than confrontation.

Dreikurs suggested several strategies for working with pupils who exhibit mistaken goals to encourage them and to enforce consequences.

To encourage pupils;

1. Always speak in positive terms, never be negative.
2. Be democratic rather than autocratic or permissive in the classroom procedures and social interactions with students.
3. Encourage students to strive for improvement, not perfection.
4. Emphasize student strengths while minimizing weaknesses.
5. Help students learn from mistakes, which are valuable in learning.
6. Encourage independence and the assumption of responsibility.
7. Show faith in students; offer them help in overcoming the obstacles.
8. Encourage students to help each other.
9. Be optimistic and enthusiastic – a positive outlook is contagious.
10. Use encouraging remarks such as, “you have improved”, can I help you?”(p.27)

2.7.7 Success approach

It is based on the teacher's helping pupils make proper choices by experiencing success. This approach is rooted in humanistic psychology and the democratic model of teaching. The most representative of this approach is William Glasser. He insisted that although teachers should not excuse bad behavior on the part of the pupil, they need to change whatever negatives classroom conditions exist and improve conditions so they lead to pupil success. Teachers use this approach in Elementary and Junior High Schools more than in high schools.

According to Glasser (as cited by Ornstein 1990) good behavior results from good choices and that bad behavior is a matter of choice. In another words, inappropriate behavior is a result of bad choice. Teacher should guide his students/pupils to make good choices. In the process, a good relationship ensues between the teacher and the students making the students aware that there are people who genuinely care for them. Glasser makes the following suggestions to teachers:

1. Stress pupils' responsibility for their own behavior continually
2. Establish rules
3. Accept no excuses
4. Utilize value judgments
5. Suggest suitable alternatives
6. Enforce reasonable consequences
7. Be persistent
8. Carry out continual review. (1978: p.113,114)

Glasser makes the point that teachers must be supportive and meet with pupils who are beginning to exhibit difficulties, and they must get pupils involved in making rules making commitments to the rules, and enforcing them (Emmer & Stough, 2001).

2.7.7 Business Academic Approach

The business academic approach, developed by Evertson and Emmer, emphasizes the organization and management of pupils as they engage in academic work. Task orientation-that is, focusing on the business and orderly accomplishment of academic work-leads to a clear set of procedures for pupils and teachers to follow (Haydon & Musti-Rao, 2011). Evertson and Emmer (1982) divide organizing and managing pupils' work into three mayor categories:

Clear communication of assignment and work requirements: The teacher must establish and explain clearly to pupil's work assignments, features of the work, standards to be met, and procedures.

1. Instruction for assignments
2. Standards for form, neatness, and due dates
3. Procedures for absent pupils

Monitoring Pupils Work. Monitoring pupil work helps the teacher to detect pupils who are having difficulty and to encourage pupils to keep working.

1. Monitoring group work
2. Monitoring individual work
3. Monitoring completion of work
4. Maintaining records of pupils' work

Feedback to Pupils: Frequent, immediate, and specific feedback is important for enhancing academic monitoring and managerial procedures. Work in progress, homework, completed assignments, tests, and other work should be checked promptly.

1. Attention to problems
2. Attention to good work

The general approach and methods used by Evertson and Emmer (1982) are appropriate for both elementary and secondary school teachers. The business academic involves a high degree of “time on task” and “academic engaged time” for pupils. The idea is that when pupils are working on their tasks, there is little opportunity for discipline problems to arise. The teacher organizes pupils’ work, keeps them on task, monitors their work, gives feedback, and holds them accountable by providing rewards and penalties (Ormrod, 2003).

2.7.8 Group managerial approach

The group managerial approach to discipline on classroom management is based on Kounin's (1970) research. He emphasized the importance of responding immediately to group pupil behavior that might be undesirable in order to prevent problems rather than having to deal with them after they come up.

If a pupil misbehaves, and the teacher stops the misbehavior immediately, it remains an isolated incident and most likely, it will not develop into a problem. On the other hand, if the misbehavior is not noticed, is ignored or allowed to continue for too long, it might spread throughout the group and eventually becomes more serious and chronic (Haydon & Musti-Rao, 2011).

Kounin classroom activities can be analyzed for purposes of management. It may be divided into two categories - of pupils’ behavior and teacher management behaviour. Kounin's behaviours and categories for observing classroom management include two major categories.

Work Involvement: This is the amount of time pupils spend in assigned academic task. Pupils who are involved in work (answering assignments in workbook, reading a story, reciting a poem or watching a demonstration lesson) manifest or display lesser disciplinary problem than children who are not involved in any assigned learning task. It is basic in any learning situation that if the teacher keeps the learners busy in their work, there is less chance that boredom and discipline problems will arise (Haydon & Musti-Rao, 2011).

Deviancy: From the sociological viewpoint, deviancy is any act that violates social expectations; elicit social disapproval or non-conformity with the social norm. This ranges from simple misbehavior to serious misbehaviour. Misbehavior occurs when the pupil is not purposefully doing anything, but upsetting is annoying member of the class (Partin, Robertson, Maggin, Oliver, & Wehby, 2009). Mild misbehavior includes action like whispering, teasing, making faces, reading a comic strip or passing notes. Serious misbehavior is manifested by aggressive or harmful behavior that virtually interferes with others or violates school rules. It is important not to allow mild misbehavior to generate into serious misbehavior by dealing with the mild misbehavior as soon as it occurs (Partin, Robertson, Maggin, Oliver, & Wehby).

2.7.9 Group guidance approach

It is based on manipulating or “changing” the surface behavior of pupils as individuals and groups. Boredom is one of the major causes of disciplinary problems, and it leads to withdrawal, frustration and irritability, or aggressive rejection of the entire group on the part of pupils (Haydon & Musti-Rao, 2011). The main representative of this approach is Fritz Redl. Fritz Redl (as cited by Ornstein, 1990) speaks of the three causes of disciplinary problems.

Individual case history: the problem is related to the psychological disturbance of one child.

Group conditions: the problem reflects unfavourable conditions in the group.

Mixture of individual and group causes: The problem may be manifested by an individual but is triggered by something in the group.

To maintain good discipline, the teacher must understand the group – its needs and interest – and be able to manipulate the surface behavior of the group. Group elements to be considered include the following:

1. Dissatisfaction with classroom work.
2. Poor interpersonal relations.
3. Disturbances in group climate
4. Poor group organization
5. Sudden changes and group emotions.

Perhaps one of the most difficult managerial tasks for the teacher is dealing with a hostile or aggressive group. When group members act together to defy and resist the teacher’s efforts, the teacher may react by trying to match force with force. In some cases the teacher’s behavior is the source of the problem – being inconsistent in enforcing rules, yelling or making idle threats, displaying frequent outbursts of

emotion, giving assignments that lack challenge, variety, or interest (Haydon & Musti-Rao, 2011).

2.8 Factors to Promote Effective Classroom Management

2.8.1 Physical environment

Physical environment is understood as the first step to "creating an orderly setting" for "establishing an environment conducive to learning" (Stewart et al., 1997, p. 53). Creating the physical environment of a classroom includes "designating areas for specific activities, selecting and arranging furniture, arranging seating to facilitate learning, decorating areas for specific purposes, and organizing materials and areas for easy access" (Stewart, Evans & Kaczynski, 1997, p. 53). If the physical environment of the classroom is not "orderly and attractive" it can have a negative effect on "the way teachers and students feel, think, and behave" (Stewart et al, 1997, p. 53).

Furniture should be arranged so that appropriate traffic patterns can be formed and all materials are easily accessible. In order to create more space in a classroom for appropriate traffic patterns, desks can be arranged in groups. This becomes more welcoming and helps students with disabilities because they can move or be moved more easily around the room (Landau, 2004). With the desks set up in groups, teachers are also able to maneuver through the classroom more easily in order to monitor student behaviour. Arranging the students' desks in clusters can also create an environment in which students feel comfortable to work cooperatively with their peers and ask them for help if they need it. Stewart, Evans and Kaczynski (1997) argued that "an orderly and attractive environment can have a positive effect on behavior by improving the level and quality of student interactions, so teachers and students carry out activities efficiently without excessive noise or interruption" (p.53).

Landau (2004) concurred, noting that "visual learners, for example, do better at any level if the classroom has interesting and appealing items on display" (p. 16). Teachers can make their classrooms visually appealing by having bright, colorful displays or bulletin boards throughout their classrooms. Bulletin board, for example, can enhance a concept being taught by visually representing content in a unit of study (Landau, 2004).

2.8.2 Time/ instructional management

In order to keep a classroom running smoothly, teachers must create and adhere to schedules for both the classroom and individual students (Stewart, Evans & Kaczynski, 1997). These schedules should allow teachers to have the most time possible for core subject instruction (Stewart, Evans & Kaczynski). Consequently, teachers who stick to their classroom schedules are less likely to run out of time for other lessons. "It is helpful to plan a routine to open each day or period so that students know exactly what to do and a closing routine to tie together the school day or period in a pleasant, orderly manner" (Stewart, Evans & Kaczynski p.54).

Developing such a plan will enable teachers to cut down on wasted time and allow for more instructional time. According to Kenneth and Moore (2001), instructional time is defined as "blocks of class time translated into productive learning activities" (p. 362). Students should be productively engaged for the most part of the school day to allow for maximum learning. Teachers should be using materials that are relevant and motivating to the students. Students should be provided with long term and short-term goals. Having these goals will increase the likelihood that students are successful in school because they are receiving instruction that matches their educational needs (Stewart, Evans & Kaczynski).

Time management is raised as a factor that contributes towards ineffective teaching. Some students are always out on sports. All play no work negatively impacts on school performance. It is important for teachers to manage their time and cover the whole syllabus so that pupils gain adequate content to tackle examinations. Schools that are efficient in terms of time management are at an advantage in terms of effectiveness. School efficiency is a measure of how well resources are being utilised to produce outputs. The most important resource which schools should effectively use is time (Delvin, Kift & Nelson, 2012).

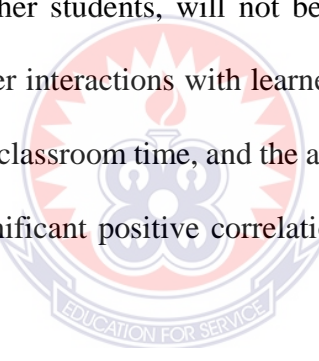
2.8.3 Behavior management

Behavior and classroom management are the two variables that have the greatest impact on student learning (Marzano & Marzano, 2003). Teachers should develop classroom rules in order to communicate expectations. Stewart et al (1997) argued that "Behavior management and classroom control are central to stimulating learning. Research has shown that teachers who are effective in managing classroom behavior are also effective in improving achievement" (p. 55).

Teachers should establish a limit of three to five rules for their classrooms. These rules should be clearly stated in the beginning of the school year, posted, and reviewed frequently (Stewart et al., 1997). Teachers should use multiple interventions that accommodate the needs of the students. They should also "design and implement a number of incentive plans or rewards for appropriate behaviour, and offer individual, frequent, specific, and corrective feedback about performance" (Stewart, Evans & Kaczynski, 1997).

2.8.4 Teacher effectiveness

For over thirty years, the behaviours of teachers have been studied to determine the relationship to learner achievement" (Cano, 2001). Marzano and Marzano (2003) have found that "research has shown us that teachers' actions in their classrooms have twice the impact on student achievement as do school policies regarding curriculum, assessment, staff collegiality, and community involvement" (p. 6). Furthermore, the research on the effectiveness of teachers is on-going, but there is already known factors which are recognized as having effects on learner success as related to teacher effectiveness (Cano, 2001). A large factor in teacher effectiveness is being able to establish positive relationships with students. A teacher, who cannot communicate with his or her students, will not be effective. Research studies have shown the effects of teacher interactions with learners and found that "the degree and frequency of praise, use of classroom time, and the amount of attention given to groups or individuals to have significant positive correlations to a learner's ability to learn" (Cano, 2001, p. 6).



Effective teaching is considered as a mystery by some authors (Goldhaber, 2002). Porter and Brophy (1988), in their study on the synthesis of research on good teaching, identified that effective teachers are clear about their instructional goals, are knowledgeable about the content, communicate well, monitor students' understanding, are thoughtful and respectful about their teaching practices. On another note, in a study on conceptions of effective teaching, Saroyan, Dangenais and Zhou (2009) found out that students expressed four ideas about effective teaching. Effective teachers have knowledge, prepare and manage instruction, promote learning and help students grow so they can learn independently.

Fuhrman, Fuhrman, Fuhrman and DeLay (2010) carried out a study on effective teaching and found that effective teachers exhibit passion for their subjects, are knowledgeable about and care for students, use a variety of teaching strategies and help students appreciate the relevance of information to their own context. Sprinkle (2009) studied students' perceptions of effective teaching and found out that students considered effective teachers as those who employ a variety of teaching styles and make real world applications. Effective teachers exhibit humor, enthusiasm, compassion, empathy and are interested in and concerned for students' outside the classroom. Pietrzak, Duncan and Korcuska (2008) found effective teachers to possess a degree of knowledge, effective delivery style, organisation and known for the amount of assigned homework.

2.8.6 School environment

School climate contributes towards school effectiveness. Guffey (2013) noted that school climate has an impact on the effectiveness of teachers in the school. It is argued that the way an individual or a person in an organisation performs is determined by the organisational setting, in this case its climate.

In a school where there is no bridge between school leadership and teachers the climate is conducive for effective teaching and learning. Where there is dialogue between the head, teachers and the pupils a healthy school climate prevails. Schools where communication is considered as the lifeblood of the organisation breed effective teaching and learning environments.

CHAPTER THREE

METHODOLOGY

3.0 Overview

This chapter presents the methodology that guided the study. Specifically, the chapter covers research design, study setting, population, sample and sampling technique, data collection instruments, issues of validity and reliability, trustworthiness of the data, data analysis and ethical considerations.

3.1 Researcher's Methodological Position

Research paradigm is the philosophical or motivation for undertaking a study (Cohen, Manion & Morrison, 2007). The study was located basically in the pragmatic paradigm. Pragmatism is not committed to any one system of philosophy, but focuses on 'what' and 'how' of the research problem. The mixed method approach was employed in the study. In general, pragmatists believe in employing research methodology that involves collecting, analyzing, and interpreting quantitative and qualitative data in a single study or in a series of studies that investigate the same underlying phenomenon.

Hence, the current study employed mixed methods approach due to the nature of the research questions and advantages to be derived from applying two different approaches in garnering the required data. This approach, according to Creswell (2012), involves combining or integration of qualitative and quantitative research data in a research study. These two approaches allowed the researcher to investigate classroom management, both quantitatively and qualitatively. Basically, no single approach either qualitative or quantitative can perfectly be effective and so, each approach can be improved significantly through triangulation of data from various sources (Yin, 2014). Creswell (2012) also postulated that a mixed methods approach

is useful when the quantitative or qualitative method, each by itself, is inadequate to best understand a research problem and the strengths of both quantitative and qualitative research (and its data) can provide the best understanding.

3.2 Research Design

A research design is a plan that describes the conditions and procedures for collecting and analyzing data (McMillan & Schumacher, 2010). In research design, it is believed that a good and careful design ensures that the research is valid and could yield consistent results every time (Yin, 2014). In general, there are several established research designs that a researcher could choose from: comparative design, cross-sectional design, longitudinal design, case study design or the traditional experimental design (Creswell, 2012).

In view of this, the study employed convergent mixed method design. Convergent mixed method design is an approach to research where the researcher collects both quantitative and qualitative data, analyses them separately, and then compares the results to see if the findings confirm or disconfirm each other (Creswell, 2012). Mixed methods researchers call this side-by-side approach because the researcher makes the comparison within a discussion, presenting first one set of findings and then the other. The key assumption of this approach is that both quantitative and qualitative data provide different types of information, often detailed views of participants qualitatively and scores on instruments quantitatively, and together they yield results that should be the same. It builds off the historic concept of the multimethod where a phenomenon can best be understood by gathering different forms of data (Creswell, 2012).

Researchers of mixed methods argue that the intent of quantitative and qualitative research differ (one to gain in-depth perspective and the other, to generalize to a population) and that each provides adequate count. The interpretation in the convergent approach is typically written into a discussion section of the study, whereas the results section is reported on the findings from the analysis of both the quantitative and qualitative databases. This method was deemed appropriate as it was used to confirm, cross-validate or corroborate findings. This enabled the researcher to overcome a weakness in one method with the strengths of another. It was also useful in expanding quantitative data through collection of open-ended qualitative data.

3.3 Study Area

Ekumfi District is one of the twenty-two administrative districts in Central Region, Ghana. It was established by a Legislative Instrument (L.I. 2170, 2012). Formerly, it was part of a then-larger Mfantseman District, which was created from the former Mfantseman District Council; until the eastern part of the district was split off on 28 June 2012 to create Ekumfi District; thus the remaining part has been retained as Mfantseman Municipal. The district assembly is located in the southwest part of Central Region and has Essarkyir as its capital town. The district is bordered to the north by Ajumako/Enyan/Essiam District, to the east by Gomoa West District, to the south by the Gulf of Guinea, and to the west by Mfantseman Municipal. The total area of the district is 276.65 square kilometers. According to the 2010 census, the population of the district is 52,231.

3.4 Target Population

A population according to Kusi (2012) is a group of individuals or people with similar or same characteristics which is of interest to the researcher. A review of literature revealed two types of populations: target population and accessible population (Owu-Ewie, 2012). The targeted population of the study was made up of (40) public preschool and (28) private preschool facilitators in Ekumfi district making 68 preschool facilitators. The accessible population comprises 35 preschool facilitators in the district.

3.5 Sample and sampling technique

Seidu (2015) stated that sampling is taking portion of the population of a study as a representation of the whole population. Census selection was applied in selecting all the 68 preschool facilitators since the number deemed small. To achieve this sample, the researcher employed census and purposive sampling techniques. At the quantitative phase, census sampling was used because the information was collected from all preschool facilitators in the district. With census sampling, every respondent within the study area was selected for the data collection.

Thirty-five preschool facilitators were selected for the quantitative phase. One of the major advantages of the census method is the accuracy as each and every unit of the population is studied before drawing any conclusions of the research. When more data are collected the degree of correctness of the information also increases. Also, the results based on this method are less biased (Cohen, Manion & Morrison, 2000). Though the census method provides a complete data of the population under study, it is very costly and time-consuming. Often, this method is dropped down because of these constraints and the sampling method, where certain items

representative of the larger group, is selected to draw the conclusions (Creswell, 2009).

For the qualitative phase, the researcher selected 5 preschool for interview and observation of how they manage their classroom. The researcher wanted to explore or have a deeper understanding of the quantitative data, so the non-probability sampling procedures chosen to fulfil this purpose was purposive sampling. A smaller sample was selected for the qualitative phase because, it is manageable and in the qualitative study, it is necessary to select a small sample that would enable the phenomenon under study to be explored for a better understanding. Creswell (2008) asserted that selecting a large number of respondents would result in superficial perspectives and the ability of the researcher to provide an in-depth picture diminishes with the addition of each new individual.

The comments that were made by qualitative respondents helped to validate the initial findings of the study. According to Merriam (1998), “Purposive sampling is based on the assumption that one wants to discover, understand, gain insight; therefore, one needs to select a sample from which one can learn most” (p. 48). Patton (2002) added that “Purposeful sampling involves studying an information-rich case in depth and detail to understand and illuminate important cases rather than generalizing from a sample to a population” (p. 563).

3.6 Research Instrument

After carefully examining the research questions, the type of information the researcher wanted to obtain and the purpose of the study, it was appropriate to use a questionnaire for the quantitative phase, observational guide and semi-structured interview guide for the qualitative phase.

3.6.1 Questionnaire

The questionnaires contained closed ended questions which were designed by the researcher. Bird (2009) argued that questionnaires are popular and fundamental tools for acquiring information on public knowledge and perception. The questionnaire was made up of four sections. Section “A” gathered demographic information of the respondents such as gender, age, academic qualification and teaching experience. Section “B” contained items on information on self-efficacy beliefs for classroom management practices. The questionnaire used a four-points Likert scale such as “Agree”, “Strongly Agree”, “Disagree”, and “Strongly Disagree” to describe the extent of agreement or disagreement with a particular statement of attitude, beliefs or judgment. Section “C” also used a four-points Likert scale such as “Agree”, “Strongly Agree”, “Disagree”, and “Strongly Disagree” to describe behavior patterns perceived as misbehavior in kindergarten classroom. Section “D” looked for information on classroom management strategies. Finally, Section “E” considered the factors to promote effective classroom management.

3.6.2 Semi-Structured Interview

A semi-structured interview schedule was used for the qualitative phase. In semi-structured interviews, an interview guide is used, but there is room for probing questions which allows to unearth issues not listed on the interview guide (Dawson, 2019). For every participant that the researcher spoke to, she sought his/her permission to record his/her voice on tape. From the tape, recordings were subsequently transcribed into a readable version. The semi-structured interview schedule was useful for gathering information from facilitators to help understand the quantitative data. A semi-structured interview was a useful instrument for the study

because it gave the researcher opportunity to seek clarification from the respondents. However, the openness of some of the questions in the interview schedule led to the gathering of massive volumes of qualitative data.

3.6.3 Observational schedule

Observation was used to check the pattern of behavior and classroom management in kindergarten classroom. Fieldwork involves "actively looking, improving memory, informal interviewing, writing detailed field notes, and perhaps most importantly, patience" (Dewalt & Dewalt, 2002, p.7). Participant observation was used to enable the researcher to learn about the activities of the pupils under study in the natural setting through observing and participating in those activities.

The observational schedule was divided into four main sections. Section "A" of the observational schedule elicited background information of participants. Section "B" examined behavior patterns perceived as misbehavior in kindergarten classroom. Section "C" was designed to solicit information on classroom management strategies. Finally, Section "D" considered the factors to promote effective classroom management. The design of observational schedule was made up of closed-ended questions and open-ended questions. Marshall and Rossman (1995, p.79) defined observation as "the systematic description of events, behaviours, and artefacts in the social setting chosen for study".

3.7 Validity and reliability

3.7.1 Validity

To ensure face validity, the questionnaire was given to colleagues on the master's programme and other graduate Early Childhood educators to determine whether the items would measure the underlying variables. These colleagues make suggestions relating to grammatical errors, typographical mistakes, and ambiguities which were considered in reshaping the instruments. To ensure content validity, the questionnaire was submitted to the supervisor who checked that the questions reflect the concepts being studied and that the scope of the questions is adequate as suggested by LoBiondo-Wood and Haber (2010). The supervisor's guidance helped the researcher to make corrections in the questionnaire.

3.7.2 Reliability

The reliability of the questionnaire was checked through internal consistency by computing Cronbach's alpha reliability coefficient. To achieve this, the questionnaire was administered to other preschool facilitators who were not part of the main study, and the data was entered into the Statistical Product for Service Solutions (SPSS) version 21.0 to determine the reliability coefficient (r) in order to establish the internal consistency of the instrument. The reliability coefficient of the interview guide was however not calculated due to the fact that the items on the interview guide was predominantly open-ended and demanded free responses from the respondents. The reliability of the instrument for each variable exceeded 0.7 which was in line with McMillan and Schumacher's (2010) recommendation that reliability needs to be 0.7 or higher to indicate that the instrument is reliable. Based on these results, it was concluded that the instrument was reliable.

Table 3.1 Reliability Results

Variables	Cronbach Alpha Coefficient (r)
Exhibition of misbehaviors.	0.82
Use of classroom management strategies.	0.76
Factors promoting effective classroom management.	0.73
Facilitators' self-efficacy believe.	0.79

Source: Fieldwork, 2021

3.8 Data collection

Data collection as the gathering of information needed to address a research problem (Polit & Beck, 2004). Therefore, data collection entails the use of instruments to collect data so as to provide answers to research questions. Before the fieldwork, I acquired an introduction letter from the Department of Early Childhood Education, University of Education, Winneba, to help secure permission from the Ekumfi Directorate of Ghana Education Service. A permission letter was sought from the directorate to enable me gain access to the schools.

I visited the schools and introduced myself to the headteachers, sought permission from them to carry the study in their schools, and had a conference with the facilitators who were selected for the study. The purpose of the study was explained to the participants, and how they would be involved in the study. After few questions were asked by the participants which I addressed, I sought the consent of the participants. At the quantitative phase, I trained research assistants to help with the data collection. The purpose of the questionnaire was explained to the research assistants. The research assistants helped me in data collection from various schools. The questionnaire was distributed to respondents in various schools to complete and was collected two days later. In the qualitative phase, series of communication and

interaction with the participants before the observation session made them professionally close to me, offering them a sense of security and freedom, thus wanting to know what the study was meant for. I personally conducted the observation to gain first-hand information, check the classroom management strategies put in place. Moreover, brief notes were taken while observing the teachers in the classroom. On completing each observation situation, I expressed appreciation to the class for their cooperation and participation. An average time of 2 hours was spent in each school during the observation session and the follow up interview sessions.

3.9 Data analysis and interpretation

Data analysis is defined as the processes involved in transforming raw data into meaningful information in answering research questions or meeting study objectives (Braun, Clarke, Hayfield, & Terry, 2019). In the case of mixed-method studies, different analytical techniques and procedures was employed in analyzing the quantitative and the qualitative data. Therefore, in the study, the quantitative data and the qualitative data was analyzed differently.

3.9.1 Quantitative phase

Quantitative data collected was tabulated, analyzed and interpreted in the light of the research questions of the study. After sorting out the questionnaires, the data was computed and analyzed using the Statistical Package of Social Sciences (SPSS) version 21. The statistical analysis such as frequency, percentages, mean and standard deviations was used in respect of the research questions of the study.

3.9.2 Qualitative phase

The researcher followed five steps thematic analysis as suggested by Terreblanche and Durrheim as cited in Kissi-Abrokwah (2019).

- Familiarisation and Immersion: At the first phase, the researcher begins by getting acquainted with the information. The researcher read the information several times to become thoroughly familiar. The researcher read again to make or note ideas that piqued his interest.
- Inducing Themes: First, the researcher tried to use participant's verbal explanation of ideas rather than abstract language, to tag the categories. Second, the researcher went beyond summary of content but try to find meaning to functions and other contradiction statement.
- Coding: In coding, the researcher developed themes and codes at the same time. This was done by grouping sentences and marking similar meaning to words by way of emergent themes. The researcher coded phrases, lines, sentences, and paragraphs, identifying contextual material that pertains to the themes. In coding, the researcher breaks down a body of data into labels, meaningful pieces using interviewees initials.
- Elaboration: At this phase, the researcher attempts to group together themes under a single theme or all kinds of sub-issues under one umbrella themes. Elaboration was done to help the researcher explore themes closer to other themes.
- Interpretation and Checking: Report and write up will be performed on each theme that will be identified and how the themes fit into the research questions of the study. The researcher was able to explain themes with sentences using participants own words as used during interview session.

3.10 Trustworthiness of the Study

The traditional way of checking the rigor of research studies are normally validity and reliability (Kusi, 2012). However, there are fundamental ways for ensuring rigor in research. These are dependability, confirmability credibility and transferability (Silverman 2015, p. 28).

3.10.1 Transferability

The first element to be adapted to ensure trustworthiness was transferability of findings, in qualitative research, which is equivalent to external validity or generalizability of findings in the quantitative study (Silverman 2015, p.20).

3.10.2 Credibility

The researcher adapted (Kissi-Abrokwa, 2019) procedures while checking for credibility of the study. The interview and focus group discussion was conducted using language that was understood by both the researcher and interviewees to avoid misunderstanding. The researcher ensured that no distortion will take place while the interview is conducted that allowed the free flow of information. My supervisors' regular checks helped me to correct errors and problems in the study.

3.10.3 Dependability

Dependability is often called reliability, and refers to the consistency with which findings from qualitative research can be repeated (Silverman, 2015). The first step the researcher used to check reliability is asking the participants to approve or disapprove their comment after the interview session. Secondly, the researcher gave the work to three independent raters who are not connected to the study. After comparing the notes from independent raters they agree on 75% of the questions, themes and the findings so the researcher presumed that the work is consistent.

3.10.4 Confirmability

Confirmability, therefore, denotes the extent to which findings are accurately supported by the actual data collected (Lincoln & Guba, 2005, p.21) as cited in Kissi-Abrokwah (2019). The confirmability of qualitative data corresponds with objectivity of data in the quantitative phase. The principle highly depends on evaluation techniques such as: assessment of the research process at all phase and checking for background knowledge of the researcher. The researcher remained unbiased and ensure that his constructions of findings emerged directly from the data are presented.

3.11 Ethical considerations

In the context of research, according to Bryman (2012) “ethics refers to the appropriateness of your behavior in relation to the rights of those who become the subject of your work, or are affected by it”. The following ethics will be observed in the research study:

- i. **Informed consent:** Participants should be given the choice to participate or not to participate, and furthermore be informed in advance about the nature of the study.
- ii. **Right to privacy:** The nature and quality of participants’ responses will be kept strictly confidential.
- iii. **Honesty with professional colleagues:** Findings must be reported in a complete and honest fashion, without misrepresenting what has been done or intentionally misleading others as to the nature of it. Data may not be fabricated to support a particular conclusion.
- iv. **Confidentiality/Anonymity:** It is good research practice to offer confidentiality or anonymity, as this will lead to participants giving more open and honest responses.

CHAPTER FOUR

DATA PRESENTATION ANALYSIS AND DISCUSSION

4.0 Overview

This chapter presents an analysis of data gathered for the study from the questionnaires and interviews which sought to examine and collect empirical data on preschool facilitators' perceptions of classroom management strategies used in preschool classrooms to recommend and inform the effective classroom management strategies of early childhood teachers in the Ekumfi District, Central Region of Ghana. The presentation was guided by the following research questions.

1. What are preschool facilitators' self-efficacy beliefs about their classroom management practices in Ekumfi District?
2. What do preschool facilitators perceive as misbehaviors in the preschool classroom in Ekumfi District?
3. How do preschool facilitators manage the behavior of pupils in the preschool classroom in Ekumfi District?
4. Which factors those promote effective classroom management in Ekumfi District?

The data were represented using descriptive statistics involving percentages and frequencies while the interviews were interpreted thematically. The chapter first presents analysis of the demographic data of the respondents and then presents analysis of the research questions.

4.1 Demographic Characteristics of the Respondents

The demographic distributions of the respondents were crucial to the study because they showed that data were collected from respondents with diverse backgrounds, thereby making the data-rich and devoid of bias. In this way, the authenticity of the data and their findings were enhanced. Furthermore, the demographic factors like gender, age, educational qualification, professional status and teaching experience of the facilitators assisted in determining the extent to which these factors influenced preschool facilitators' self-efficacy beliefs and their classroom management strategies. Table 4.1 show the demographic data for the gender of the respondents for the study.

Table 4.1: Gender of the respondents

Gender	Frequency	Percentage (%)
Male	11	31.4
Female	24	68.6
Total	35	100

Source: Fieldwork, Data (2021).

From the data in Table 4.1, 11(31.4%) of the respondents were males while 24(68.6%) were females. This shows that there are more female facilitators in early childhood education than males in the Ekumfi District.

Table 4.2 Age distribution of respondents

Range of Age(s)	Frequency(f)	Percentage (%)
20 years or less	-	-
21 – 30 years	9	25.7
31 – 40 years	14	40
41 – 50 years	7	20
51 + years	5	14.3
Total	35	100

Source: Fieldwork, Data (2021).

Data in Table 4. 2 shows the ages of the respondents for the study. None is 20 years or below. 9(25.7%) were between the ages of 21 and 30 years, 14(40%) fell within 31 to 40 years; 7(20%) were between the ages 41 and 50 years 5(14.3%) were above 51 years. It could be noticed from this presentation that the majority of the facilitators who participated in this study are matured enough and that might influence how best they can handle children in the preschool classrooms. Table 4., 3 present the educational qualification of the respondents for this study.

Table 4.3: Educational Qualification of Respondents

Educational Qualification	Frequency	Percentage (%)
Teacher certificate A	6	17.1
Diploma in education	5	14.3
First Degree	9	25.7
Masters	10	28.6
Postgraduate Diploma	5	14.3
Others	-	-
Total	35	100

Source: Fieldwork, Data (2021).

The data in Table 4.3 show 6(17.1%) of the study participants held Teacher Certificate A, 5(14.3%) held Diploma certificate, while 9(25.7%) had obtained Bachelor Degree while 10(28.6%) had Master's Degree certificate and 5(14.3%) held Postgraduate Diploma. The data indicate that a greater percentage of the respondents had obtained the requisite teaching qualification. Many research findings have established that teacher's teaching qualification is positively correlated with the learning outcome of the learners. Table 4.4 presents preschool facilitator's self-efficacy beliefs and classroom management.

Research Question One: What are preschool facilitators' self-efficacy beliefs about their classroom management practices?

This section analyzes the preschool facilitator's self-efficacy beliefs about their classroom management practices. This was in direct relation to research question 1 (What are preschool facilitators' self-efficacy beliefs about their classroom management practices?). Respondents were presented with a list of statements about

teacher's self- efficacy belief and their classroom management. They were required to indicate their opinion whether particular statements about self-efficacy were beneficial to them or not. Data collected on their responses have been presented in Table 4.4

Table 4.4: Preschool Facilitator' Self-Efficacy Beliefs for Classroom Management Practices

S/N	Statement	SD F (%)	D F (%)	A F (%)	SA F (%)
1	I can control some pupils' disruptive behaviour in the classroom	5(14.3)	6(17.2)	15(43)	9(25.7)
2	I can make my expectations clear about pupils'	9(25.7)	12(34.3)	8(23)	6(17.2)
3	I can establish routines to keep activities running smoothly in the classroom	5(14.3)	9(25.7)	11(31.4)	10(28.5)
4	I can get pupils to follow classroom rules	9(25.7)	15(43)	10(28.5)	1(2.8)
5	I can calm a pupil who is disruptive and noisy in class.	2(5.7)	7(20)	16(45.7)	10(28.5)
6	I can establish a classroom management system with each group of pupils in class	1(2.8)	5(14.3)	19(54.3)	10(28.5)
7	I can keep a few problem pupils from ruining an entire lesson	4(11.4)	9(25.7)	15(43)	7(20)
8	I am able to respond to pupils who misbehave in class	7(20)	10(28.5)	7(20)	11(21.4)

Source: Fieldwork, Data (2021).

Data presented in Table 4.7 show that, majority 15(43%) of the participants agreed that they can control some pupils' disruptive behaviour in the classroom, 9(25.7%) strongly agreed whiles 11(31.4%) either disagreed or strongly disagreed to the statement. The data further shows that most of the respondents 21(60%)

reported that they cannot make their expectations clear about pupils' behavior while the remaining 14(40%) either agreed or strongly agreed that they can make their expectations clear about pupils' behavior. Again from the data presented in Table 4.4, 21(60%) either agreed or strongly agreed that they can establish routines to keep activities running smoothly in the classroom whereas the remaining 14(40%) either disagreed or strongly disagreed with that. Eleven (31.4%) of the facilitators either agreed or strongly agreed that they can get pupils to follow classroom rules, whereas the remaining 24(68.6%) disagreed or strongly disagreed.

Furthermore, the data presented reveal that, most of the participants 26(74.3%) either agreed or strongly agreed that they can calm a pupil who is disruptive and noisy in class while the remaining 9(25.7%) either strongly disagreed or disagreed to that. Also, 6(17.2%) of the respondents either strongly disagreed or disagreed that they can establish a classroom management system with each group of pupils in class whereas 29(82.8%) either agreed or strongly agreed. The data also show that majority of the respondents 22(62.7%) either agreed or strongly agreed that they can keep a few problem pupils from ruining an entire lesson whereas the remaining 12(34.3%) either with that. Finally, 18(51.4%) either strongly agreed or agreed that they are able to respond to pupils who misbehave in class, whereas the remaining 17(48.5%) either strongly disagreed or disagreed with the statement.

However, based on the responses of the respondents, it can be deduced that preschool facilitators in the Ekumfi district have a high self-efficacy belief since most of their responses were positive. Poulou (2007) and Guo, Justice, Sawyer and Tompkins (2011) reported similar findings, though with lower means (3.5 and 3.6 respectively), for preschool facilitator' self- efficacy in classroom management. The

difference in the means reported in the current study and the two earlier studies could be attributed to two factors. Firstly, it could be due to the different measurement instruments used to assess the facilitators' sense of self-efficacy. Poulou (2007) and Guo et al. (2011) used a six-point scale Likert scale while the present study used a four-point scale. Bakar, Mohammed and Zakaria's (2012) assertion supported this explanation. According to them, the findings of many studies assessing facilitator' sense of efficacy across different cultures has been similar, although each study might have used a different instrument.

Secondly, it could also be noticed that the preschool facilitators in the present study overestimated their actual level of competence since self-efficacy has to do with self- perception of competence rather than the actual level of competence (Tschannen- Moran, Woolfolk Hoy & Hoy, 2008). Out of the 35 teachers sampled, 20 teachers constituting 57.1% have working experiences between 5 and 9 years as compared to 28.6% (10) of the respondents whose experience between 1 and 4 years. Given the academic and professional background of these teachers, one would have expected low efficacy. It is important to note that sometimes people overestimate or underestimate their actual abilities, and these estimations may have consequences for the courses of action they choose to pursue or the effort they exert especially in the implementation of a new preschool curriculum.

However, some facilitators could not manage classroom efficiently due to the large class size. Preschool facilitators in most public schools have a large class size, where this is a central problem for the implementation of interactive teaching strategies. Forming groups, involving all the students, gaining cooperation, maintaining appropriate behaviours and using the time efficiently are more difficult in large classes than small classes. Studies that have investigated the relationship

between class size and classroom management attitudes of teachers found that as the class size increases, the level of teacher control increases, especially in terms of behaviour and people management strategies (Erol, 2006).

This current study reveal that the kindergarten teachers were effective in their ability to keep a few problem pupils from disrupting an entire lesson. This seems to suggest that they are more competent in handling pupils' behaviour as a group than to manage the unique behaviour of individual pupils. This finding echo one of the outcomes of a previous study by Cobbold and Boateng (2015) who found that kindergarten teachers were more competent in providing instruction to pupils as a group than meeting the distinctive learning needs of pupils in their classroom. Research suggests that highly efficacious teachers use a variety of methods, strategies, and resources to monitor and manage their classes (e.g model ideal behavior, usage of non-verbal communications, offer praises, giving tangible rewards, writing group contracts, etc.). Teachers who believe in their abilities to effectively teach and deal with classroom issues are more motivated and persistent in managing their students when compared to low efficacious teachers who tend to lower their efforts and give up easily (Tschannen-Moran 1998). Teachers with weak efficacy beliefs are more likely to utilize poor teaching strategies and ineffective response styles (Tschannen-Moran; Hoy & Spero, 2005), and are more likely to experience negative emotions such as stress, anger, frustration, embarrassment, or guilt (Friedman, 2003; Ross & Bruce, 2007; Shechtman et al., 2005).

Research Question Two: What do Preschool Facilitators Perceive as Misbehaviors in the Preschool Classroom?

This section dealt with research question two (2). What do preschool facilitators perceive as misbehaviors in the preschool classroom in Ekumfi District? The objective for this research question was to find out respondents' view on behaviour exhibited by preschool pupils in classroom and the behavior preschool facilitators perceived as misbehaviour.

Table 4.5: Behaviour Perceived as Misbehaviour in Preschool Classroom

S/n	Statement	N	M	SD
1	Copying exercises wrongly into exercise books.	35	2.34	1.16
2	Out of seat and changing seats and wandering around the classroom.	35	3.36	1.16
3	Helping other peers do their work without being told to do so.	35	3.01	0.85
4	Fidgeting with other materials during lessons.	35	3.20	0.63
5	Leaving class without permission.	35	3.27	0.47
6	Fighting in class.	35	3.44	0.67
7	Looking (copying) at other peers' exercises during assessment period.	35	3.53	0.76
8	Sleeping during lessons.	35	3.59	0.68
9	Using foul language especially insulting others.	35	3.45	0.61
10	Jumping from one place to the other in classroom.	35	3.0	1.12
11	Not finishing task on time.	35	3.18	0.57
13	Teasing and laughing at peers during lessons.	35	3.63	0.58
Overall Mean and SD		35	3.17	0.77

Source: Fieldwork, Data (2021).

From Table 4.6, the overall mean and standard deviation score was (M=3.17, SD=0.77) which indicates that preschool facilitators have knowledge about the patterns of misbehaviour in the preschool classroom. The results reveal that

“Helping other peers do their work without being told to do so” was identified as the less frequent pattern of misbehaviours in preschool classroom with a mean of (M=3.01, SD=0.85).

However, “Teasing and laughing at peers during lessons” was indicated as the most frequent pattern of misbehaviours in preschool classroom with a mean of (M=3.63, SD=0.58).

The third statement that respondents identify as the most frequent problem recorded were “Sleeping during lesson” which yielded (M=3.59, SD=0.68). Again, the result shows that the “Using foul language especially insulting others” was also prevalent with mean and standard deviation score of (M=3.45, SD=0.61). However, it was reported that the pupils like looking (copying) at other peers’ exercises during assessment period which recorded (M=3.53, SD=0.76) and “fighting in class” recorded (M=3.44, SD=0.67). Meanwhile, the pattern of misbehavior which was revealed to be less dominant was “copying exercises wrongly into exercise books” which was recorded (M=2.34, SD=1.16).

Table 4.5 further show that the pupils were out of the seat and changing seats and wandering around the classroom. To confirm this, the item produced a mean and standard deviation score of (M=3.36, SD=1.16) which shows that the pupils have a problem of sitting quietly in the classroom. In sum, the forgoing analyses suggest that preschool facilitators perceive teasing and laughing in class (M=3.63), sleeping during lessons (M=3.59), looking at other peer’s exercises (M=3.53) as misbehaviours.

Furthermore, an observation was done to attain first-hand information on the pattern of misbehaviour exhibited by pupils in the classroom. The analysis of the observational tool can be found in Table 4.6

Table 4.6: Behaviour Patterns Perceived as Misbehaviour in Preschool Classroom

S/n	Statement	Often	Sometimes	Not at all
1.	Jumping from one place to the Other in classroom.	6 (60)	3 (30)	1 (10)
2.	Not finishing task on time.	4 (40)	5 (50)	1 (10)
3.	Teasing and laughing at peers during lessons.	7 (70)	3 (30)	0 (0)
4.	Fidgeting with other materials during lessons.	5 (50)	4 (40)	1 (10)
5.	Using foul language especially insulting others.	7 (70)	2 (20)	1 (10)
6.	Out of seat and changing seats and wandering around the classroom.	7 (70)	2 (20)	1 (10)
7.	Sleeping during lessons.	7 (70)	3 (30)	0 (0)
8.	Leaving class without permission.	8 (80)	2 (20)	0 (0)
9.	Looking (copying) at other peers exercises during assessment	5 (50)	3 (30)	2 (20)
10.	Helping other peers do their work without being told to do so.	2 (20)	1 (10)	7 (70)
11.	Fighting in class.	9 (90)	1 (10)	0 (0)
12.	Copying exercises wrongly into exercise books.	7 (70)	2 (30)	0 (0)

Source: Fieldwork, Data (2021).

During the observation, fighting in class was the most frequent misbehaviours exhibited by the pupils. The statement recorded often the value of 90% and sometimes the value of 10% which denote the pupils like fighting in class. Again, the findings show that “leaving class without permission” was the second frequent misbehaviours exhibited showing (often=80% and sometimes=20%). These findings correspond with the quantitative data from Table 4.6 which show a mean score of 3.53 and SD of 0.76 of children “Leaving class without permission”. However, it was observed that pupils were frequently out of the seat and changing seats and using foul language especially had (often=70%, sometimes=20% and Not at all=10%). On the contrary, “Helping other peers do their work without being told to do so” and

“Not finishing the task on time” all recorded a lower value of scores (often=20%, sometimes=10% and Not at all=70%).

Data from Table 4.6 again show that, “Jumping from one place to the other” had a score of (often=60%, sometimes=30% and Not at all=10%), “Not finishing task on time” had (often=40%, sometimes=50% and Not at all=10%). To sum up, the observation data reveal that fighting in class, teasing and laughing at peers during lessons, sleeping in class, out of seat changing seats, wandering around the classroom and copying exercises wrongly into exercise books are behaviour patterns perceived as misbehaviour in preschool classrooms that pupils often exhibit in class.

Some preschool facilitators were interviewed after the observation. This was meant to explore their views on some of the behaviours that were observed. With respect to “talking during the lesson, sleeping, use of foul language and teasing and laughing at colleagues”. interviewee 3 remarked that:

“[in confrontation] ...some pupils like to twist the fact and shout their fallacy out loud to amuse their classmates. This is something that I cannot accept...It is obvious that he does not hold a point but still insists he is correct. I think this kind of behaviour is unacceptable” (interviewee-3).

Another teacher explained why “out of seat” was unacceptable:

“if they sit still on their chairs, it is settled and they are less likely to have distracting behaviours. If they are out of the seat, they may act out. There is a greater chance that they will distract other pupils and so the whole class. Therefore, I think this behaviour is relatively unacceptable” (interviewee-5).

Another teacher shared his view on “passive engagement in class” by stating that:

“... the most unacceptable behaviour? I think it is inactive during the lesson. To me, it is misbehaviour although it is not obvious. If there are a number of passive pupils in my class, it is hard for me to teach them. No matter how and what I teach, they just do not want to learn. Compared with these inactive pupils, those who make noise in class are better. At least there is interaction even we argue” (interviewee- 2).

Again, respondent 8 added that:

There is a group of about seven (7) pupils in my class at present that are very disruptive in the class. They all especially 3 of them constantly chat during learning time or when the class is doing independent work on their desks. I find it so stressful to constantly remind them of the rules and routines of the class. The interesting or rather irritating part is that when I ask them to do the right thing they would nod along and still carry on chatting with each other or throwing colour pencils at each other. (interviewee- 8).

The respondents described situations where sometimes for a number of reasons (mainly being lack of motivation or lateness to school and constant absenteeism) a pupil would just refuse to complete a task (not write even one sentence in their writing book or just sit with their reading or work sheet on the table and not write even one word), as in the situation that respondent 7 describes this statement:

“Pupils arrives late to school with no reason whatsoever, has no stationery (no books). Parents cannot be contacted because of some serious family problems (parents are separated) the father is not available and mum’s cell phone is always off. Only a few times I have been able to speak to her and she seems to be supportive of me in helping her child to manage her difficult behaviour but nothing concrete can be done as there is no follow up. I do as much as I can in the class. She just refuses (the child) to write or even read books I give her to read. (interviewee-5).

In sum, the forgoing analyses suggest that the preschool facilitators perceive teasing and laughing in class, sleeping during lessons, looking at other peer’s exercises as misbehaviours. The observation/interview data on the other hand seems to revealed that fighting in class, leaving class without permission, teasing and laughing at peers during lessons, sleeping in class, out of seat changing seats, using foul language especially insulting others and copying exercises wrongly into exercise books, are behaviour patterns perceived as misbehaviour in preschool classroom that pupils often exhibit in class. Comparing the data from questionnaire and observation/interview data, all the data sets seems to confirm that fighting in class,

leaving class without permission, teasing and laughing in class and sleeping during lessons are perceived by the preschool facilitators as misbehave in classroom.

Respondents marked that “Talking out of turn” and “verbal aggression” were mentioned as pattern of behaviours exhibited, because these behaviours disrupted the classroom order, which required teachers to spend time in managing classroom discipline and thus would adversely affect teaching. Among these verbal aggressive behaviours, the teachers revealed that they could not accept pupils speaking a foul language and teasing others, particularly insult would hurt the bullied.

Similar to most of the existing studies (Wheldall & Merrett, 1998), “talking out of turn” included calling out, making remarks, and having a disruptive conversation. All these referred to a verbal disturbance in the lesson without the teacher’s permission. This conception is much wider than the narrow definition of Ding, Li, Li and Kulm (2008) who asserted that “talking out of turn” was simply referred to calling out answers without raising hands and being called upon by teachers. As usual, “talking out of turn” was rated by the teachers as the most common and disruptive to teaching and learning. It was due to the fact that the noises are disruptive and teachers need to spend the time to manage, otherwise, such behaviours would escalate in term of frequency and intensity and would be contagious.

Following talking out of turn, “verbal aggression” appeared to be a distinct problem behaviour which was disruptive as well as hostile, such as speaking the foul language as well as making offensive or insulting remarks to tease and assault classmates that further lead to quarrelling or mutual attacking. All these might escalate to “physical aggression”, such as striking and pushing each other’s and destroying things in the classroom (Wheldall & Merrett, 1998). The lack of sympathy or hostility involved in these aggressive behaviours was mentioned as

intolerable as the teachers recognized the hurt involved. It reflected that caring was valued in the eyes of the teachers when they judged behaviour was problematic or not (Wheldall & Merrett, 1998).

Furthermore, the data show that “out of the seat,” “habitual failure in submitting assignments,” “clowning,” and “passive engagement in class” as unacceptable, mainly because these behaviours would affect pupil learning and classroom atmosphere. For instance, in a teacher’s perception of “non-attentiveness,” it was expressed that “if all pupils are unwilling or not motivated to learn, it will be very disastrous” (interviewee-3).

One thing that was a common concern for teachers not so much challenging behaviour but just a concern was with the student’s refusal to take responsibility for their behaviour. Attention seeking came along with very strong defiant behaviour. However, all the eight teachers firmly believed that by forming a ‘good relationship’ with the students present challenging behaviours, good behaviours can be expected and seen in these students’. For example, interviewee - 2, said that she knew all the children in her class so well and had such a good relationship with them that she was able to manage challenging behaviours like attention seeking and defiance with ease.

Dreikurs (2004) stated that pupil misbehaviour is a purposeful endeavour to gain social recognition, while Glasser (1998) stated that pupil misbehaviour is a response to the classroom context or instruction that cannot satisfy their basic needs of love, belongingness, self-worth, freedom, fun, and survival. Thus, misbehaviour usually occurs when there is a mismatch between the school and pupil needs. It was suggested that having caring teachers who are willing to cater for pupils’ needs might be one of the helpful means to deal with pupil misbehaviour. Research

findings also showed that a combination of care and behavioural control, school wide/whole-school positive behaviour support character education, social skills training and positive youth development programs was effective in mitigating pupils' problem behaviour (Stoughton, 2007).

Research Question Three: How do preschool facilitators manage the behaviour of pupils in preschool classroom?

These sections with research question three (How do preschool facilitators manage the behaviour of pupils in preschool classroom in Ekumfi District?). Respondents were presented with a list of statements about classroom management strategies. They were required to indicate their opinion whether particular a statement on Classroom management strategy was used by them or not. Data on their responses have been presented in Table 4.7.

Table 4.7: Classroom Management Strategies used by Preschool Teachers

S/	Statement	N	M	SD
1.	I make pupils know I am in charge			
2.	I often keep the children busy by giving them a lot of exercises with guide	35	3.32	0.79
3.	I often use a variety of rewards and punishments	35	2.31	1.19
4.	I often react to pupils' misbehaviour immediately	35	3.42	0.86
5.	I try to identify and address little misbehaviours of groups of pupil's in the class	35	3.61	0.65
6.	I try to mostly prevent pupils' misbehaviour by giving them attention	35	3.03	0.76
7.	I try to get pupils to behave well by changing negative classroom conditions	35	3.12	0.99

Source: Fieldwork, Data (2021).

The results indicate that “Most of the time I try to identify and address little misbehaviours of groups of pupils in the class before it gets to other pupils” recorded a score value of (M=3.61, SD=0.65). Talyor and Buku (2006) suggested that group guidance is based on manipulating or “changing” the surface behaviour of pupils as individuals and groups.

The second statement that respondents identify as the most frequent strategy was, “I often react to pupils’ misbehaviour immediately to prevent it from creating problems later or other pupils repeating it” recorded (M=3.42, SD=0.86). Again, the result shows that “I often keep the children busy by giving them a lot of exercises with a guide and monitor their work, give them feedback and hold them accountable so they do not misbehave” was frequently practiced with a mean and standard deviation score of (M=3.32, SD=0.79). Lewis and Lovegrove (1987) believed that the pupils’ ideas are one of the very important factors in determining their facilitator’ approach to discipline. In recent research, Aliakbari and Sadeghi (2014) investigated Iranian facilitators’ perceptions of teacher leadership practices in schools. Their findings maintained facilitator’ age, gender, and years of teaching experience did not appear as significant factors in facilitator’ perception of teacher leadership practices.

The data also showed that the statement, "Mostly, I make pupils know I am in charge by specifying rules of behaviour and their consequences and communicate them clearly to pupils” recorded (M=3.27, SD=0.49). In support with the statement, Canter and Canter (1992) suggested that assertive approach to classroom management expects teacher to specify rules of behaviour and consequences for disobeying them and to communicate these rules and consequences clearly. Pupils who disobey rules receive “one warning and then are subjected to a series of

increasingly more serious sanctions”. The idea is for the teacher to respond to a pupil’s misbehaviours quickly and appropriately.

The statement, “I try to get pupils to behave well by changing negative classroom conditions that make them misbehave such as furniture arrangement, sitting places etc. most of the time” recorded (M=3.12, SD=0.99). Table 4.6 further reveals that “facilitator’ effort to prevent pupils’ misbehaviour by giving them attention and accepting their individual differences”, produced a score of (M=3.03, SD=0.76) which seems to suggest that, the pupil I try to mostly prevent pupils’ misbehaviour by giving them attention and accepting their individual differences. On the issues of “I often use a variety of rewards and punishment to keep the pupils from misbehaving in class and also model appropriate behaviour” recorded a score value of (M=2.31, SD=1.19 respectively. It may be deduced from the foregoing that preschool facilitators mostly used group managerial approach, group guidance and the business academic approaches in managing the behaviour of their pupils. These generated means 3.61, 3.42 and 3.32 respectively.

Table 4.8: Classroom Management Strategies

S/n	Statement	Often		Sometimes		Not at all	
		F	(%)	F	(%)	F	(%)
1.	Specifying rules of behaviour and their consequences	6	(60)	2	(20)	2	(20)
2.	Keeping the children busy by giving them a lot of exercises with guide	5	(50)	4	(40)	1	(10)
3.	Using a variety of rewards and punishment	10	(10)	0	(0)	0	(0)
4.	Reacting to pupils' misbehavior immediately	6	(60)	2	(20)	2	(20)
5.	Identifying and addressing little misbehaviours of groups of pupils	6	(60)	2	(20)	2	(20)
6.	Preventing pupils' misbehaviour by giving them attention	7	(70)	3	(30)	0	(0)
7.	Changing negative classroom conditions that make them misbehave	2	(20)	3	(30)	5	(50)

Source: Field data (2021)

Table 4.8 reveal that using a variety of rewards and punishment to keep the pupils from misbehaving in class and also model appropriate behaviour recorded the highest response where all the 10 respondents suggested that they often use this procedure. During the observation, it was established that preventing pupils' misbehaviour by giving them attention and accepting their individual differences was the most frequent classroom management strategies exhibited by the facilitator. The statement recorded often the value of 70% and sometimes the value of 30% which denote that preventing pupils' misbehaviour by giving them attention and accepting their individual difference was crucial. The findings corresponded with the

questionnaire data on Preventing pupils' misbehaviour by giving them attention and accepting their individual difference which also recorded ($M=3.03$, $SD=0.76$).

Again, the data showed that "Specifying rules of behaviour and their consequences and communicating them clearly to pupils," recorded same score value with "Reacting to pupils' misbehaviour immediately to prevent it from creating problems later or other pupils repeating it" and "Identifying and addressing little misbehaviours of groups of pupils in the class before it gets to other pupils" showing (often=60 %, sometimes=20% and not at all=20). These findings correspond with the quantitative data from Table 4.7 which show that pupils need classroom management strategies.

However, it was established that, keeping the children busy by giving them a lot of exercises with a guide and monitor their work, give them feedback and hold them accountable so they do not misbehave recorded (often=50%, sometimes=40% and not at all=10). To confirm this statement, questionnaire data also recorded ($M=3.32$, $SD=0.79$) a higher mean and standard deviation value from Table 4.8, "Changing negative classroom conditions that makes them misbehave such as furniture arrangement, sitting places etc. most of the time", recorded a lower value of scores (often=20%, sometimes=30% and not at all=50%).

This finding supports that of a study conducted in Knoxville, Tennessee primary school based on components from Glasser's then- Reality Therapy Program. Six teachers from the school selected pupils with the most severe behaviour problems to participate in the study. A multiple baseline designs was employed that provided for the introduction of intervention strategies at different times for each pupil. The study determined that the individualized approach resulted in an increase

in the pupils' appropriate behaviour and a decrease in the inappropriate behaviour (Cates, 1975).

In a nut shell, Table 4.8, preventing pupils' misbehaviour by giving them attention and accepting their individual differences was the most frequent classroom management strategies exhibited by the facilitators with a score of 70%. Specifying rules of behaviour and their consequences and communicate them clearly to pupils, Reacting to pupils' misbehaviour immediately to prevent it from creating problems later or other pupils repeating it, Identifying and addressing little misbehaviours of groups of pupils in the class before it gets to other pupils; all recorded a score of 60%. The data seems to suggest that these strategies seem to be the classroom management strategies often used by the preschool teachers.

Interview was also conducted to collect data on classroom management strategies often used by the preschool teachers.

interviewee 2 suggested that:

“Preventing pupils’ misbehaviour by giving them attention and accepting their individual differences. Children are unique and come from different homes with different home background. The developmental deficit and needs are not the same, hence children should be given their unique attention”.

interviewee 3 suggested that:

“Setting and specifying classroom rules and policies of behaviour and their consequences with pupils helps to regulate pupils’ behaviour. Dealing with pupils’ misbehaviour promptly helps to prevent problems later or other pupils repeating the same or similar conduct”

To sum up under research question three, it may be deduced from the questionnaire data that the preschool facilitators mostly used group managerial approach, group guidance and the business academic approaches in managing the

behaviour of their pupils. These generated means 3.61, 3.42 and 3.32 respectively. Data from observation/interview agreed with the above data. Observation/interview data seems to suggest that; preventing pupils' misbehaviour by giving them attention and accepting their individual differences was the most frequent classroom management strategies exhibited by the facilitators with a score of 70%. Specifying rules of behaviour and their consequences and communicate them clearly to pupils, reacting to pupils' misbehaviour immediately to prevent it from creating problems later or other pupils repeating it, identifying and addressing little misbehaviours of groups of pupils in the class before it gets to other pupils; all recorded a score of 60%. The data suggest these strategies to be the classroom management strategies often used by the preschool teachers. The three data sets confirmed that preschool facilitators often used group managerial approach, group guidance and the business academic approaches in managing the behaviour of their pupils.

Research Question Four: Factors to Promote Effective Classroom Management

This section dealt with research question four (What are the factors that promote effective classroom management?). data collected from their responses have been presented in Table 4.9

Table 4.9: Factors to Promote Effective Classroom Management

S/n	Statement	N	M	SD
1.	Providing a variety of resources for pupils to work with during activities.	35	3.63	0.58
2.	Putting pupils in groups to work on tasks and exercises.	35	3.12	0.71
3.	Cautioning pupils with cane when they misbehave	35	3.43	0.87
4.	Denying them of some privileges they enjoy (eg preventing them from going out for break).	35	3.24	0.55
5.	Rewarding them for not exhibiting certain bad behaviours	35	3.37	0.74
6.	Asking pupils to laugh at peers who misbehave.	35	2.38	1.15
7.	Rewarding pupils who exhibit appropriate behaviours.	35	3.41	0.92
8.	Attend to pupils individual and group needs	35	3.09	0.77
	Overall Mean and SD	35	3.21	0.79

Source: Field data (2021)

Table 4.9, indicated that “Providing a variety of resources for pupils to work with during activities.” was identified as the most frequent strategy used to promote effective classroom management has a score value of (M=3.63, SD=0.58). The second statement that respondents identified as the most frequent problem recorded was on “Cautioning pupils with cane when they misbehave.” recorded (M=3.43, SD=0.87). Again, the result show that the “Rewarding pupils who exhibit appropriate behaviours.” was frequently practise with mean and standard deviation score of (M=3.41, SD=0.92).

However, it was reported that the rewarding them for not exhibiting certain bad behaviours’ exercises during assessment period recorded (M=3.37, SD=0.74). According to Emmer and Stough (2001), delivering rewards and sanctions;

arranging seating in rows and ensuring that appropriate training is available for teachers in their school who giving tokens; withholding attention if pupils are exhibiting undesired behaviours.

Table 4.9 further shows that “Denying them of some privileges they enjoy (for example, preventing them from going out for break)”. To confirm this, the item produced a mean and standard deviation score of (M=3.24, SD=0.55) which shows that the pupils denying them of some privileges they enjoy was important factor to promote classroom management. Classroom management entails the activities to organize and direct classes to achieve specific goals. Stoughton (2007) asserted that to avoid indiscipline problems, teachers need to acquire and employ classroom management strategies. Although Edwards (1993) considered classroom management as a troubling aspect of teaching, McCormack (2001) and Bromfield (2006) considered that learning and using classroom management strategies are of great importance for teachers.

On issue of putting pupils in groups to work on tasks and exercises recorded (M=3.12, SD=1.71). Furthermore, Table 16 show that attending to pupil’s individual and group need which recorded (M=3.09, SD=0.77). An analysis of mean and standard deviation score below 2.49 was an indication that “Asking pupils to laugh at peers who misbehave” was not frequently practise in school because it recorded (M=2.38, SD=1.15). Again, observation was done to attain first-hand information on factors that can be used to promote effective classroom management strategies.

From the above data, “Providing a variety of resources for pupils to work with during activities.” was identified as the most frequent strategy used to promote effective classroom management and it has a score value of ($M=3.63$, $SD=0.58$). The second statement that respondents identified as the most frequent strategy was “Cautioning pupils with cane when they misbehave.” with ($M=3.43$, $SD=0.87$). Again, the result show that “Rewarding pupils who exhibit appropriate behaviours.” was frequently practise. This also recorded mean and standard deviation score of ($M=3.41$, $SD=0.92$).

The researcher believes that kindergarten teachers were most likely to use initial corrective strategies, such as proximity and saying the student’s name as a warning, and least likely to use later corrective strategies, such as referring the student to another school professional. Kindergarten teachers also felt more confident and found greater success using initial corrective and prevention strategies than they did using later corrective strategies or manipulating the rewards system. Although kindergarten teachers reported that their use of preventative and early corrective strategies was effective, they also indicated that they were not confident using later corrective strategies. These findings indicate that kindergarten teachers may not be well-prepared to handle situations in which pupils’ behaviours escalate or become violent.

Although teachers employ different methods to control pupil behaviours and ensure that their classroom environment is conducive for learning, techniques can generally be grouped into similar categories. In a 2008 teacher survey, Little and Akin-Little (2009) identified four types of classroom management techniques: classroom rules, enhancing the classroom environment, reinforcement strategies, and reductive procedures. In addition to these strategies, Hart (2010) identified two other

techniques: the importance of maintaining positive teacher-student relationships as a way to reduce problem behaviours and having high behavioural expectations for students. In his survey Hart found that educational psychologists perceive the most effective classroom management technique to be positively reinforcing appropriate behaviour, followed by responding to inappropriate behaviour and setting classroom rules respectively.



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

The final chapter provides the summary of key findings of the study as well as the conclusions, recommendations and suggestions for further research. Thus, the chapter focuses on the implications of the findings from the study for policy formulation. The recommendations were made based on the key findings and major conclusions from the study.

5.1 Summary of Key findings

The study found out kindergarten facilitator' self-efficacy beliefs about their classroom management practices. The following major findings emerged. The study revealed that teachers can control some pupils' disruptive behaviour in the classroom. Teachers with high self-efficacy play a key role in the self-regulation of the motivation of pupils in the classroom. Most human motivation is cognitively generated. Teachers were able to motivate themselves and guide their actions anticipated by the exercise of forethought. They form beliefs about what they can do. They anticipate likely outcomes of prospective actions. They set goals for themselves a planned course of action designed to realize valued futures. Again, the study revealed that teachers are able to calm a pupil who is disruptive and noisy in class. This is because a strong sense of efficacy enhances human accomplishment and personal well-being in many ways. Teachers with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided. Such an efficacious outlook fosters intrinsic interest and deep

engrossment in activities. They set themselves challenging goals and maintain a strong commitment to them.

An assessment of the kindergarten teacher's perceptions of what they consider as misbehaviours in the kindergarten classroom was the third research question. The major key findings that emerged from these research questions were that: Children are not well nurtured at home and model bad behaviours they see at home and in school and seeking teacher's attention. The study revealed that pupils were experiencing different sets of expectations between school and home. Again, the finding also indicates that pupils were looking for revenge.

The fourth question was on classroom management strategies used by kindergarten teachers in the classroom. The key findings that emerged from this question was that. I often react to pupils' misbehaviour immediately to prevent it from creating problems later or other pupils repeating it. Again, the study revealed that the respondents try to identify and address little misbehaviours of groups before it gets to other pupils.

Furthermore, it was reported that providing a variety of resources for pupils to work with during activities and cautioning pupils with a cane when they misbehave were the appropriate factors used to promote effective classroom management strategies in schools.

5.2 Conclusion

The outcomes of this study confirm findings in the literature that the combined use of reactive and proactive developmentally appropriate classroom management strategies are leading concerns of both novice and experienced teachers. However, the sampled teachers averred that the most prevalent and

frequently cited misbehaviours of preschoolers in the district include teasing and laughing at peers, fighting in class, out of the seat and changing seats, wandering about in class, and sleeping during lesson hours were behaviour patterns exhibited by preschool pupils in the classroom. Most pupils become upset automatically if they are called a name or ridiculed in any way. The participant teachers perceived that misbehaviours of kindergarten pupils in the district are linked to poor nurturing at home, model bad behaviours they see at home and in school, seeking teacher's attention, and a means of seeking for revenge.

With regard to facilitators' self-efficacy beliefs about their classroom management practices, an important finding of this research is that most of the sampled facilitators use a combined approach of reactive and proactive classroom management strategies which is most appropriate as endorsed by several researchers. This provides them with a high sense of self-efficacy in self-regulation of the motivation of pupils in the classroom. For instance, the present study indicated that facilitators react to pupils' misbehaviour immediately by providing a variety of resources for pupils to work with during activities and cautioning pupils with a cane when they misbehave to prevent it from creating problems later or other pupils repeating it. For this reason, teachers are able to calm a pupil who is disruptive and noisy in class.

5.3 Recommendation

Based on the findings of the study, it is highly recommended that both the pre-service and in-service levels, early childhood teacher education programmes in Ghana should emphasize teacher trainees' ability to: (1) manage the peculiar behaviour of individual pupils; and (2) establish classroom management systems

appropriate for each group of learners. Also, universities and colleges of education in Ghana that train kindergarten teachers should offer courses in classroom management and child behaviour management strategies. This would equip kindergarten teachers in effective classroom management strategies.

Also, it emerged from the findings of this study that most of the preschool facilitators in the have a high sense of self-efficacy in classroom management because they use a combined approach of reactive and proactive classroom management strategies in managing misbehaviours of pupils. Notwithstanding the high sense of self-efficacy, it is recommended that the Ghana Education Service, especially the Ekumfi District Directorate of Education should periodically train preschool facilitators on classroom management and behaviour management strategies. This professional development programme will equip preschool facilitators with knowledge and skills concerning developmentally appropriate classroom management strategies. This would further enhance their sense of self-efficacy regarding classroom management.

Findings of the study revealed that misbehaviours of preschoolers in the district are linked to poor nurturing at home, model bad behaviours they see at home and in school, attention seeking, and avenues of seeking for revenge. In this regard, both parents and teachers with the involvement of pupils should set rules that govern and guide the conduct of pupils. Parents and teachers should always educate and train children to conform to these rules, and the implications rule violation.

It is also recommended that parents and teachers should limit the use of corporal punishment, denial of children's rights or opportunities and other forms of punitive measures, as mechanisms for correcting misbehaviours of pupils. This would help control delinquency.

More so, parents/guardians of preschoolers should try as much as possible to set exemplary positive behavior models for pupils to emulate. They should train them to be disciplined and comply with rules. This is to help mitigate the exposure to delinquent acts and other forms of misbehaviours.

It unfolds from this study that teasing and laughing at peers, fighting in class, out of the seat and changing seats, wandering about in class, and sleeping during lesson hours were misbehaviours put up by preschoolers in classrooms within the district. Therefore, parents/guardians as well as early childhood teachers in Ekumfi District should adopt effective child training, parenting and discipline styles that make them disciplined, receptive and conform to rules. In this regard, there is a need for effective home-school collaboration in child training and development.

It is also the researcher's hope that the educator gains appropriate knowledge about the wide spectrum of criteria needed to select and create well-designed rules for an effective classroom management concept. Therefore, the following recommendations are given: Communicate high expectations to students, use active listening skills, look for what is positive in a student's work, nurture student self-esteem, create rules that will accommodate all students, including students with handicaps or disabilities, provide positive reinforcement, deliver clear expectations, model effective leadership, be consistent in handling consequences, be fair, always respect student's feelings, avoid sarcasm, put-downs, and ridicule, believe that students are competent, be open to all points of view, be sincere and listen without judging.

5.5 suggestions for further studies

It is also recommended that further research on the topic of facilitators' self-efficacy in classroom management be conducted with a larger sample drawn from a widely distributed population to determine possible factors that influence the classroom management skills and abilities of preschool facilitators in the Ekumfi District.



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APPENDICES
DATA COLLECTION INSTRUMENT
QUESTIONNAIRE FOR FACILITATORS

I am Joana..... a student of the University of Education, Winneba. As part of the academic requirement for the award of a Master of Education degree, I am conducting a research on preschool facilitators' classroom management strategies in the Ekumfi District. In order for the study to be successful, your participation will be highly appreciated. Your responses will be treated in strict confidence. Thank you

(Please tick [] and specify where appropriate)

Section A: Background Characteristics

1. Gender:

Male []

Female []

2. Age range:

Less than 20 years []

21-30 years []

31-40 years []

41-50 []

above 51 []



4. Highest Educational Qualification

Teacher certificate A []

Cert. in Pre-school Education []

Diploma in Basic Education []

Diploma in Early childhood education []

Degree in Basic Education []

Degree in Early Childhood Education []

Post Graduate Diploma in Education []

Master degree in Education []

Others, specify.....

5. Professional Status

Professional []

Non-professional []

6. Teaching Experience

1- years []

6 – 10 years. []

11 – 15 years []

16-20 years []

21 years and above []



SECTION B**SELF-EFFICACY BELIEFS FOR CLASSROOM****MANAGEMENT PRACTICES**

Indicate in one of the boxes a tick (✓) to show the extent to which you agree or disagree that the following statements depicts your ability to manage preschool children: Strongly Disagree (SD); Disagree (D); Agree (A); Strongly Agree (SA).

S/N	Some pupils in my class exhibit these behaviours	SD	D	A	SA
1	I can control some pupils' disruptive behaviour in the classroom				
2	I can make my expectations clear about pupils' Behavior				
3	I can establish routines to keep activities running smoothly in the classroom				
4	I can get pupils to follow classroom rules				
5	I can calm a pupil who is disruptive and noisy in class.				
6	I can establish a classroom management system with each group of pupils in class				
7	I can keep a few problem pupils from ruining an entire lesson				
8	I am able to respond to pupils who misbehave in class				

SECTION C:

**BEHAVIOUR PATTERNS PERCEIVED AS MISBEHAVIOUR IN
PRESCHOOL CLASSROOM**

Indicate in one of the boxes a tick (✓) to show the extent to which you agree or disagree that the following are misbehaviours exhibited by preschoolers in classrooms: Strongly Disagree (SD); Disagree (D); Agree (A); Strongly Agree (SA).

The behaviour pattern exhibited by kindergarten pupils in classroom are as follows:

S/N	Some pupils in my class exhibit these	SD	D	A	SA
9	Jumping from one place to the other in classroom				
10	Not finishing task on time.				
11	Teasing and laughing at peers during lessons.				
12	Fidgeting with other materials during lessons.				
13	Using foul language especially insulting others				
14	Out of seat and changing seats and wandering around the classroom				
15	Sleeping during lessons				
16	Leaving class without permission				
17	Looking (copying) at other peers exercises during assessment period				
18	Helping other peers do their work without being told to do so				
19	Fighting in class				
20	Copying exercises wrongly into exercise books				

SECTION D**CLASSROOM MANAGEMENT STRATEGIES**

Indicate in one of the boxes a tick (✓) to show the extent to which you agree or disagree to the statements below using the following guide: Strongly Disagree (SD); Disagree (D); Agree (A); Strongly Agree (SA). The following statements reflect classroom management strategies used:

S/N	STATEMENT	SD	D	A	SA
21	Mostly, I make pupils know I am in charge by specifying rules of behaviour and their consequences and communicate them clearly to pupils.				
22	I often keep the children busy by giving them a lot of exercises with guide and monitor their work, give them feedback and hold them accountable so they do not misbehave.				
23	I often use a variety of rewards and punishment to keep the pupils from misbehaving in class and also model appropriate behaviour.				
24	I often react to pupils' misbehaviour immediately to prevent it from creating problems later or other pupils repeating it.				
25	Most of the time I try to identify and address little misbehaviours of groups of pupils in the class before it gets to other pupils.				
26	I try to mostly prevent pupils' misbehaviour by giving them attention and accepting their individual differences.				
27	I try to get pupils to behave well by changing negative classroom conditions that makes them misbehave such as furniture arrangement, sitting places etc. most of the time.				

SECTION E**FACTORS TO PROMOTE EFFECTIVE CLASSROOM MANAGEMENT**

Indicate in one of the boxes a tick (✓) to show the extent to which you agree or disagree to the statements below using the following guide: Strongly Disagree (SD); Disagree (D); Agree (A); Strongly Agree (SA). The statements on factors to promote effective classroom management are as follows:

S/N	STATEMENT	SD	D	A	SA
28	Providing a variety of resources for pupils to work with during activities				
29	Putting pupils in groups to work on tasks and exercises				
30	Cautioning pupils with cane when they misbehave				
31	Denying pupils of some privileges they enjoy (e.g preventing them from going out for break)				
32	Rewarding pupils for not exhibiting certain bad behaviours.				
33	Asking pupils to laugh at peers who misbehave				
34	Rewarding pupils who exhibit appropriate behaviours				
35	Attend to pupils' individual and group needs				

OBSERVATIONAL SCHEDULE
BEHAVIOUR PATTERNS PERCEIVED AS MISBEHAVIOUR IN PRESCHOOL
CLASSROOM

Indicate in one of the boxes a tick (✓) to show the extent to which the following misbehaviours are exhibited by pupils in KG classrooms:

S/N	Behaviour Exhibited	Often	Sometimes	Not at all
1	Jumping from one place to the other in classroom			
2	Not finishing task on time.			
3	Teasing and laughing at peers during lessons.			
4	Fidgeting with other materials during lessons.			
5	Using foul language especially insulting others			
6	Out of seat and changing seats and wandering around the classroom			
7	Sleeping during lessons			
8	Leaving class without permission			
9	Looking (copying) at other peers exercises during assessment period			
10	Helping other peers do their work without being told to do so			
11	Fighting in class			
12	Copying exercises wrongly into exercise books			

Record any other information

.....

SECTION C:**CLASSROOM MANAGEMENT STRATEGIES**

Indicate in one of the boxes a tick (✓) to show the classroom management strategies used by kindergarten teachers:

S/N	STATEMENT	Often	Sometimes	Not at all
13	Specifying rules of behaviour and their consequences and communicate them clearly to pupils.			
14	Keeping the children busy by giving them a lot of exercises with guide and monitor their work, give them feedback and hold them accountable so they do not misbehave.			
15	Using a variety of rewards and punishment to keep the pupils from misbehaving in class and also model appropriate behaviour.			
16	Reacting to pupils' misbehaviour immediately to prevent it from creating problems later or other pupils repeating it.			
17	Identifying and addressing little misbehaviours of groups of pupils in the class before it gets to other pupils.			
18	Preventing pupils' misbehaviour by giving them attention and accepting their individual differences.			
19	Changing negative classroom conditions that makes them misbehave such as furniture arrangement, sitting places etc. most of the time.			

Record any other information

.....