

UNIVERSITY OF EDUCATION, WINNEBA



**KINDERGARTEN TEACHERS' USE OF CLASSROOM MANAGEMENT
STRATEGIES IN THE HOHOE MUNICIPALITY, VOLTA REGION**



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**A thesis in the Department of Early Childhood Education,
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Graduate Studies in partial fulfilment of
the requirements for the award of the degree of
Master of Philosophy
(Early Childhood Education)
in the University of Education, Winneba**

SEPTEMBER, 2019

DECLARATION

Students' Declaration

I, Moses Nartey Torkornyo, declare that this thesis, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own work, and has not been submitted either in part or whole for another degree in this University or elsewhere.

Signature:

Date:

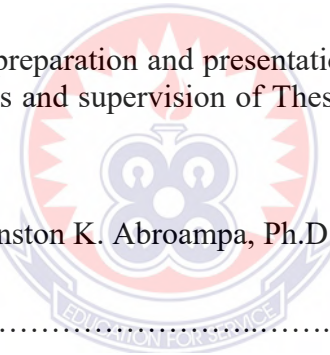
Supervisor's Declaration

I, hereby declare that the preparation and presentation of the thesis was supervised in accordance with guidelines and supervision of Thesis laid down by the University of Education, Winneba.

Name of Supervisor: Winston K. Abroampa, Ph.D.

Signature:

Date:



DEDICATION

To my family, friends and all well-wishers.



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I wish to express appreciation to my supervisor, Dr. Winston K. Abroampa for his encouragement and willingness to help me at all times. His strong support gave me the self-esteem I needed to finish the task. I sincerely express my profound gratitude to him, for his patience, many in-depth and constructive criticisms and valuable suggestions, which have immensely contributed to the success of this work.

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TABLE OF CONTENTS

| Contents | Page |
|--|-------------|
| DECLARATION | ii |
| DEDICATION | iv |
| ACKNOWLEDGEMENTS | v |
| TABLE OF CONTENTS | vi |
| LIST OF TABLES | ix |
| ABSTRACT | x |
| | |
| CHAPTER ONE: INTRODUCTION | 1 |
| 1.1 Background to the Study | 1 |
| 1.2 Statement of the Problem | 3 |
| 1.3 Purpose of the Study | 3 |
| 1.4 Objectives of the Study | 5 |
| 1.4 Research Questions | 6 |
| 1.5 Research Hypotheses | 6 |
| 1.6 Significance of the Study | 7 |
| 1.7 Delimitation of the Study | 8 |
| 1.8 Limitations of the Study | 8 |
| 1.9 Operational Definition of Terms | 10 |
| 1.10 Organisation of the Study | 10 |
| | |
| CHAPTER TWO: LITERATURE REVIEW | 12 |
| 2.0 Introduction | 12 |
| 2.1 History of Classroom Management | 12 |
| 2.2 Classroom Management's Roots in Behaviourism | 12 |
| 2.3 Theoretical Review | 14 |
| 2.4 Teacher Efficacy Beliefs in Classroom Management Practices | 18 |

| | | |
|--|--|-----------|
| 2.5 | Teachers Perception about Misbehaviours in Classroom | 21 |
| 2.6 | Classroom Management Strategies used by Teachers | 25 |
| 2.7 | Factors to Promote Effective Classroom Management | 37 |
| 2.8 | Studies on Classroom Management | 42 |
| CHAPTER THREE: METHODOLOGY | | 48 |
| 3.0 | Introduction | 48 |
| 3.1 | Philosophical Foundation of the Study | 48 |
| 3.2 | Population | 50 |
| 3.3 | Sampling Procedure | 50 |
| 3.4 | Data Collection Instruments | 50 |
| 3.5 | Trustworthiness of the Study | 58 |
| 3.6 | Ethical Consideration | 60 |
| 3.8 | Data Collection Procedure | 62 |
| 3.9 | Data Analysis Procedure | 64 |
| 3.10 | Summary of Research Methods | 64 |
| CHAPTER FOUR: RESULTS/ FINDINGS | | 66 |
| 4.0 | Introduction | 66 |
| 4.1 | Statistical Analysis of the Demographic Background of Respondents | 68 |
| 4.2 | Analysis of Main Data | 71 |
| 4.3 | Behaviour Patterns Perceived as Misbehaviour in Kindergarten Classroom | 73 |
| 4.4 | Teachers' Perception of why Pupils misbehave in Classroom | 78 |
| 4.5 | Classroom Management Strategies used in Schools | 80 |
| 4.6 | Factors to Promote Effective Classroom Management | 85 |
| 4.7 | Summary of Findings | 91 |

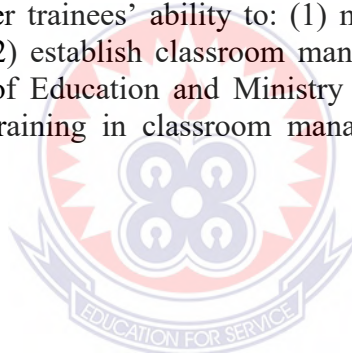
| | |
|---|-----|
| CHAPTER FIVE: DISCUSSIONS | 93 |
| 5.0 Introduction | 93 |
| 5.1 Kindergarten Teachers' Self-Efficacy Beliefs and Classroom Management Practices | 94 |
| 5.2 Behaviour Pattern Exhibited by Kindergarten Pupils And Perceived by Kindergarten Teachers As Misbehaviour | 97 |
| 5.3 Why Pupils Misbehave in Kindergarten Classroom | 99 |
| 5.4 Kindergarten Teachers Behaviour Management in the Kindergarten Classroom | 101 |
| 5.5 Factors to Promote Effective Classroom Management | 105 |
| | |
| CHAPTER SIX: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS | 109 |
| 6.0 Introduction | 109 |
| 6.1 Summary of the Research Process | 109 |
| 6.2 Conclusions | 113 |
| 6.3 Recommendations | 114 |
| 6.4 Suggestions for Further Research | 116 |
| REFERENCES | 117 |
| APPENDICES | 130 |
| A: Questionnaire for Respondents | 130 |
| B: Observation Schedule | 137 |
| C: Letter of Introduction | 140 |
| D: Letter of Introduction from GES | 141 |
| E: Classroom Observation Pictures | 142 |

LIST OF TABLES

| Table | Page |
|--|-------------|
| 1: Distribution of Scale of Pilot Test Results for Teachers | 57 |
| 2: Schedule for Lesson Observation in KG Class | 63 |
| 3: Age Range of Kindergarten Teachers | 68 |
| 4: Gender of Respondents | 69 |
| 5: Academic Qualification of Respondents | 69 |
| 6: Number of Years of Teaching of Respondents | 70 |
| 7: Kindergarten Teachers' Self-efficacy Beliefs for Classroom Management Practices | 72 |
| 8: Behaviour Patterns Perceived as Misbehaviour in Kindergarten Classroom | 73 |
| 9: Behaviour Patterns Perceived as Misbehaviour in Kindergarten Classroom | 75 |
| 10: Teachers Perceptions on why Kindergarten Pupils Misbehave in Class | 78 |
| 11: Classroom Management Strategies used by Kindergarten Teachers | 80 |
| 12: Classroom Management Strategies | 82 |
| 13: Factors to Promote Effective Classroom Management | 86 |
| 14: Group Statistic of Teachers Self-Efficacy Beliefs for Classroom Management Practices | 88 |
| 15: Independent Sample t-test for Gender of Teacher with Self-Efficacy Belief for Classroom Management Practices | 88 |
| 16: Group Statistic of Classroom Management Strategies | 89 |
| 17: Gender Difference in Self-Efficacy Belief in the use of Classroom Strategies | 90 |

ABSTRACT

This study examines kindergarten teachers' perceptions of classroom management strategies in managing kindergarten pupils. The study employed concurrent mixed method design, underpinned by the pragmatic philosophical thought. Data were collected in two phases using a four-point Likert-type questionnaire and observation schedule. At the quantitative phase, a questionnaire was administered to teachers while the qualitative phase involved observation and interview of class teachers. Independent samples t-test and standard deviation were the analytical tools used for quantitative data while the qualitative data were thematically analysed to explain issues as they emerged from the quantitative data. The findings of the study showed that kindergarten teachers in the study area had high efficacy beliefs in classroom management practices; kindergarten teachers mostly used group managerial approach, group guidance and the business academic approaches in managing the misbehaviour and inadequate nurturing at home, and copying of bad behaviours by pupils at home and in school. Seeking teachers' and peers' attention seemed to be the reasons why pupils misbehave in kindergarten classrooms. Moreover, no statistically significant difference was found in the efficacy beliefs in classroom management practices of male and female kindergarten teachers. It was therefore, recommended that both the pre-service and in-service 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 learners. The Colleges of Education and Ministry of Education should ensure that teachers receive more training in classroom management during their off-campus teaching.



CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Teachers play a critical role in the actualization of the objectives or ideas in the curriculum. No matter what the curriculum suggests, it is teachers who make the ultimate decision about what goes on in the classroom (Cohen & Hill, 2001). 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 strategy (Norris, 2003). Well-organized classroom management strategies establish the parameters for the physical, social, emotional and intellectual environments of the classroom. The classroom climate teachers establish for themselves and their pupils greatly affect the learning process.

There are many studies indicating that classroom management strategy is one of the crucial factors that influence learning. For example, in their study, Wang, Heartel and Walberg (1993) identified classroom management as being the first in a list of important factors that influence school learning. Also, Marzano, Marzano and Pickering (2003) underscored this by identifying classroom management strategy as the most important factor influencing school learning. Ben (2006) stated that effective classroom management strategies are significant to a successful teacher's delivery of instruction. Effective classroom management thus, prepares the classroom for an effective instruction which is crucial for the progress of learning.

Classrooms, where pupils 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). Classroom management refers to a teacher's

ability to keep order in the classroom, engage pupils in learning and elicit pupils' cooperation in all activities in the classroom (Wong & Wong, 1998). In other words, everything teachers do to get their pupils 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 behaviour of the pupils is critical to achieving positive educational outcomes.

Classroom management is an important element of pre-service teacher training and in-service teacher behaviour (Emmer & Stough, 2001), and it consists of three central components: maximizing time allocated for instruction, arranging instructional activities to maximize academic engagement and achievement, and using proactive behaviour 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 behaviour management in itself does not guarantee effective instruction, it establishes the environmental context that makes good instruction possible (Emmer & Stough, 2006). The ultimate goals of classroom management are to provide a healthy, safe environment for learning and to equip pupils with the necessary skills to be successful in life, both academically and socially (Wong & Wong, 1998).

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 et al., 2003). If one cannot manage a classroom, one cannot be sure that pupils 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).

A teacher with a poorly managed classroom will spend valuable instructional time maintaining discipline and order, rather than teaching (Nicks, 2012). Such a teacher may ultimately not be able to cover the material that pupils need to reach the stated lesson objectives or goals of the school. It is, therefore, important that teachers initiate and maintain an efficient and effective classroom management plan that promotes a safe learning environment so that they can subsequently enhance academic achievement and success for all pupils.

1.2 Statement of the Problem

A well-managed classroom can ensure effective instruction, yet, it is a challenge for most kindergarten teachers in the Hohoe Municipality to effectively manage classrooms and handle misbehaviours of pupils. The researcher, who is an early childhood educator, has personally observed that most kindergarten teachers in the municipality apply or use behaviour modification strategies that may not be considered developmentally appropriate. Previous studies found out that teachers use behaviour modification and assertive strategies than other classroom management strategies (Ritter & Hancock, 2009; Rosas & West, 2009; Marzano & Marzano, 2003; Martin & Baldwin, 1998; Burden, 1983). These studies report on classroom management strategies classroom management problems as the leading concern of novice and experienced teachers. Most of these studies on the phenomenon have been

reported from the Western cultures, and they were mostly quantitative studies that concentrated on primary and senior high schools.

It could be deduced from the foregoing assertions that; most early childhood educators do not have the requisite knowledge and skills to appropriately manage classrooms. Although teacher education programmes in Ghana require some form of training in classroom management, they have generally failed to provide a well-conceptualised practical approach to classroom management. A personal observation and scrutiny of the early childhood teacher education curriculum in colleges of education and universities in Ghana 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 are affected. Research indicates that many teachers do not receive enough training in classroom management strategies and behaviour management techniques before entering the profession, and a number of teacher education programmes offer little or no formal training in behaviour management (Smart & Igo, 2010).

Again, it is crystal clear that there is limited study on the phenomenon in developing countries, including Ghana and particularly in the study setting. There is therefore cultural and contextual gaps that need to be filled. Moreover, existing research that explored the phenomenon employed either purely quantitative or qualitative methodology, thereby ignoring a mixed-method approach. This implies that there is a methodological gap on the subject matter, and this creates a knowledge gap. There is an absence and/or paucity of empirical data on classroom management strategies of

kindergarten teachers in the municipality, and this creates a knowledge gap which needs to be filled by the current work. It is envisaged that the current study, which employed a mixed method approach with a focus on kindergarten schools and kindergarten teachers, would yield valid results and recommendations to inform classroom management strategies of early childhood teachers in the municipality.

1.3 Purpose of the Study

The purpose of this study was to examine kindergarten teachers' perceptions of classroom management strategies used in kindergarten classroom.

1.4 Objectives of the Study

The specific objectives of the study were to:

1. examine kindergarten teachers' self-efficacy beliefs about their classroom management practices.
2. examine kindergarten teachers' perceptions of what they consider as misbehaviours in the kindergarten classroom.
3. explore kindergarten teachers' perceptions of why pupils misbehave in class?
4. assess classroom management strategies used by kindergarten teachers in the classroom.
5. investigate factors that promote effective classroom management.

1.4 Research Questions

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

1. What are kindergarten teachers' self-efficacy beliefs about their classroom management practices?
2. What do kindergarten teachers perceive as misbehaviours in the kindergarten classroom?
3. Why do kindergarten pupils misbehave in class?
4. How do kindergarten teachers manage the behaviour of pupils in the kindergarten classroom?
5. What are the factors that promote effective classroom management?

1.5 Research Hypotheses

The following hypotheses were tested.

- H₀: There is no significant difference between male and female kindergarten teachers on their use of classroom management strategies.
- H_i: There is a significant difference between male and female kindergarten teachers on their use of classroom management strategies.
- H₀: There is no significant difference between male and female with respect to self-efficacy belief in classroom management.
- H_i: There is a significant difference between male and female with respect to self-efficacy belief in classroom management.

1.6 Significance of the Study

Marshall and Rossman (2006, p. 33) argue that “The researcher must show that practitioners needed information that the research provides”. It is envisaged that the present study will benefit kindergarten teacher, pupils, researchers, educators, policy makers and administrators among other education stakeholder, organizations and Ministry of Education in Ghana and elsewhere.

Teachers among other education stakeholders, will be afforded a set of criteria to monitor, measure and evaluate how teachers use classroom management strategies in kindergarten classroom. School authorities will also 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 critical information will enhance the effectiveness and efficiency of teachers in managing pupils in classroom. This will ultimately optimally benefit the generality of the pupils in Ghana and elsewhere.

The findings of the study will also 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 kindergarten education in Ghana. This will fill a void in the research base of kindergarten education in Ghana due to the absence of published research on early childhood education. Finally, it is anticipated that results from the present study will ultimately impact on policy and legislation with respect to kindergarten teachers’ perceptions and the classroom management strategies used in kindergarten classroom.

1.7 Delimitation of the Study

The study focuses on examining kindergarten teachers' perceptions and classroom management strategies used in kindergartens. The study covered 76 kindergartens within the Hohoe Municipality in the Volta Region. The kindergarten teachers were the main respondents for the study. In order to provide in-depth analyses of the issues at hand, the study used a concurrent mixed method design in order to gather both quantitative and qualitative data for a thorough examination of the problem. The participants were selected with no recourse to their ethnic, cultural or socio-economic backgrounds. The selected participants were the representation of the whole basic school population in Hohoe Municipality.

1.8 Limitations of the Study

According to Best and Kahn (2006), limitations are conditions beyond the control of the researcher; in that, they may place restrictions on the conclusions of the study and their application to other situations. One limitation of this study was the fact that the study was limited to one district; the views of teachers may not necessary represent all the views of teachers in Ghana who might be living under quite different working environments. Nevertheless, there was the possibility for readers to transfer the outcomes to their individual contexts, if they identified commonalities between their contexts and that of this particular study. Also, the findings of this study can be used in close association with others conducted in different districts to enhance understanding of kindergarten teacher's classroom management strategies in kindergarten classroom.

Again, since the research instruments often gathered the views and opinions of the participants, the researcher realized that some of the participants could potentially be

identified. The threat to confidentiality and anonymity of information provided by the teachers was especially higher, considering the number selected for the interviews and questionnaires. Therefore, the researcher decided to exclude from the data any comments/quotations that could expose the identity of any of the participants. Henn et al. (2006) cited in Kusi (2012) argued that ‘in deciding what to include and what not to, we must accept that we are introducing a degree of subjectivity’ (p. 231), but the researcher ensured that a balanced picture of the data from participants was presented.

Moreover, the findings of a study could be influenced by the personal opinions and beliefs of the researcher, leading to subjectivity (Verma & Mallick, 1999 cited in Kusi, 2012). Being a teacher who taught for several years, the researcher had developed some understandings and had some preconceived notions about the fatigue in teaching. Therefore, there could have been a temptation to allow the interpretation of the interview and questionnaire data to fit these understandings and preconceptions rather than allowing the data or the participants to speak for themselves. Being aware of this, the researcher deliberately avoided relying on initial perceptive interpretation embedded in his own personal experience. Merriam et al. (1998) cited in Kusi (2012) draw researchers’ attention to potential bias which could occur when data collection, construction and analysis are not rigorous. In this study, attempts were made to ensure that the procedures for collecting the data were trustworthy. Firstly, both the interview and questionnaire were piloted before their execution, and, secondly, two methods were used to collect data from the teachers. These ensured that the data were triangulated, eliminating any potential bias.

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:

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

Kindergarten Teachers: Persons facilitating learning among learners in kindergarten classroom.

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

1.10 Organisation of the Study

The study was organised into six chapters. Chapter One consists of the background to the study, statement of the problem, the purpose of the study and objectives of the study and the research questions. The chapter also includes delimitation of the study, limitation of the study, the definition of terms as well as the organisation of the study. Chapter Two reviews the relevant literature. Chapter two also has the theoretical review of the study. The empirical review was divided into sub-headings to reflect the thematic areas such as 1) History of classroom management strategies, 2) Kindergarten teachers' self-efficacy beliefs about their classroom management practices 3) Behaviour pattern exhibited by kindergarten pupils in classroom 4) Classroom management strategies used by kindergarten teachers in classroom and 5) Factors that promote effective classroom management.

Chapter Three describes the research methods which were employed for the study. The chapter explained the philosophical stance of the study, research design,

population, sample and sampling procedure, research instrument, the trustworthiness of the study, pretesting of the instrument for data collection as well as the procedure for data processing and analysis.

Chapter Four presented the analysis and interpretation of the findings to the study. Chapter Five discusses the major findings of the study. Chapter six highlighted the summary of the findings to the study as well as the conclusion, recommendations and suggestions for further research. It also focussed on the implications of the findings from the study for policy formulation.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This section reviews the relevant literature of the study. The researcher is aware that other authors have written on this topic. For this reason, it is necessary to review literature related to this topic. Pieces of information were gathered from journals, abstracts, the internet, books, and works people have done on guidance services. The literature review covered three areas. The first section presents a detailed discussion of the historical development of classroom management. The section presents information on theoretical review that accentuates the study. The last section reviews empirical literature based on the research questions of the study.

2.1 History of Classroom Management

The idea of controlling another person's behaviour 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 behaviour modification.

2.2 Classroom Management's Roots in Behaviourism

Classroom management has been deeply rooted in behaviourism since the early 1900s. "You may find the roots of behaviourism and its counterpart in education, behaviour modification, to have germinated from some unusual sources a salivating dog, a ringing bell, and chocolate covered candies" (Freiberg, 1999). In 1902, Ivan Pavlov began the behaviourist movement with his experimentation with dogs. His research led to the first experimental model of learning, known as classical

conditioning. This theory involves an unconditional stimulus (US) or event that causes a response to occur.

This response is referred to as the unconditioned response [UR] (Lautenheiser, 1999). Inspired by Pavlov's work, John Watson continued to study the behaviour of animals. However, Watson also studied children, and concluded that humans were merely more complicated than animals, but operated upon similar principles (1999). In 1913, at Columbia University, he delivered a speech in which he proposed the idea of objective psychology of behaviour, known as "behaviourism" (Watson, 1999). At this time, Watson's view of behaviourism was considered radical and somewhat simplistic in the reliance on conditioned reactions. Watson's most prominent study was "The Little Albert Experiment" that theorized that children have three basic emotional reactions: fear, rage, and love. He aimed to prove that these three reactions could be artificially conditioned in children. Utilizing Pavlov's classical conditioning, Watson used a boy named Albert and a rat to test his theory. The boy was presented repeatedly with a rat in conjunction with a sudden noise, which in turn created fear of the rat. Watson posited that behaviourism is a scientific method to study human behaviour or simply study what people do (Watson, 1999).

Continuing the study of behaviour in animals, Edward Thorndike examined learning in animals while experimenting with chicks, cats, and dogs. Utilizing his own design of the "puzzle boxes," he concluded that an experimental approach is needed to understand learning. From his experiments with animals, he concluded that they learn via trial and error as well as reward and punishment (Reinemeyer, 1999). Thorndike later returned to his initial interest in educational psychology, which led him to conclude that intelligence is the ability to form connections (Reinemeyer, 1999).

Burrhus Frederick Skinner, one of the best-known behaviourists, focused his research on the learning process and the study of the observable behaviour of human beings. Skinner's most significant contribution was his theory that immediate reinforcement strengthens appropriate behaviours, which will then be repeated (Manning & Bucher, 2007). Skinner studied his own children with his "baby box," a controlled or managed environment chamber that mechanized the care of the child. Through this box, Skinner studied operant conditioning, which reinforced behaviour and its relationship to specific consequences (Swenson, 1999).

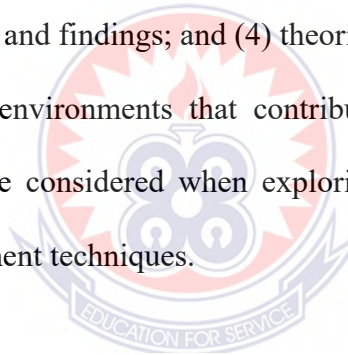
His studies concentrated on the observation and manipulation of behaviour. Skinner's research, which has become known as operant conditioning or behaviour modification, has had a definite impact on classroom management. Along with his research in positive reinforcement, Skinner also delved into the power of negative reinforcement, or the removal of the desired stimulus (Manning & Bucher, 2007). He advocated for a classroom environment that offers; pupils' specific behavioural goals, developed behavioural contracts, utilizing pupil input for developing classroom rules, arranging the classroom for optimal learning, and posting general rules (Manning & Bucher, 2007). Some classroom management theorists disagree with Skinner's ideas of rewards and assert that they cause pupils to be other-directed and dependent upon extrinsic motivation. Attribution theory is another theory used to investigate the use of intrinsic and extrinsic motivation in education.

2.3 Theoretical Review

In an effort to offer clarification about the underlying mechanisms involved in the learning process, theories aid researchers in examining why factors, such as school climate and classroom management techniques, are significant (Ormrod, 2003). It is

important to understand how teachers' use of specific strategies affects behaviour and how teachers' perceive and understand classroom management practices. Investigating how classroom management techniques are perceived involves exploring teachers' perceptions and behaviours. For this study, the theory provides the framework for the examination of teachers' perceptions and use of their own attitudes and beliefs towards classroom management.

Although no single theory can explain everything about learning, Ormrod (2003) listed four advantages of using theories when studying the learning process. They include (1) theories permit the summary of results and the integration of principles; (2) theories present beginning points for new research; (3) theories aid us in making sense of research results, and findings; and (4) theories can help in the development of programs and learning environments that contribute to optimal learning. Various learning theories may be considered when exploring teachers' perceptions of their own classroom management techniques.



Behaviourism

Behaviourism is the "first psychological perspective to have a significant impact on our understanding of how human beings learn" (Ormrod, 2003, p.9). Behaviourism is a belief that the learner starts off as a blank slate and behaviour is shaped through positive and negative reinforcements. Positive and negative reinforcement increases the probability that the behaviour will happen again, and punishment decreases the chances that the behaviour will continue.

Originated by B. F. Skinner, operant conditioning follows the behaviourist school of thought. According to Woolfolk (2011), operant conditioning is "learning in which voluntary behaviour 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 behaviourist umbrella are applied behaviour analysis and social learning theories. Applied behaviour analysis or behaviour modification includes the procedures in which an individual's environment is changed to encourage acceptable behaviours and discourage nonacceptable behaviours (Woolfolk, 2011). 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 behaviour analysis (Woolfolk, 2011).

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 behaviour modelling, in which the child observes and then emulates the behaviour of others (Schunk, 2004). Social learning theory posits that an Individual's behaviour is regulated by "internal standards and self-evaluative reactions to their actions" (Schunk, 2004, p. 533).

Constructivism

Constructivists believe that learners utilize prior knowledge and experience to build their own set of constructs, or content, rather than depending on others, to make sense of things (McBrein & Brandt, 1997). Woolfolk (2011) maintained that constructivists believe that higher mental processes increase through interactions; therefore, shared learning is encouraged. Pupil behaviour is learned based on the experiences that pupils have with their peers and teachers.

Vygotsky's social development theory, one of the foundations for constructivism, is the belief that social interaction precedes development. According to Vygotsky (1978), the internalizing of tools initially developed to serve as social functions, led to higher thinking skills. Instead of the teacher being a lecturer who transmits information to pupils, learning becomes a reciprocal experience where the teacher and pupils collaborate to help generate an understanding.

Although most practices are based on behaviourist and/ or constructivist theories of learning teachers' attitudes and beliefs about how to effectively manage classrooms vary. Glickman and Tamashiro's (1980) theoretical perspective and Wolfgang (1995) developed a framework to explain teacher beliefs regarding classroom management. Three approaches to pupil-teacher interaction were identified: non-interventionist, interactionist, and interventionist. According to Wolfgang and Glickman (1986), although teachers usually act according to all three approaches, one method typically predominates in beliefs and actions. Since teachers' ways of thinking and understanding are vital components of their practice (Nespor, 1987), and classroom management skills are primary factors in determining success in teaching, it is important that teachers are aware of the fact that their beliefs affect their action.

Non-interventionists believe that teachers should not impose rules on pupils. They should instead allow pupils to reason and develop their own boundaries. They contend that pupils are capable of making their own decisions regarding behaviour and have the natural ability to solve their own problems (Glickman & Tamashiro, 1980). According to non-interventionist, the pupil should have a higher level of control than the teacher.

Interactionists presuppose that pupils learn to behave through experience. They believe that children are not equipped to make their own decisions, but as they are confronted with the reality of life they develop rules of behaviour that are satisfactory for specific situations (Glickman & Tamashiro, 1980). In this school of thought, teachers and pupils have equal levels of control. Interventionists maintain that a pupil's misbehaviour is the result of inadequate rewards and punishments, and pupils learn to behave as behaviours are reinforced (Glickman & Tamashiro).

Teachers must set the expectations for behaviour and systematically teach those behaviours in order for pupils to comply. Under this belief, the teacher has an extremely high level of control. In order to defame what makes an effective teacher, beliefs of teachers must be investigated (Agnee, Greenwood, & Miller 1994). Larrivee (2005) stated that a teacher may be a proficient classroom manager, but being conscious of beliefs may open up the possibility of a greater range in possible choices and responses to classroom situations and individual pupil behaviours. Understanding this notion will aid teachers in becoming better managers of classroom behaviours.

2.4 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 pupil 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' behaviour will diminish rather than continue, whereas low efficacious teachers are more apt to respond to pupil misbehaviour 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.

2.5 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). 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 judgements 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 behaviour 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 behaviour is prohibited than what is demanded. That is, teachers, found it easier to specify what they will not tolerate than to specify the appropriate behaviour that they demand. Perhaps this is a result of our culture’s focus on punishment as the primary means of behaviour control (Kauffman et al., 2002).

The 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 utilise other approaches such as those teachers who see the importance of using pupil voice supported by a behaviour 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 behaviour 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 the teacher

needs 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). I agree with other researchers (Zeitlin & Refaat, 2000) that teachers cause harm to a persons' 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 behaviour rather than talking with children about what is important to them by building a good relationship with them. To concentrate on the exhibited physical behaviour alone is ineffectual in providing a safe working environment for all pupils. Concentrating on exhibited physical behaviour 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 describe are not perceived as 'challenging' by many teachers, because they do not disrupt classroom activities. When teachers continue to think that disruptive behaviour 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’ (Prochnow & Bourke, 2001). It is the responsibility of teachers as professionals to be abler than children to maintain control of their own behaviour in challenging situations and to model more appropriate behaviour to their pupils.

There has been considerable research undertaken suggesting how teachers conceptualise the causes of behaviour they see as worrying and disturbing, bears a strong relationship to their own emotional and cognitive response to the behaviour (Wearmouth, Glynn, & Berryman, 2005). This implies, for example, that the teacher may be unaware that they are not focusing on the causes of the behaviour but purely on the behaviour itself. Prochnow and Bourke (2001) suggested that teachers’ actions toward pupils may be reactions to the pupils’ behaviour 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 behaviour (Walker, Ramsey, & Gresham, 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 behaviour (Walker et al., 2004). 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.

2.6 Classroom Management Strategies used by Teachers

2.6.1 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 (2001) 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 the 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.

2.6.2 Behaviour 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 behaviour 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 behaviour 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).

Behaviour modification techniques, such as the use of rewards as positive reinforcement, can be implemented to promote positive changes in behaviour 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 behaviour 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 behaviour 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 behaviour (Bandura, 1969). These reinforcements could activate a motivation behaviour 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.

2.6.3 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 behaviour 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).

2.6.4 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 behaviour (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 behaviour (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).

2.6.5 Acceptance approach

It is based on the assumptions that when pupils are given such acceptance by the teacher and peers, behaviour 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 teachers is the prerequisite for appropriate behaviour and achievement in school. People try all kinds of behaviour 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 behaviour (Emmer & Stough, 2001).

2.6.6 Dreikurs identifies 4 mistaken goals

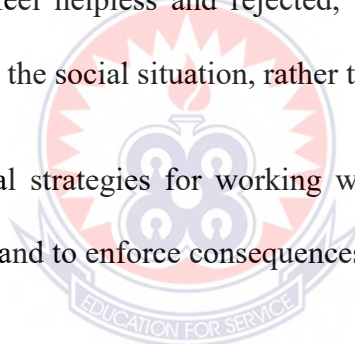
Attention getting: they want other pupils or the teacher to pay attention to them.

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 behaviour may become withdrawal from the social situation, rather than confrontation.

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



To encourage pupils

1. Be positive; avoid negative statements.
2. Encourage pupils to improve, not be perfect.
3. Encourage effort; results are secondary if pupils try.
4. Teach pupils to learn from mistakes.
5. Exhibit faith in pupil's abilities.
6. Be optimistic, enthusiastic, supporting.

2.6.7 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 behaviour 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.

Glasser's view about discipline is simple but powerful. Behaviour is a matter of choice. Good behaviour results from good choices; bad behaviour results from bad choices. A teacher's job is to help pupils make good choices.

Glasser makes the following suggestions to teachers:

Stress pupils' responsibility for their own behaviour continually

1. Establish rules
2. Accept no excuses
3. Utilize value judgments
4. Suggest suitable alternatives
5. Enforce reasonable consequences
6. Be persistent
7. Continually review.



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).

2.6.7 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 divide organizing and managing pupil work into three mayor categories:

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

- Instruction for assignments
- Standards for form, neatness, and due dates
- 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 are appropriate for both elementary and secondary 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).

2.6.8 Group managerial approach

The group managerial approach to discipline on classroom management is based on Jacob Kounin's research. He emphasized the importance of responding immediately to group pupil behaviour 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 misbehaviour immediately, it remains an isolated incident and most likely, it will not develop into a problem. On the other hand, if the misbehaviour 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).

Kouhin, classroom activities can be analyzed for purposes of management. It may be divided into two categories - of pupils’ behaviour and teacher management behaviour. Kouhin'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 misbehaviour to serious misbehaviour. Misbehaviour occurs when the pupil is not purposefully doing anything, but upsetting or annoying member of the class (Partin, Robertson, Maggin, Oliver, & Wehby, 2009). Mild misbehaviour includes action like whispering, teasing, making faces, reading a comic strip or passing notes. Serious misbehaviour is manifested by aggressive or harmful behaviour that virtually interferes with others or violates school rules. It is important not to allow mild misbehaviour to generate into serious misbehaviour by dealing with the mild misbehaviour as soon as it occurs (Partin, Robertson, Maggin, Oliver, & Wehby).

2.6.9 Group guidance approach

It is based on manipulating or “changing” the surface behaviour 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. Redl holds that disciplinary problems have three causes:

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

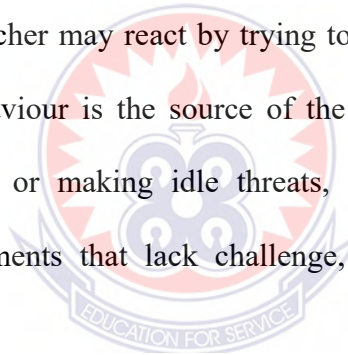
Group conditions: the problem reflects unfavourable conditions in the group.

Mixture of individual and group causes: The problem centers around 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 behaviour 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 behaviour 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).



2.7 Factors to Promote Effective Classroom Management

2.7.1 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 behaviour 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).

2.7.2 Time/ instructional management

In order to keep a classroom running smoothly, teachers must create and adhere to schedules for both the classroom and individual student (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).

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).

2.7.3 Behaviour management

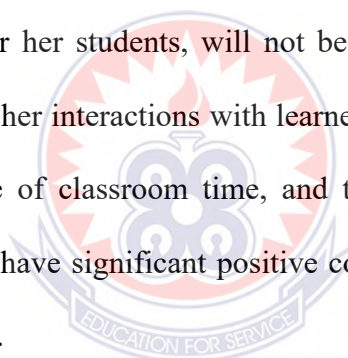
Behaviour and classroom management are the two variables that have the greatest impact on student learning (Marzano & Marzano, 2003). Teachers should develop classroom rules in order to communicate expectations. Stewart et al. argue: "Behaviour management and classroom control are central to stimulating learning. Research has shown that teachers who are effective in managing classroom behaviour 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).

2.7.4 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 are 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).



2.7.5 Effective teaching

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 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 be possessing a degree of knowledge, effective delivery style, organisation and known for the amount of assigned homework.

2.7.6 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.

2.8 Studies on Classroom Management

Using ABCC (Attitudes and Beliefs about Classroom Control) Inventory, Martin (1997) investigated the relationship between teachers' perception of classroom management and other factors such as gender, age, classroom management training, class size, graduate studies, teacher characteristics, and school setting. While exploring the classroom management styles of teachers, in these studies the researchers sometimes have come across with a significant relationship between the classroom management approach and other factors, sometimes not. These studies have particular importance for this study as they show the important variables affecting the classroom management style.

In a study on the impact of teachers' experience levels on classroom management practices, Martin and Baldwin (1994) investigated the classroom management approaches of 238 teachers by using ICMS (Inventory of Classroom Management Style). As a result, they found that novice teachers were significantly more interventionist than were experienced teachers. In another study, examining gender differences, Martin and Yin (1997) discovered that females were significantly less interventionist than were males regarding instructional management and regarding pupil management. However, in a different study, Martin, Yin, and Baldwin (1997) found no gender differences related to any of the classroom management approaches.

Martin, Yin, and Baldwin (1998) investigated the relationship between classroom management attitudes and classroom management training, class size, and graduate study. Data were collected from 281 certified teachers, who were primarily working in urban schools, and were female. Most of the teachers were Caucasian (69.9%) and they had an overall average of 14.35 years of teaching experience. Results show

significant differences on the Instructional Management subscale of the ABCC regarding classroom management training as well as significant positive correlations between average class enrolment and teachers' scores on the People Management and Behaviour Management subscales of the ABCC. A one-way analysis of variance did not yield significant differences between the teachers who had enrolled in graduate courses in the last 6 months and those who did not. Although class size has likely a direct impact on the nature of instruction as well as teacher-pupil instruction, the results of this study showed no significant difference in teachers' classroom management styles regarding class size.

Martin and Yin (1999) examined the classroom management differences between teachers in rural settings and those in urban settings and they found that urban teachers were significantly more interventionist than rural teachers in terms of pupils' management. In another study, Martin and Shoho (2000) investigated the differences in the classroom management approaches of traditionally certified and alternatively certified teachers. The results revealed that teachers in alternative certification programs were significantly more interventionist than were traditionally certified teachers regarding instructional management. However, these alternatively certified teachers were not more interventionist regarding pupils' management or behaviour management.

Martin, Yin, and Mayall (2006) conducted a study to investigate the different classroom management styles of teachers regarding their classroom management training, teaching experience, and gender. Data were collected from 163 participants via the Attitudes and Beliefs on Classroom Control (ABCC) Inventory and a demographic questionnaire. Results revealed significant differences between males

and females and between novice and experienced teachers on Instruction Management subscale scores. Females scored more interventionist than males and experienced teachers scored significantly more controlling than the less experienced counterparts.

Ritter (2003) studied the classroom management beliefs and practices of middle-school teachers. The purpose of her study was to determine if there was a difference in classroom management beliefs and practices of teachers regarding years of teaching experience or type of teaching certification. The sample consists of 97 teachers including traditionally certified expert teachers, alternatively certified expert teachers, traditionally certified beginning teachers and alternatively certified beginning teachers. As the instrument, the researcher employed ABCC Inventory, classroom observations, teacher interviews and focus group discussions. The results of the questionnaire indicated that neither source of certification nor experience level alone affects teachers' orientation to classroom management. However, teachers with traditional certification and many years of experience exert significantly less control over classroom activities and pupils' behaviours than do the other group with less experience level and different certification type.

Shin (2004) studied the classroom behaviour management beliefs and strategies of teachers by making a cross-cultural analysis. The purpose of her study was to compare the beliefs of teachers in classroom behaviour management strategies for pupils in urban public high schools between the USA and the Republic of Korea. The researcher employed three different questionnaires for the teachers -ABCC, SBQ and Teacher Survey- to collect data from 116 American and 167 Korean teachers. The results of the study showed that there were statistically significant cross-cultural

differences in teachers' instructional and behavioural management styles. The results, inferred from this study indicated that more American teachers tended to control their instructional strategies and pupil behaviours than Korean high school teachers did; namely American teachers had more behaviourist standpoint in management.

Laut (1999) compared the classroom management approaches of classroom teachers, intern teachers, and senior level practicum pupils by using the ICMS (Inventory Classroom Management Style). The results indicated that while senior level practicum pupils were not interventionist, intern teachers were found to be interventionist; and the more experienced teachers were not interventionist again.

Gibbes (2004) again investigated if there was a difference between the attitudes and beliefs of traditionally and alternatively certified teachers regarding classroom management. By employing the ABCC Inventory of 114 high school teachers, independent t-test was used to compare the results of two groups on three classroom management dimensions; people, behaviour, instructional. Results revealed that in all three dimensions, there was no statistically significant difference between the attitudes and beliefs of alternatively certified and traditionally certified teachers. The overall findings indicated that two groups of teachers held similar attitudes toward classroom management.

Garrett (2005) also studied the pupil-centered and teacher-centered classroom management strategies by employing qualitative research methods. The purpose of her study was to explore the classroom management strategies used by three teachers who apply the pupil-centered approach to their instruction and to examine the relationship between their managerial and instructional approaches. As a result, she found that the way teachers think about the relationship between their instructional

and managerial approaches was influenced by what they see as the overall goal of classroom management. While two of them have a classroom management strategy consistent with their way of instruction, one does not.

Foxworthy (2006) utilized the qualitative research techniques to investigate teachers' beliefs about classroom management and the importance of this aspects of teaching. Interviews with the teachers, observations of classes and field notes revealed that participants believed in respect and the notion that pupils' needs must come first. Also, the important result of this study for us is that aspects of their beliefs and strategies about classroom management have changed since they began teaching, namely with experience of teaching. Participants have two explanations for the reason for this change; gaining experiences or gaining knowledge through professional development.

Similarly, Terzi (2001) made a study to identify the opinions of teachers in classroom management styles- authoritarian, democratic or laissez-faire. The sample of the study included 736 teachers working in 73 schools in Eskişehir. The data were gathered through a questionnaire. Classroom Management Attitudes of Teachers prepared by the researcher. The results indicated that teachers older than 51 years old have more tendency to have an authoritarian classroom management style than the younger ones. No other significant differences have been confronted in this study in terms of teachers' classroom management styles and gender or Certification Sources of teachers.

Duman, Gelişli, and Çetin (2002) investigated the approaches adopted by teachers to establish discipline in their classrooms, based on (529) pupils' opinions. In this study the aim was to identify the classroom management approaches the teachers to use in

different high schools in different socioeconomic districts of Ankara. The results indicated that the teachers used Interventionist approach (teacher-centered) rather than Preventive-Constructive (pupil-centered) approach, and they acted differently according to the classroom and major, and they adopted different classroom management approaches according to the high school. Although Duman's and his colleagues' study is about high school teachers, it is important for us in terms of its results.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter describes the formulation of research design and methodology adopted to achieve the stipulated purpose for the study. It also focused on the population, sample and sampling procedures, instruments, data collection procedure and mode of the data analysis.

3.1 Philosophical Foundation of the Study

The methodological choices of every study are underpinned by philosophical positions regarding how knowledge is gained. Choices of methods and frames for analysis, among others, guide the research design at all stages. Henn, Weinstein, and Foard (2006) defined research paradigm as a set of assumptions about how the issue of concern to the researcher should be studied. In the acquisition of social scientific knowledge two world views have usually dominated; these are the positivist and the interpretive.

According to Creswell (2014), positivism aims at objectivity in inquiry and adopts methods and procedures in the natural or physical sciences, mainly by quantitative data. This scientific approach helps the process of collecting data and testing it using some analysis, for example, the relationship of one set of facts to another that is likely to produce generalizable conclusions.

Moreover, the studies located in the interpretivists' paradigm allow researchers to access the experiences and viewpoints of the research participants (Kusi, 2012; Verma & Mallick, 1999). It recognizes the role of the researcher and the research participants in knowledge construction, acknowledging interpretations as 'socially

constructed realities.’ The researcher and the research participants acquire active roles in knowledge construction. It is useful in an attempt to understand a phenomenon in all its complexity in a particular socio-cultural context (Creswell, 2009; Kusi, 2012).

From the explanation of positivist and interpretivism paradigms, the researcher intends to use the pragmatic paradigm. It combines both positivists and interpretivism’ paradigms to seek generalization and help to construct meaning the research participants give on the field during data collections. Pragmatic paradigm goes in line with the mixed method approach.

Mixed method is an umbrella term that includes much research approaches: Sequential explanatory, concurrent, embedded, and sequential exploratory research designs. Each design has its own utility, procedures, strengths, and weaknesses that are dependent upon the research context. However, in relation to the objectives of this study, the researcher selected a concurrent approach (Creswell, 2009; Creswell & Plano Clark, 2011). A concurrent mixed method design was employed for this study. This approach requires the researcher to collect both quantitative and qualitative data simultaneously, and analyze them at the same time (Creswell, 2014). This design helps to explain more fully the richness and complexity of human behaviour by making use of both quantitative and qualitative data (Cohen, Manion, & Morrison, 2007). Also, the combination of qualitative and quantitative approaches provides a more complete understanding of a research problem than either approach alone (Creswell, 2014). This approach requires the researcher to collect both quantitative and qualitative data simultaneously, and analyse them at the same time. Thus, in this approach, one set of data compliments the other, helping to overcome any weakness associated with each other (Creswell, 2014).

The quantitative data provided the initial picture of the research problem, while the qualitative analysis explained the larger picture of the research problem and provided an in-depth assessment of the case in the respondent environment. The purpose of the quantitative data was to provide a numeric description that may be generalized to the specific population. Specifically, quantitative data was important because they help generalize the current state of classroom management strategies in the Hohoe Municipality. The qualitative data were important to the study since it provided first-hand information about the strategies used to manage the classroom in individual school contexts.

3.2 Population

According to Best and Kahn (2006), population refers to "a group of individuals or people that have one or more characteristics in common and are of interest to the researcher" (p.13). The targeted population of the study was made up of seventy-six (76) public kindergarten (KG) and one-hundred and fifty-two (152) public KG teachers in the Hohoe Municipality in the Volta Region. Accessible population comprises all the 152 teachers teaching in the 76 public kindergarten in the Hohoe Municipality.

3.3 Sampling Procedure

A sample is a subset or portion of the population whose results can be generalized to the entire population, (Amin, 2005). In research, the sample should be a representation of the population that is as much as possible most characteristics of the population should be represented in the sample selected. Census selection was applied in selecting all the 152 kindergarten teachers since the number deemed small. To achieve the stated sample, the researcher employed census and purposive sampling

techniques. At the quantitative phase, census sampling was used because the information was collected from all kindergarten in the Hohoe Municipality. With census sampling, every respondent within the study area was selected for the data collection (Creswell, 2009).

The total sample for the study therefore was one 152 kindergarten teachers. At the quantitative phase, 152 kindergarten teachers were sampled. 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). Again, census method can be applied in a situation where the separate data for every unit in the population is to be collected, such that the separate actions for each is taken. This method can be used where the population is comprised of heterogeneous items, i.e. different characteristics (Gall, Gall, & Borg, 2007).

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 10 kindergarten teachers from 10 schools to observe how they manage their classroom. 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). Creswell further asserts 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.

At the qualitative phase, the researcher wants 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. At the qualitative phase, the researcher adopted the purposive or judgemental sampling technique in selecting 10 kindergarten teachers for interview and observation. Specifically, the maximum variation sampling technique also called a maximum diversity sampling was used in selecting the study participants. When sample sizes are small (less than or about 30) maximum variation samples can be more representative than random samples (Patton, 1990). Maximum variation sampling is one of the most frequently used purposeful sampling techniques (Sandelowski, 1995). The aim is to sample for heterogeneity. A wide range or diversity of kindergarten teachers by gender, academic and professional qualifications, and teaching experience were purposively selected for inquiry.

In addition, the researcher used confirming and disconfirming sampling type of purposive sampling technique. This is the strategy that involves sampling individuals to confirm or disconfirm the initial findings of the study (Creswell, 2008). The sampling procedure was chosen because the researcher wants to confirm or disconfirm the issue that was raised in the quantitative data. Secondly, 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).

3.4 Data Collection Instruments

In a mixed method, it is necessary to indicate the type of instruments that was used for collecting data in a quantitative and qualitative phase. After carefully examining the research questions, the type of information the researcher wants 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.

3.4.1 Questionnaire

A self-constructed questionnaire was used in the study. The respondents who answered the questionnaire were kindergarten teachers. A questionnaire is a research tool through which respondents are asked to respond to similar questions in a predetermined order (Gray, 2004). “A questionnaire is relatively economical, has standardized questions, can ensure anonymity, and questions can be written for specific purposes” (McMillan & Schumacher, 1993, p. 238). The questionnaire was used because it reduces bias that might result from the personal characteristics of the interviewer. Questionnaire offers the chance for privacy since the respondents could complete them at their own convenience enhances increasing the validity of the data.

In spite of the strengths, the use of questionnaires in studies has its own limitations. The majority of people who receive questionnaires do not return them (Denscombe, 2003; Leedy & Ormrod, 2005). With respect to low response rate, the researcher curtailed it by appealing to the participants’ goodwill, explaining the rationale of the study to them and assuring them that their responses will be in private and

confidential, as well as self-administering of the questionnaires by the researcher. In order to ensure that respondents answer the questionnaire, the researcher kept the self-constructed questionnaires short, using simple and clear language, keep the respondents' task simple, provided clear instructions and made the self-constructed questionnaire attractive and professional looking. At the quantitative phase, a four point Likert-type scale and closed-ended questions were used to sample respondents' view for the study.

In Section A, closed-ended items were used to sample respondents' knowledge about their background information. With closed-ended questions, respondents are given a set of pre-designed replies such as "agree" or "disagree" or are given the opportunity to choose from a set of numbers representing strengths of feeling or attitude (Gray, 2004). Closed-ended question items have a number of advantages. For example, data analysis from closed-ended questions is relatively simpler and questions can be coded quickly. Closed-ended questions require no extended writing thereby saving the respondent's time.

The remaining sections on the questionnaire were Likert scale. The research questions in the study call for the use of a Likert scale. Likert-type scales are used to register the extent of agreement or disagreement with a particular statement of attitude, beliefs or judgment (Tuckman, 1994). The four point Likert-type scale was scored as: "Strongly Disagree" =1, "Disagree" =2, "Agree" =3, and "Strongly Agree" = 4. The questionnaire was divided into six main sections. The questionnaire contains forty-nine (49) items. Section A (questions 1-4) elicits background information on: gender, age, years of experience, academic qualification and number of years of teaching. Section B (5-12) solicits information on self-efficacy beliefs for classroom

management practices. Section C (13-24) dwells on behaviour patterns perceived as misbehaviour in kindergarten classroom. Section D (25-34) is designed to solicit information on why kindergarten pupils misbehave in class. Section E (35-41) looks for information on classroom management strategies. Finally, Section F (41-48) considers the factors to promote effective classroom management.

3.4.2 Semi-structured interview

A semi-structured interview schedule was used to collect the qualitative data. In semi-structured interviews, researchers must develop, adapt and generate questions and follow-up probes appropriate to the central purpose of the study (Rubin & Rubin, 2005). O’Leary (2005, p. 164) argued that:

“Semi-structured interviews are neither fully fixed nor fully free and are perhaps best seen as flexible. Interviews generally start with some defined questioning plan but pursue a more conversational style of interview that may see questions answered in an order natural to the flow of the conversation. They may also start with a few defined questions but be ready to pursue any interesting tangents that may develop”.

The semi-structured interview schedule was useful for gathering information from teachers 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.

3.4.3 Observational schedule

Observation was used to check the pattern of behaviour and classroom management in kindergarten classroom. Marshall and Rossman (1995, p.79) defined observation as "the systematic description of events, behaviours, and artefacts in the social setting chosen for study". 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. Schensul, Schensul, and Lecompte (1999, p.91) defined observation as "the process of learning through exposure or involvement in the day-to-day or routine activities of participants in the researcher setting". The researcher used observation as a method to develop a holistic understanding of the phenomena under study that is as objective and accurate as possible given the limitations of the method (Dewalt & Dewalt, 2002). They suggested that observation is used as a way to increase the validity of the study, as observations may help the researcher to have a better understanding of the context and phenomenon under study.

The observational schedule was divided into four main sections. The observational schedule contained thirty-three (33) items. Section A (questions 1-6) elicited background information. Section B (7-18) examined behaviour patterns perceived as misbehaviour in kindergarten classroom. Section C (19-25) was designed to solicit information on classroom management strategies. Finally, Section F (22-33) considered the factors to promote effective classroom management. The design of observational schedule was made up of closed-ended questions and open-ended questions.

3.4.4 Pilot-testing of instruments

The instrument for data collection was pre-tested in six purposively selected kindergartens within Ho Municipality. This area was chosen because the municipality is similar in terms area of coverage to the study so comparing results from each study

will not be difficult. The sample for the pilot testing was 30 respondents. The essence of the pre-test helped to test the instrument for data collection for consistency, accuracy, and applicability of questionnaire items or interview items.

The research instrument was pre-tested using the test-retest method for checking reliability. For instance, respondents were given the questionnaire to answer and 10 days after they were given the same questionnaire to answer to check if the results were similar. Cronbach's alpha was used to determine the internal consistency or average correlation of items in the instrument to gauge its reliability. According to Sekaran and Bougie (2010), if the Cronbach's alpha is less than 0.7, then the indication is that the instrument being used has low reliability and that not all the items met reasonable standards of internal consistency and reliability.

Table 1: Distribution of Scale of Pilot Test Results for Teachers

| Scale | N | Alpha 1 | Alpha 2 |
|-----------|----|---------|---------|
| Section B | 8 | 0.74 | 0.76 |
| Section C | 12 | 0.89 | 0.83 |
| Section D | 10 | 0.67 | 0.74 |
| Section E | 7 | 0.76 | 0.61 |
| Section F | 8 | 0.84 | 0.74 |

Source: Field data (2018)

Table 1 shows a summary of scale of pilot test results from instrument. Comparing the results computed for the alpha 1 and alpha 2 show consistency of teacher's response to the issues in the instrument. For instance, Section B and Section C recorded alpha level (0.74, 0.76 and 0.89, 0.83) for both tests. Using Cronbach alpha, instrument for pupils yielded an alpha level of 0.95 for test 1 and 0.94 for test 2. The internal consistency was computed by finding the average of the two tests. The

overall internal consistency for the instrument yielded an alpha level of 0.95 which shows the instrument was reliable.

The pre-test instrument serves as the preliminary testing of the research questions to provide insights into ideas not yet considered and problems unanticipated, which could challenge the data collection and data analysis in the main work. Questions which were found to be ambiguous and those not suitable for the study have been reconstructed. The relevant corrections were made before the final administration of questionnaires and conducting interviews in the study areas.

3.5 Trustworthiness of the Study

The criteria for examining the rigor in both qualitative and quantitative studies are tradition validity and reliability (Punch, 2005). Guba (1992) was able to use ‘trustworthiness criteria’ to judge the quality of a study by using credibility, transferability, and confirmability.

The first element to be adapted to ensure trustworthiness was transferability of findings, in qualitative research, which is equivalent to external validity or generalisability of findings in the quantitative study (Merriam & Associate, 2002). While the study is a mixed method, the generalization of quantitative findings was not a problem but for the qualitative finding, it was difficult (Verma & Mallick, 1999). For example, the problem under study might be similar to that of other countries. The aim of conducting this study is not to generalize the findings, but to show readers about the current status of classroom management strategies used by kindergarten teachers in Hohoe Municipality. However, if readers find similarities between their contexts and the context of the study, then they can transfer the findings to their individual contexts.

The credibility of the qualitative phase relates to the internal validity of the quantitative phase. The effort and ability to determine credibility depend on the researcher because the quality of the research is related to the trustworthiness and integrity of the study. Validation also depends on the quality of the researcher's work during the investigation. By way of ensuring the credibility of the study, the researcher followed the following procedures.

1. The observation guide and questionnaire were conducted using language that could be understood by both the researcher and respondents to avoid misunderstanding.
2. The researcher ensured that no distortion took place while the observation was being conducted in schools.
3. My supervisors' regular inspections help me to check for flaws and problems in the study.
4. Three independent raters with key knowledge in administration and analysis of data were given the instruments for a thorough check for flaws and problems in the study.

Dependability or consistency of qualitative findings corresponds to the reliability of findings in quantitative phase (Merriam & Associates, 2002). The first step the researcher used to check reliability was to ask the respondents to either confirm or disconfirm their statement after each observational guide. Secondly, the researcher gave the work to three independent raters who are not connected to the study. They were contacted to analyze the transcript. After comparing notes from independent raters it was agreed on 85% of the questions and the findings then we can presume that the work was consistent. To establish the internal consistency of the instruments it was pre-tested among (6) purposively selected kindergarten settings within Ho

Municipality. Analysis of the pre-test data established a Cronbach alpha reliability coefficient of 0.95. George and Mallery (2003) would interpret this to mean that the internal consistency of the items in the scale was good, and Gliem and Gliem (2003) would describe it as high. Therefore, the research instrument was acceptable.

3.6 Ethical Considerations

In conducting research, Creswell (2008) instructs researchers to seek or obtain permission from the authorities in charge of the site of the study because it involves a prolonged and extensive data collection. The important decision was how to obtain permission to access the site for the study. An introductory letter was collected from the Department of Early Childhood Education to grant the researcher access to the study area. Creswell (2008) said that it is unethical to enter into an organization or social groups to collect data without permission from the 'gate-keepers' of the organization. In the study, the researcher sought permission from the Municipal Education Directorate of the Hohoe Municipality. The researcher discussed when and how data would be collected from in the schools. When access was granted, the researcher then discussed other ethical issues with the participants of the study.

After securing the permission from the authorities in charge of the setting, it was important to gain the informed consent of the target participant of the study. Informed consent is an ethical requirement which demands that respondents be allowed to choose to participate or not to participate in the research after receiving full information about the possible risks or benefits of participating (Makore-Rukuni, 2001). The participant is free to decline to participate or withdraw from the study at any time (Tuckman, 1994). In this study, the researcher informed selected participants about the purpose of the study. The participants were given the freedom to choose to

participate or not in the study.

The next ethical issue discussed was confidentiality. Confidentiality indicates the researcher's ethical obligation to keep the respondent's identity and responses private (Babbie, 2001). Cohen, Manion, and Morrison (2007, p. 65) concluded that confidentiality:

Means that although researchers know who has provided the information or are able to identify participants from the information given, they will in no way make the connection known publicly, the boundaries surrounding the shared secret will be protected.

In the study, the researcher ensured that the information provided is not shared with any other user. The information was used for the purpose of the research. The next ethical issue that was discussed is anonymity. Anonymity was used to protect respondents' 'right of privacy'. A respondent was therefore considered anonymous when the researcher or another person cannot identify the respondents from the information provided (Cohen et al., 2007). In this study, anonymity was achieved by not asking participants to write their names on the questionnaires or mention their school during the observation session. Anonymity was guaranteed through grouping data rather than presenting individual responses.

3.7 Training of Field Assistants

The quality of the information obtained for a study depends on the work done on the field. Due to the nature and scope of the study, the researcher recruited field assistants who helped him with the data collection and analysis. Five field assistants were trained to help in the administration of the questionnaires and analysis of data. The research assistants were selected from the study areas.

The training involved explaining the purpose of the study, ethical responsibilities, and method of sampling respondents. The ethical guidelines discussed during the training included informed consent, confidentiality, anonymity, harm to respondents and privacy. The quantitative data were collected simultaneously with the qualitative observation. The questionnaires were administered by the researcher personally to the 152 respondents with the support of five field assistants. But for the qualitative data, the researcher personally scheduled a day with the respondents to conduct the observation.

3.8 Data Collection Procedures

After all ethical issues have been discussed with the participants. At the quantitative phase, the researcher trained research assistants (Colleges of Education students) to help with the data collection. The purpose of the questionnaire was explained to research assistants. The research assistants helped the researcher 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, the relationship between the researcher and the participants are very important. This relationship influences the research process and the quality of data gathered. Therefore, my relationship with them was that of power, drawing attention to how I should present myself to them, particularly during the observation stage. 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.

The researcher 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, the researcher expressed appreciation to the class for their cooperation and participation. Some of them expressed interest in the findings of the study, so the researcher promised to deposit a copy of the findings at the University of Education, Winneba Library and the Colleges of Education Library in Ghana for them to access, when necessary. An average time of 2 hours was spent in each school during the observation session and the follow up interview sessions. The duration of the field work was four weeks.

Table 2: Schedule for Lesson Observation in KG Class

| No. | KG Class | Topic of Lesson | Duration | Date |
|-----|----------|-------------------------|----------|----------|
| 1 | 1 | Grouping and Sorting | 2 Hours | 5/11/19 |
| 2 | 2 | Care of the Body | 2 Hours | 16/11/19 |
| 3 | 2 | Good Manners | 2 Hours | 20/11/19 |
| 2 | 2 | Table Manners | 2 Hours | 23/11/19 |
| 1 | 1 | One-to-one matching | 2 Hours | 7/11/19 |
| 1 | 2 | Drawing | 2 Hours | 26/11/19 |
| 1 | 2 | Ordering and Sequencing | 2 Hours | 29/11/19 |
| 2 | 1 | Ordering and Sequencing | 2 Hours | 9/11/19 |
| 1 | 1 | Numbers and Numerals | 2 Hours | 12/11/19 |
| 3 | 1 | Pattern Making | 2 Hours | 14/11/19 |

In all the KG 1 and KG 2 teachers were observed and interviewed for three weeks. The first week was schedule for KG1 teachers and there was a break for two days before the researcher observed the KG 2 teacher.

3.9 Data Analysis Procedure

In concurrent mixed method approach, the researcher requires knowledge and strategies used in analysing quantitative and qualitative data. This may involve the interpretation and functions that may be assigned to the data. The Statistical Package for the Social Sciences (SPSS) version 19 was used to facilitate the quantitative data analysis. The background information from the questionnaire was primarily analysed using descriptive statistics. The data was organized into frequency counts and converted into percentages. The results were presented in tables. Looking at the nature of research questions 1, 2, 3, 4 and 5 descriptive statistics were employed, where the researcher used means and standard deviation to make the interpretation of the results more meaningful, conclusions were drawn and recommendations were made from the data.

Hypothesis 1 and Hypothesis 2 were analysed using independent samples t-test to compare the mean score for two different groups (male and female KG teachers). The researcher used the t-test to determine whether there is a statistically significant difference between the mean in two unrelated groups.

The observation data was also presented in frequency counts whiles the interview data gathered were analysed based on the themes in the research questions. Verbatim responses gathered were used to support and explain quantitative data. This kind of analytical process requires working with data, organizing them, breaking them into manageable units, coding them, synthesizing them and searching for the pattern (Merriam, 2009).

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3.10 Summary of Research Methods

In this chapter, the method and design of the research were outlined and situated within a concurrent mixed methods approach. The discussion of the approaches to data collection and analysis were also looked at. In addition to that, the discussion of the researcher's claims about the validity and reliability of the study was discussed.



CHAPTER FOUR

RESULTS/ FINDINGS

4.0 Introduction

This chapter comprises the analysis, presentation and interpretation of the findings of the study. The analysis and interpretation of data were carried out based on the findings from the research questions, hypotheses and observational/interview data of the study. The study was conducted to examine kindergarten teacher's perceptions and uses of classroom management strategies in dealing with kindergarten pupils.

Among the instruments used for the study were questionnaire designed for the teachers, observational schedule and interview guide to assess how teachers manage pupils in the classroom. A sample of 152 teachers were served with the questionnaire. Again, 10 teachers from 10 schools were observed and interviewed. One teacher was selected from the 10 schools for the observation and interview. The total sample for the study was 152 respondents. In all, 152 copies of the questionnaire were distributed to respondents. The researcher ensured a 100% return rate of the questionnaire. The 152 questionnaires that were distributed to the respondents were filled and returned for analysis and discussion with the help of field assistants that were trained.

Since the concurrent mixed method design was used, the researcher employed inferential statistics (independent samples t-test, and descriptive statistics (frequency, means and standard deviations) for the quantitative phase. In the qualitative phase, the data was analysed thematically. The first part of this chapter describes the demographic characteristics of respondents. In the second part, the research findings were presented based on the research questions and hypothesis posed in the study. The third part presented the finding from the observational/interview guide. In the last

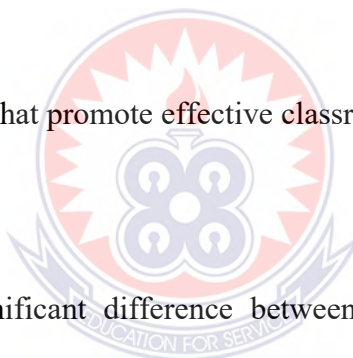
section, a discussion was done based on quantitative and qualitative findings derived from the study and it was supported with related literature. The following research questions and hypotheses guided the study;

Research Questions

1. What are kindergarten teachers' self-efficacy beliefs about their classroom management practices?
2. What do kindergarten teachers perceive as misbehaviours in kindergarten classroom?
3. Why do kindergarten pupils misbehave in class?
4. How do kindergarten teachers manage the behaviour of pupils in kindergarten classroom?
5. What are the factors that promote effective classroom management?

Research Hypotheses

- H₀: There is no significant difference between male and female kindergarten teachers and their use of classroom management strategies.
- H_i: There is a significant difference between male and female kindergarten teachers and their use of classroom management strategies.
- H₀: There is no significant difference between male and female self-efficacy belief in classroom management.
- H_i: There is a significant difference between male and female self-efficacy beliefs in classroom management.



4.1 Statistical Analysis of the Demographic Background of Respondents

This section presents demographic information of the respondents' (teachers) from various schools. These demographic data of respondents include age, gender, academic qualification and number of years of teaching.

Table 3: Age Range of Kindergarten Teachers

| Age Ranges | Freq. | (%) |
|-------------------|--------------|--------------|
| Below 24 | 0 | 0.0 |
| 25-29 | 6 | 3.9 |
| 30-34 | 47 | 30.9 |
| 35-39 | 46 | 30.3 |
| 40-44 | 28 | 18.4 |
| 45-49 | 11 | 7.2 |
| 50-54 | 14 | 9.2 |
| 55 and above | 0 | 0.0 |
| Total | 152 | 100.0 |

Source: Field data (2018)

Data in Table 3 revealed that majority of the respondents (47) constituting 30.9% were within the ages of 30-34 years. Forty-six respondents representing 30.3% are within the ages of 35-39. The ages from 40-44 and 50-54 recorded 28 (18.4%) and 14(9.2%) respondents respectively. Again, the study revealed that kindergarten teachers (11) constituting 7.2% were within the ages of 45-49 years but there were none of them below the ages of 24 years and above 55 years for the study. This shows that majority of the teachers were youthful and may have varied expectations in life. Some of their needs at their level of education could include preparing adequately to assist pupils in the class. A careful look at table also indicated that about 80.8% were 30 and 50 years and can therefore be considered matured to manage the behaviour of children at all level.

Table 4: Gender of Respondents

| Gender | Freq | (%) |
|---------------|-------------|------------|
| Male | 29 | 19.1 |
| Female | 123 | 80.9 |
| Total | 152 | 100 |

Source: Field data (2018)

Table 4 shows that majority of the respondents 123(80.9%) were females as against 29 (19.1%) males who were the minority. The female out-numbered the male because report from Basic Statistics and Planning Parameters for Basic school in Ghana 2016/2017 confirmed the enrolment of more female teachers than male KG teachers. This is also consistent with global statistics that suggest that the field is dominated by females.

Table 5: Academic Qualification of Respondents

| Academic Qualification | Freq | (%) |
|--------------------------------------|-------------|------------|
| Cert 'A' 3-year post sec | 10 | 6.6 |
| Cert. in Pre-school Education | 2 | 1.3 |
| Diploma in Basic Education | 32 | 21.1 |
| Diploma in Early childhood Education | 60 | 39.5 |
| Degree in Basic Education | 12 | 7.9 |
| Degree in Early Childhood Education | 36 | 23.7 |
| Post Graduate Diploma in Educ. | 0 | 0.0 |
| Master degree in Education | 0 | 0.0 |
| Total | 152 | 100 |

Source: Field data (2018)

Table 5 revealed that majority of the respondents (60) constituting 39.5% possessed Diploma in Early Childhood Education as compared to 23.7% (36) of the KG teachers who obtained Degree in Early Childhood Education. Thirty-two of them representing

21.1% had Diploma in Basic Education. Degree in Basic Education and Certificate 'A' 3-year post-secondary recorded 12(7.9%) and 10(6.6%) respectively. There were no respondents who possessed Post Graduate Diploma in Education and Master Degree in Education. It may be deduced from the foregoing data that all the respondents were professional teachers with varying levels of qualification however, only 63.2% obtained qualifications in early childhood education and were thus trained to teach in kindergarten.

Table 6: Number of Years of Teaching of Respondents

| Years of teaching | Freq | Percent (%) |
|--------------------------|-------------|--------------------|
| Less than 1 year | 2 | 1.3 |
| 1 – 4years | 68 | 44.7 |
| 5 – 9years | 72 | 47.4 |
| 10 –14years | 2 | 1.3 |
| 15 –19years | 6 | 3.9 |
| 20years and above | 2 | 1.3 |
| Total | 152 | 100 |

Source: Field data (2018)

Table 6 revealed that majority of the kindergarten teachers (72) constituting 47.4% have worked between 5-9 years as compared to 44.7% (68) of them who had taught between 1 and 4 years. Teachers who worked for above 20years, were 2 representing 1.3% and others who worked for less than one year were 2; also representing 1.3% respectively. Again, the study also established kindergarten teachers' experiences. Teachers who worked between 15-19 years were 6, thus (3.9%) while teachers who taught between 10-14 years were 2, representing 1.3%. Data from the study seems to suggest that 46.0% of the teachers have taught below 5 years and may thus be considered as novice teachers. Also, data from the study seems to suggest that

teachers who taught between 10-15 years may therefore be considered as more experience with requisite skills and competent to manage pupils' behaviours.

4.2 Analysis of Main Data

To achieve the purpose of the research questions, descriptive statistics (means and standard deviations) was deemed appropriate for the analyses. On a four point Likert-type scale, the kindergarten teachers were asked to indicate their levels of agreement or disagreement with the statement concerning the particular research question. A mean score of 2.50 and above indicate positive responses while a mean of 2.49 and below indicate respondents' negative responses.

The test value was computed by adding all the scores on the Likert scale. That is, Strongly Agree was scored as 4, Agree as 3, Disagree as 2 and Strongly Disagree as 1. The test value was obtained by adding all the scores together ($4+3+2+1=10$) and was divided by the four Point Likert-type scale ($10/4=2.5$). The findings were presented as follows.

4.2.1 Kindergarten teachers' self-efficacy beliefs and classroom management

This section analysed kindergarten teachers' self-efficacy beliefs about their classroom management practices. This was in direct relation to research question 1 (What are kindergarten teachers' 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.

Table 7: Kindergarten Teachers' Self-efficacy Beliefs for Classroom Management Practices

| S/n | Statement | N | M | SD |
|----------------------------|---|------------|-------------|-------------|
| 1. | I can control some pupils' disruptive behaviour in the classroom. | 152 | 3.51 | 0.75 |
| 2. | I can make my expectations clear about pupils' behaviour. | 152 | 2.99 | 0.79 |
| 3. | I can establish routines to keep activities running smoothly in the classroom. | 152 | 3.20 | 0.86 |
| 4. | I can get pupils to follow classroom rules. | 152 | 2.32 | 1.16 |
| 5. | I can calm a pupil who is disruptive and noisy in class. | 152 | 3.45 | 0.87 |
| 6. | I can establish a classroom management system with each group of pupils in class. | 152 | 3.05 | 0.80 |
| 7. | I can keep a few problem pupils from ruining an entire lesson. | 152 | 3.38 | 0.72 |
| 8. | I am able to respond to pupils who misbehave in class. | 152 | 2.38 | 1.16 |
| Overall Mean and SD | | 152 | 3.04 | 0.89 |

Source: Field data (2018)

Mean of means: 3.04

The overall mean and standard deviation score (M=3.04, SD=0.89) gave evidence to prove how kindergarten teacher's self-efficacy belief influence their classroom management. The responses on the item "I can control some pupils' disruptive behaviour in the classroom" recorded a mean of 3.51 (SD=0.75) which was greater than test value of 2.5. On issues of whether "I can calm a pupil who is disruptive and noisy in class" a mean of 3.45 (SD=0.87) was produced which shows that indeed kindergarten teachers were capable of calming pupils in the classroom.

The analysis further gave evidence that I can keep a few problem pupils from ruining an entire lesson, recorded a mean score of 3.38 and a standard deviation of 0.72. I can establish routines to keep activities running smoothly in the classroom recorded (M=3.20, SD=0.86) was generated and "I can establish a classroom management system with each group of pupils in class" score a mean of 3.05 (SD=0.80).

In summary, it can be deduced from the above that kindergarten teachers' in Hohoe have a high self-efficacy beliefs since their responses generated a cumulative mean of 3.04

4.3 Behaviour Patterns Perceived as Misbehaviour in Kindergarten Classroom

This section dealt with research question two (2).

What Behaviour Patterns are perceived as Misbehaviour in Kindergarten Classroom?

The objective for this research question was to find out respondents' view on pattern of behaviour exhibited by kindergarten pupils in classroom and the behaviour kindergarten teachers perceived as misbehaviour.

Table 8: Behaviour Patterns Perceived as Misbehaviour in Kindergarten Classroom

| S/n | Statement | N | M | SD |
|------------|--|------------|-------------|-------------|
| 1. | Jumping from one place to the other in classroom. | 15 | 3.0 | 1.12 |
| 2. | Not finishing task on time. | 152 | 3.18 | 0.57 |
| 3. | Teasing and laughing at peers during lessons. | 152 | 3.63 | 0.58 |
| 4. | Fidgeting with other materials during lessons. | 152 | 3.20 | 0.63 |
| 5. | Using foul language especially insulting others. | 152 | 3.45 | 0.61 |
| 6. | Out of seat and changing seats and wandering around the classroom. | 152 | 3.36 | 1.16 |
| 7. | Sleeping during lessons. | 152 | 3.59 | 0.68 |
| 8. | Leaving class without permission. | 152 | 3.27 | 0.47 |
| 9. | Looking (copying) at other peers exercises during assessment period. | 152 | 3.53 | 0.76 |
| 10. | Helping other peers do their work without being told to do so. | 15 | 3.01 | 0.85 |
| 11. | Fighting in class. | 152 | 3.44 | 0.67 |
| 12. | Copying exercises wrongly into exercise books. | 152 | 2.34 | 1.16 |
| | Overall Mean and SD | 152 | 3.17 | 0.77 |

Source: Field data (2018)

The rationale behind this research question was to examine respondents' view on the behaviour patterns perceived as misbehaviour in the kindergarten classroom. From Table 4.6, the overall mean and standard deviation score was ($M=3.17$, $SD=0.77$) which gives the general picture that kindergarten teachers have knowledge about patterns misbehaviour in the kindergarten classroom. The results indicated that "Teasing and laughing at peers during lessons" was identified as the most frequent pattern of misbehaviours in kindergarten classroom with a mean of ($M=3.63$, $SD=0.58$).

The second 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 ($M=3.44$, $SD=0.67$).

Table 8 further shows 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. It was noticed that on pupils copying exercises wrongly into exercise books which score ($M=2.34$, $SD=1.16$). In sum, the forgoing analyses suggest that kindergarten teachers perceive teasing and laughing in class (3.63), sleeping during lessons (3.59), looking at other peer's exercises (3.53) as misbehaviours.

Again, 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 4.7.

Table 9: Behaviour Patterns Perceived as Misbehaviour in Kindergarten Classroom

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

Source: Field data (2018)

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 showed that “copying exercise wrongly into exercise book” recorded same score value with “sleeping during lesson hours” showing (often=80% and sometimes=20%). These findings correspond with the quantitative data from Table 9 which show that pupils were not paying attention to classroom activities.

However, it was observed that pupils were frequently out of the seat and changing seats and wandering around to the classroom had (often=80%, sometimes=10% 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.

To sum up, the observation data revealed 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 kindergarten classrooms that pupils often exhibit in class.

Some kindergarten teachers 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”. Respondent 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” (Respondent-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” (Respondent-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” (Respondent-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. (Respondent - 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. (Respondent - 5).

In sum, the forgoing analyses suggest that kindergarten teachers perceive teasing and laughing in class (3.63), sleeping during lessons (3.59), looking at other peer’s exercises (3.53) as misbehaviours. The observation/interview data on the other hand seems to revealed that fighting in class (recoding; 90%), teasing and laughing at peers during lessons (recording; 80%), sleeping in class (recording; 80%), out of seat changing seats, wandering around the classroom (recording; 80%) and copying exercises wrongly into exercise books (recording 80%) are behaviour patterns perceived as misbehaviour in kindergarten classroom that pupils often exhibit in class.

Comparing the data from questionnaire and observation/interview data, all the data sets seems to confirm that teasing, laughing in class and sleeping during lessons are perceived by kindergarten teachers as misbehave in class.

4.4 Teachers' Perception of why Pupils misbehave in Classroom

This section corresponds with research question three; Why do kindergarten pupils misbehave in classroom? The objective of this research question was to explore kindergarten teachers' opinion on why their pupils misbehave in classroom.

Table 10: Teachers Perceptions on why Kindergarten Pupils Misbehave in Class

| S/n | Statement | N | M | SD |
|----------------------------|--|------------|-------------|-------------|
| 1. | Seek teachers' and peers' attention. | 152 | 3.63 | 0.58 |
| 2. | Desire for independence to control some aspects of their lives. | 152 | 3.27 | 0.49 |
| 3. | Looking for revenge. | 152 | 3.49 | 0.54 |
| 4. | Lack self-confidence. | 152 | 2.37 | 1.17 |
| 5. | Find the classroom environment not well organised. | 152 | 3.61 | 0.62 |
| 6. | Want to test whether caregivers will enforce rules. | 152 | 3.28 | 0.45 |
| 7. | Experience different sets of expectations between school and home. | 152 | 3.49 | 0.54 |
| 8. | Do not understand the rules, or are held to expectations that are beyond their developmental levels. | 152 | 2.38 | 1.16 |
| 9. | Feel bored, hungry and sleepy during lessons. | 152 | 3.32 | 1.01 |
| 10. | Are not well nurtured at home and model bad behaviours they see at home and in school. | 152 | 3.63 | 0.58 |
| Overall Mean and SD | | 152 | 3.25 | 0.71 |

Source: Field data (2018)

Table 10 shows that two responses recorded the highest mean and standard deviation score value of (M=3.63, SD=0.58). These were "Pupils not well nurtured at home and model bad behaviours they see at home and in school" and "Seeking teacher's and

peers' attention". However, the study also revealed that pupil's misbehave because they "find the classroom environment not well organised", this recorded a mean and standard deviation value of (M=3.61, SD=0.62).

The data also highlighted that "pupils experience different sets of expectations between school and home" this recorded the same mean and standard deviation score with "looking for revenge". The score was (M=3.49, SD=0.54). On issues of "lack of self-confidence" a mean of 2.37(SD=1.17) was recorded which shows that the pupils were not mature enough to be out of home. The data also highlighted that feeling bored, hungry and sleepy during lessons recorded a mean and standard deviation value of (M=3.32, SD=1.01). An analysis of mean and standard deviation score were all above 2.50 and this was an indication that the factors were the reasons why kindergarten pupils seems to misbehave in classroom.

It may be concluded that no nurturing at home and modelling bad behaviours they see at home and in school and seeking teacher's and peers' attention seem to be the obvious reason why pupils misbehave in kindergarten classrooms since these two items recorded the highest mean and standard deviation score value of (M=3.63, SD=0.58) from the table above. From the above table, classroom environments which are not well organised recorded a mean and standard deviation value of (M=3.61, SD=0.62) as the second highest. This seems to suggest that this another motive why pupils misbehave in class.

4.5 Classroom Management Strategies used in Schools

These sections with research question four (How do kindergarten teachers manage the behaviour of pupils in kindergarten classroom?). 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.

Table 11: Classroom Management Strategies used by Kindergarten Teachers

| S/n | Statement | N | M | SD |
|-----|---|-----|------|------|
| 1. | Mostly, I make pupils know I am in charge by specifying rules of behaviour and their consequences and communicate them clearly to pupils. | 152 | 3.27 | 0.49 |
| 2. | 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. | 152 | 3.32 | 0.79 |
| 3. | I often use a variety of rewards and punishment to keep the pupils from misbehaving in class and also model appropriate behaviour. | 152 | 2.31 | 1.19 |
| 4. | I often react to pupils' misbehaviour immediately to prevent it from creating problems later or other pupils repeating it. | 152 | 3.42 | 0.86 |
| 5. | 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. | 152 | 3.61 | 0.65 |
| 6. | I try to mostly prevent pupils' misbehaviour by giving them attention and accepting their individual differences. | 152 | 3.03 | 0.76 |
| 7. | 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. | 152 | 3.12 | 0.99 |

Source: Field data (2018)

The rationale behind this research question was to examine respondents' view on classroom management strategies. From Table 11, the overall mean and standard deviation score was ($M=3.16$, $SD=0.79$) which gives the general picture classroom management strategies used by teachers. The results indicated 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 ($M=3.61$, $SD=0.65$).

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 practise with a mean and standard deviation score of ($M=3.32$, $SD=0.79$).

However, it was reported that "Mostly, I make pupils know I am in charge by specifying rules of behaviour and their consequences and communicate them clearly to pupils" recorded ($M=3.27$, $SD=0.49$). "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 4.9 further revealed that "teachers' 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 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 forgoing that kindergarten teachers 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.

Table12: Classroom Management Strategies

| S/n | Statement | Often | Sometimes | Not at all |
|-----|---|---------|-----------|------------|
| 1. | Specifying rules of behaviour and their consequences and communicate them clearly to pupils. | 6 60% | 2 20% | 2 20% |
| 2. | 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. | 5 50% | 4 40% | 1 10% |
| 3. | Using a variety of rewards and punishment to keep the pupils from misbehaving in class and also model appropriate behaviour. | 10 100% | 0 | 0 |
| 4. | Reacting to pupils' misbehaviour immediately to prevent it from creating problems later or other pupils repeating it. | 6 60% | 2 20% | 2 20% |
| 5. | Identifying and addressing little misbehaviours of groups of pupils in the class before it gets to other pupils. | 2 60% | 2 20% | 6 20% |
| 6. | Preventing pupils' misbehaviour by giving them attention and accepting their individual differences. | 7 70% | 3 30% | 0 |
| 7. | Changing negative classroom conditions that make them misbehave such as furniture arrangement, sitting places etc. most of the time. | 2 20% | 3 30% | 5 50% |

Source: Field data (2018)

Table 4.10 revealed 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 tutors. 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 findings 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 10 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 9. "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.

To summarize Table 4.10, preventing pupils’ misbehaviour by giving them attention and accepting their individual differences was the most frequent classroom management strategies exhibited by the tutors 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 seems to be the classroom management strategies often used by the kindergarten teachers.

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

Respondent 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”.

Respondent 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 four, it may be deduced from the questionnaire data that kindergarten teachers 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 seems to agree 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 tutors 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 these strategies seems to be the classroom management strategies often used by the kindergarten teachers. The three data sets seems to confirmed that kindergarten teachers often used group managerial approach, group guidance and the business academic approaches in managing the behaviour of their pupils.

4.6 Factors to Promote Effective Classroom Management

This section dealt with research question five (What are the factors that promote effective classroom management?). Respondents were presented with a list of statements on factors to promote classroom management. They were required to indicate their opinion whether particular statements on factors that promote effective classroom management or not.

Table13: 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. | 152 | 3.63 | 0.58 |
| 2. | Putting pupils in groups to work on tasks and exercises. | 152 | 3.12 | 0.71 |
| 3. | Cautioning pupils with cane when they misbehave. | 152 | 3.43 | 0.87 |
| 4. | Denying them of some privileges they enjoy (eg preventing them from going out for break). | 152 | 3.24 | 0.55 |
| 5. | Rewarding them for not exhibiting certain bad behaviours. | 152 | 3.37 | 0.74 |
| 6. | Asking pupils to laugh at peers who misbehave. | 152 | 2.38 | 1.15 |
| 7. | Rewarding pupils who exhibit appropriate behaviours. | 152 | 3.41 | 0.92 |
| 8. | Attend to pupils individual and group needs. | 152 | 3.09 | 0.77 |
| Overall Mean and SD | | 152 | 3.21 | 0.79 |

Source: Field data (2018)

Table 4.13, 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 ($M=3.37$, $SD=0.74$). Table 16 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. 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 ($M=3.41$, $SD=0.92$).

To sum up, the above data seems to suggest that, providing a variety of resources for pupils to work with during activities, cautioning pupils with cane when they

misbehave and rewarding pupils who exhibit appropriate behaviours seems to be the factors that promote effective classroom management in the area of the study.

An independent samples t-test was conducted to check gender and self-efficacy of classroom management strategies in schools. These can be found in Tables 7 and 8.

Table 14: Group Statistic of Teachers Self-Efficacy Beliefs for Classroom Management Practices

| | Gender | N | Mean | SD |
|---------------|---------------|----------|-------------|-----------|
| Self-Efficacy | Male | 29 | 22.38 | 3.89 |
| | Female | 123 | 22.02 | 3.19 |

Source: Field data (2018)

Table 4.14 shows that the majority of the respondents 123 were females as against 29 male who were the minority. In terms of self-efficacy belief, we would say that the male group has highly self-efficacy belief than the females because the male group recorded a higher mean and standard deviation than the female group.

Table 15: Independent Samples t-test for Gender of Teacher with Self-Efficacy Belief for Classroom Management Practices

| | Levene's Test For Equality of Variance | | T-test for Equality Means | | | | |
|--|--|------|---------------------------|-------|--------------------|--------------|-------------|
| | F | Sig. | t | df | Sig. (2-tailed) | Mean Diff | SD Error |
| Self-Efficacy Equal Variance Assumed | .76 | .38 | .52 | 150 | .61 | .35 | .69 |
| Equal Variance Not Assumed | | | .46 | 37.42 | .65 | 3.5 | .78 |

Source: Field data (2018)

** significant at p=0.05

Independent-sample t-test findings depend on the significant value find on Levene's test for equality of variances. If the significant value is greater than p .05, therefore,

the data have not violated the assumption of equal variance. The equal variance assumed figures were used to interpret the findings. An independent-samples t-test was conducted to find out the difference between male and female kindergarten teachers and their effectiveness in providing classroom management strategies.

There was a no significant difference in scores for male kindergarten teachers with self-efficacy belief ($M=22.38$, $SD=3.89$) and female kindergarten teachers with self-efficacy belief ($M=22.02$, $SD=3.19$; $t(.52) = 150$, $p = .05$, two-tailed). The magnitude of the differences in the means (mean difference = .61, 95% confidence interval). Per the results, the null hypothesis stated “There is no significant difference between male and female kindergarten teachers and their use of classroom management strategies” is accepted because the significance value of .61 was recorded.

Table 16: Group Statistic of Classroom Management Strategies

| | Gender | N | Mean | SD |
|-----|---------------|----------|-------------|-----------|
| CMS | Male | 29 | 26.79 | 2.41 |
| | Female | 123 | 25.41 | 3.55 |

Source: Field data (2018)

Table 4.16 shows that the majority of the respondents 123 were female as against 29 who were male. With respect to the score shown above we would say that the male respondents were good in applying classroom management strategies with the score value of ($M=26.79$, $SD=2.41$) than the female group that recorded ($M=25.41$, $SD=3.55$).

Table 17: Gender Difference in Self-Efficacy Belief in the use of Classroom Strategies

| | Levene's Test For Equality of Variance | | T-test for Equality Means | | | | |
|--|--|------|---------------------------|-------|--------------------|--------------|---------------|
| | F | Sig. | t | df | Sig. (2-tailed) | Mean Diff | St.D Error |
| Self-Efficacy Equal Variance Assumed | 6.37 | .01 | 1.98 | 150 | .05 | 1.37 | .69 |
| Equal Variance Not Assumed | | | 2.50 | 60.38 | .015 | 1.37 | .55 |

Source: Field data (2018) ** significant at p=0.05

An independent-sample t-test was conducted to compare male and female kindergarten teachers and their self-efficacy using classroom management strategies. There was significant difference in scores for male kindergarten teacher (M=26.79, SD=2.41) and female kindergarten teachers (M=25.41, SD=3.55; $t(2.50) = 6.37, p = .05$, two-tailed). The magnitude of the differences in the means (mean difference = 60.38, 95% confidence interval) was moderate with Eta squared (η^2) value of 0.04 effect size. Based on the results, the alternate hypothesis stated as “There is significant difference between male and female kindergarten teachers and their effectiveness in providing classroom management strategies” provided is accepted. To arrive at the effect size, η^2 was used to calculate the difference. The eta squared could aid the researcher to know the effect size of the magnitude difference between the schools. The procedure for calculating eta squared is provided below.

$$Eta\ squared(\eta^2) = \frac{t^2}{t^2 + (N1 + N2 - 2)}$$

Replacing with the appropriate values from the formula above:

$$\eta^2 = \frac{2.50^2}{2.50^2 + (123 + 29 - 2)}$$

$$\eta^2 = 0.04$$

The magnitude of the differences in the means (mean difference =1.37, 95% confidence interval) was very small $\eta^2=0.04$. Again, observation was done to attain first-hand information on how teachers apply the classroom management skills in school.

4.7 Summary of Findings

In this section, the researcher provides findings for research questions and hypotheses for the study. The quantitative data were analysed and presented in percentages, means, standard deviations and independent samples t-test. From the analyses of data the following findings were arrived at;

1. Kindergarten teachers' in Hohoe have a high self-efficacy beliefs since their responses generated a cumulative mean of 3.04
2. Kindergarten teachers perceive teasing and laughing in class (3.63), sleeping during lessons (3.59), looking at other peer's exercises (3.53) as misbehaviours pupils exhibit in kindergarten classroom.
3. Modelling bad behaviours by pupils at home and in school and seeking teacher's and peers' attention seems to be the obvious motive why pupils misbehave in kindergarten classrooms since they recorded the highest mean 3.63. Classroom environments which are not well organised recorded a mean and standard deviation value of (M=3.61, SD=0.62) as the second highest. This seems to suggest that this another motive why pupils misbehave in class.
4. Kindergarten teachers 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 also seems to agree with the above data.

5. Variety of resources for pupils to work with during activities, cautioning pupils with cane when they misbehave and rewarding pupils who exhibit appropriate behaviours seems to be the factors that promote effective classroom management in the area of the study.
6. From hypothesis 1 it was shown that there was no significant between male and female kindergarten teachers and their use of classroom strategies. But the hypothesis 2 was significant because a significant value of .01 was recorded.



CHAPTER FIVE

DISCUSSIONS

5.0 Introduction

This section discusses the major findings for quantitative and qualitative data. The current section analyses the data critically with reference to relevant literature in an attempt to explore deeper meanings of the responses, to unravel the issues and understand the phenomenon. As noted earlier, the purpose of the study was to examine the kindergarten teacher's perceptions and uses of classroom management strategies in dealing with kindergarten pupils. In this section, the quantitative and qualitative data would be re-categorised, relating each to the results section and discuss in the details to explain the relationships. The findings were linked to the various research questions or hypotheses for the study. The discussions are based on the following headings:

1. Kindergarten Teachers' Self-Efficacy Beliefs and Classroom Management Practices.
2. Kindergarten Teachers Perception about Misbehaviours in the Kindergarten Classroom.
3. Why pupils misbehave in kindergarten classrooms.
4. Kindergarten Teachers Behaviour Management in the kindergarten classroom.
5. Factors that promote Effective Classroom Management.

5.1 Kindergarten Teachers' Self-Efficacy Beliefs and Classroom Management

Practices

The study found that kindergarten teachers in the Hohoe Municipality presented a high sense of efficacy with overall ($M=3.04$, $SD=0.89$) score in classroom management. This suggests that they can confidently organize and execute courses of action required to maintain classroom order. Poulou (2007) and Guo, Justice, Sawyer and Tompkins (2011) reported similar findings, though with lower means (3.5 and 3.6 respectively), for preschool teachers' 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 teachers' 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 supports this explanation. According to them, the findings of many studies assessing teachers' sense of efficacy across different cultures have been similar, although each study might have used a different instrument.

Secondly, it could also be that the kindergarten teachers 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, 1998). Out of the 152 teachers sampled, 72 teachers constituting 47.4% have working experiences between 5 and 9 years as compared to 44.7% (68) 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 kindergarten curriculum.

The study revealed 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. The data also highlighted that I can make my expectations clear about pupils' behaviour ($M=2.99$, $SD=0.79$). An analysis of mean and standard deviation score was below 2.41 and was an indication that teachers find it difficult to check pupils who misbehave in class and follow classroom rules because the two-scale recorded ($M=2.38$, $SD=1.16$) and ($M=2.32$, $SD=1.16$) respectively.

Again, hypothesis 1 shows the summary of independent samples t-test results that there was no significant difference between male and female kindergarten teachers and their effectiveness in providing classroom management strategies. The magnitude of the mean score was small between male and female, where 123 females recorded ($M=22.02$, $SD=3.19$) as against male with the mean and standard deviation score of 22.38(3.89) was recorded in Table 7. However, Gencer and Cakiroglu (2007), Martin and Mayall (2006), Yilmaz and Cavas (2008) found that courses in classroom management and participation in teaching practice had no impact on classroom management practices. Martin and Mayall (2006), for example, found no significant

difference between male and female pre-service teachers' beliefs with respect to their classroom management practices.

On the contrary, results of the independent samples t-test on efficacy beliefs in classroom management practices among public and private kindergarten teachers show that the two groups of teachers did not appear to differ significantly in their classroom management practices except their ability to “establish classroom management system with each group of pupils” which was significant at 5% level of probability ($t = -2.097$, $df = 292$, $p = .037$).

A plausible reason for the slight difference in efficacy in classroom management practices among public and private kindergarten teachers may be the crowded classrooms in public schools. Kindergarten teachers in the public school have a large class size than their counterparts in the private schools. Large class size 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 have found out that as the class size increases, the level of teacher control increases, especially in terms of behaviour and people management strategies (Erol, 2006).

5.2 Behaviour Pattern Exhibited by Kindergarten Pupils And Perceived by Kindergarten Teachers As Misbehaviour

It is evident from both quantitative and qualitative data that pupils were teasing and laughing at colleagues during lesson, sleeping during lesson and insulting their friends. Teasing and laughing at colleagues during lesson emerged as the finding with the highest score with (M=3.63, SD=0.58) and (Often=80%, Sometime=20) were data recorded from Tables 4.6 and 4.7 respectively. With reference to observational guide respondent 4 reported that pupils talking during the lesson, sleeping, use of foul language and teasing and laughing at pupils were patterning of behaviours exhibited by kindergarten pupils in school. Respondents marked that “Talking out of turn” and “verbal aggression” were also 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, 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 in 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 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 led 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 a 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,” he expressed that “if all pupils are unwilling or not motivated to learn, it will be very disastrous” (Respondent-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 presenting challenging behaviours good behaviour can be expected and seen in these students’. For example, respondent 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, schoolwide/whole-school positive behaviour support character education, social skills training and positive youth development programs was effective in mitigating pupils' problem behaviour (Stoughton, 2007).

5.3 Why Pupils Misbehave in Kindergarten Classroom

The section recorded an overall mean and standard deviation score ($M=3.25$, $SD=0.71$) shows why kindergarten pupils misbehave in school. The study found that “Pupils not well nurtured at home and model bad behaviours they see at home and in school” and “Seeking teacher’s and peers’ attention”. Being the center of attention is a common desire for pupils, some more than others. Acting out by making fun of others, swearing, talking out of turn or simply being uncooperative are a few ways pupils looking for more of the spotlight may misbehave (Emmer & Evertson, 2012).

The study revealed that classroom environment was not well organised recorded a mean and standard deviation value of ($M=3.61$, $SD=0.62$). Walker, Ramsey and Gresham (2004) suggested that a classroom environment not designed for optimal learning may contribute to a pupil who refuses to behave. Poor seating arrangements, extreme temperatures or a high noise level are all distracting elements in a classroom

that ultimately hinder the learning experience. The atmosphere in classrooms like these will result in behaviour issues. Poor seating arrangements may result in behaviour issues.

The data also highlighted that “pupils experience different sets of expectations between school and home” recorded the same mean and standard deviation score with “looking for revenge”. The score was ($M=3.49$, $SD=0.54$) for the two data. Prochnow and Bourke (2001) believed that children lash out in the classroom as a response to hurt feelings they experience. By misbehaving, they feel they are getting back at those responsible, whether it involves the pupils, the teacher or both. Pupils who misbehave as a motive for revenge may enjoy acting cruelly or even violently towards others. Revenge seekers are likely to perform bullying acts, such as shoving and excessive teasing.

The study showed that pupils lack self-confidence because they were not well mature enough to be out of home. In support to this, Emmer and Evertson (2012) stated that generally fear of failure occurs when a pupil feels he cannot possibly live up to any expectations. These pupils misbehave as a way to avoid participating in anything that may lead to failure. Although the child may seem completely confident with school-related activities outside of the classroom, he acts incapable of functioning in a learning environment. The data also highlighted that feel bored, hungry and sleepy during lessons ($M=3.32$, $SD=1.01$). The researcher asserted that to the extent that teachers invest themselves in building relationships with the pupils in their classes, they invest themselves in building a willingness on the part of the students to cooperate with directives and with classroom rules. The notion that teachers withhold

or fail in their attempts to exchange caring and respect with their pupils, they would be feeling bored and sleepy during lessons.

Mendler (1992) contended that one way to establish a foundation for effective relationship building is to change how we label students and how they label themselves. This is to re-frame or re-label their behaviour. When we label disruptive students as students who are without the skills to express their angry feelings, we will treat them differently than if we label them as disrespectful (Mendler, 1992). By reframing what we interpret as lazy, uncaring or unmotivated to frustrated, hurt or being tired of failing, we can stay in the role of teacher rather than behaving like the police (Mendler, 1992).

5.4 Kindergarten Teachers Behaviour Management in the Kindergarten

Classroom

The results indicated 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 (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 recorded were on “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 the “Using 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 practise 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 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.

In another study, 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.

Respondents suggested that "Mostly, I make pupils know I am in charge by specifying rules of behaviour and their consequences and communicate them clearly to pupils". In support with 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 data revealed that negative classroom conditions (furniture arrangement, sitting places) make pupil misbehave. Table 4.10 reported that teachers prevent pupils' from

misbehaviours by giving them attention and accepting their individual differences. To confirm this, the item produced a mean and standard deviation score of ($M=3.03$, $SD=0.76$) which shows that the giving them attention and accepting their individual differences help in classroom management. Ormrod (2003) suggested that the business academic approach involves a high degree of “time on task” and “academic engaged time” for pupils’ attention. 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.

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 ($M=2.31$, $SD=1.19$). Behaviour modification techniques, such as the use of rewards as positive reinforcement, can be implemented to promote positive changes in behaviour 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 behaviour 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).

An independent-samples t-test was conducted to compare male and female kindergarten teachers and their effectiveness in providing classroom management strategies. Based on the results, the alternate hypothesis stated as “There is a

significant difference between male and female kindergarten teachers and their effectiveness in providing classroom management strategies” provided is accepted. However, some other studies revealed a significant gender difference regarding classroom management approaches. In a separate investigation of gender differences, Martin and Yin (1997) concluded that females were significantly less interventionist than were males regarding instructional management and regarding pupil management. On the other hand, in another recent study Martin, Yin, and Mayall (2006) found that females scored more interventionist than males. On the contrary, Erol (2006) found out that female teachers have more positive attitudes towards pupils in terms of management strategies than male teachers. The inconsistency in the results of these studies may result from the uncontrolled effect of other variables on classroom management approaches and different settings of the studies.

Again, the data showed that “Specifying rules of behaviour and their consequences and communicate them clearly to pupils.” recorded same score value with “Reacting to pupils’ misbehaviours 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 which show that pupils need classroom management strategies. Canter (1992) suggested that an effective discipline plan is applied fairly to all pupils. The teacher gives specific directions for each classroom situation. Again, Canter suggested that a discipline plan includes a maximum of five consequences for misbehaviour, but teachers must choose consequences with which they are comfortable. Teachers must provide positive reinforcement for appropriate and on-task behaviour and disciplinary consequences for disruptive or continually off-task behaviour.

However, it was reported 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 (often=50%, sometimes=40% and not at all=10). To confirm this statement, quantitative data also recorded ($M=3.32$, $SD=0.79$) a higher mean and standard deviation value from Table 4.10. “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. In support, a study was 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).

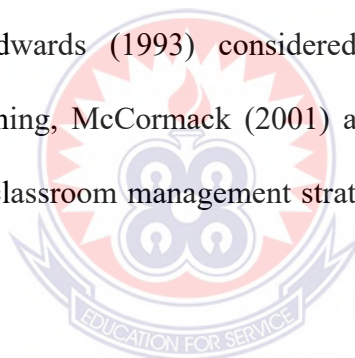
5.5 Factors to Promote Effective Classroom Management

In section F of the questionnaire, kindergarten teachers were required to indicate their opinion whether particular statements on factors that promote effective classroom management. The most frequent factors to promote effective classroom management was on “Providing a variety of resources for pupils to work with during activities” which recorded a score value of ($M=3.63$, $SD=0.58$).

The second statement that was identified as the most frequent problem recorded was “Cautioning pupils with cane when they misbehave and “Rewarding pupils who exhibit appropriate behaviours”. 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.

Finding 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 shows 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). Russek (2004) suggested that discriminating use of praise, and the ability to remain relentlessly positive, will help one a great deal with managing behaviour (p.11). Again, observation was done to attain first-hand information on factors that can be used to promote effective classroom management strategies. Group work can be an effective method to motivate pupils, encourage active learning, and develop key

critical-thinking, communication, and decision-making skills. But without careful planning and facilitation, group work can frustrate pupils and tutors and feel like a waste of time (Taylor & Buku, 2006).

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.

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 known. They appear indecisive which confuses the pupils. They threaten but their pupils know that there will be no follow through (Johnson, Stoner & Green, 1996).



CHAPTER SIX

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

6.0 Introduction

The final chapter provides a brief overview of the study, highlighting the summary of the 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.

6.1 Summary of the Research Process

The study examined kindergarten teachers' perceptions and uses of classroom management strategies used in kindergarten classroom. The concurrent mixed method design was adopted for the study. At the quantitative phase, a descriptive survey design was used, because the researcher wanted to obtain current information about how kindergarten teachers manage pupils in the classroom. Again, multiple case study design was used for the qualitative phase, because the researcher wanted to make an in-depth observation on how kindergarten teachers are able to handle pupils in the classroom setting or their natural setting.

At the quantitative phase, census sampling procedure was used to select the entail unit of the population. All the kindergarten in Hohoe Municipality was used for the study. Again, purposive sampling technique was used to select 10 kindergarten teachers from 10 respective schools for the qualitative phase. In all, there were 152 respondents who took part in the study. This comprises 152 kindergarten teachers who answered the questionnaire in the quantitative phase and 10 teachers that were

selected for the qualitative observational phase. Quantitative data analysis was done using the SPSS version 19. In relation to the quantitative data, both descriptive (mean and standard deviation) and inferential statistical (independent samples t-test) tools were used to analyse the data. The qualitative data were analysed through content analysis.

6.1.1 Key findings of research questions

The study found out kindergarten teachers' 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.

The behaviour pattern exhibited by kindergarten pupils in the classroom was examined as the second research question. The study revealed that teasing and

laughing at peers during lessons was a behaviour pattern exhibited by kindergarten pupils in the classroom. Most pupils become upset automatically if they are called a name or ridiculed in any way.

Also, the study disclosed that pupils were sleeping during lesson hours. From the researcher own observation during the qualitative study show that pupils were sleeping in class due to lack of connectivity. The lack of connectivity is, in turn, connected to the interest towards the school or the subject.

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: 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 experience 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.

6.1.2 Key findings of research hypotheses

Hypothesis 1 revealed results from independent sample T-test showing the difference between male and female kindergarten teachers and their used of classroom management strategies. This null hypothesis was rejected to accept the alternate hypothesis. The finding shows that male kindergarten teachers have more self-efficacy belief than female kindergarten teachers with self-efficacy belief in classroom management.

Again, hypothesis 2 recorded sig value=0.01, which show that “There is a significant difference between male and female kindergarten teachers and their effectiveness in providing classroom management strategies”. This means the null hypothesis was rejected to accept the alternate hypothesis. With reference to Table 17 on group statistic, it was shown that male teachers were effective in terms of classroom management strategies than female teachers.

6.1.3 Key findings of observational/interview schedule

The data revealed that fighting in class, out of the seat and changing seats and wandering around the classroom and sleeping during lessons was the part of the pattern of misbehaving exhibited by pupils in the classroom.

On the part of classroom management strategies, the data revealed that teacher’s reaction to pupils’ misbehaviour immediately to prevent it from creating problems later or other pupils repeating it was the important strategy used by respondents. Again, the study showed that rewards, reinforcement and putting pupils into the group were the appropriate factors that promote effective classroom management in school.

6.2 Conclusions

The research set out to gather information from one hundred and fifty-two (152) kindergarten school teachers in the Hohoe Municipality through interviews, observation and questions regarding kindergarten teachers' perceptions and self-efficacy beliefs about the use of classroom management strategies in managing kindergarten pupils. 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.

The sampled teachers averred that the most prevalent and frequently cited misbehaviours of kindergarten pupils in the municipality 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 kindergarten 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 municipality 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 kindergarten teachers' self-efficacy beliefs about their classroom management practices, an important finding of this research is that most of the sampled teachers 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 teachers 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.

6.3 Recommendations

Based on the findings of the study a number of recommendations have been made:

1. It emerged from the findings of this study that most of the kindergarten teachers in Hohoe Municipality 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 Hohoe Municipal Directorate of Education should periodically train kindergarten teachers on classroom management and behaviour management strategies. This professional development programme will equip kindergarten teachers with knowledge and skills concerning developmentally appropriate classroom management strategies. This would further enhance their sense of self-efficacy regarding classroom management.
2. 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 with knowledge and skills necessary for classroom management strategies.
3. 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 kindergarten pupils in

classrooms within the Municipality. Therefore, parents/guardians as well as early childhood teachers in Hohoe Municipality 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.

4. It also unfolded from the findings that misbehaviours of kindergarten pupils in the municipality 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.
5. More so, parents/guardians of kindergarten pupils 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.
6. Additionally, parents/guardians of kindergarten pupils in the municipality should adopt effective child nurturing methods such as authoritative style of parenting in order to promote cordial parent-child relationship.
7. 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.
8. Also, parents and teachers should adopt moral education and training, guidance and counselling, reinforcement of behaviour through rewards and

modeling to rather reform or rehabilitate children. These correctional techniques would rather help pupils to reform or cope up with rules.

6.4 Suggestions for Further Research

Based on the findings of the study, the following areas have been suggested for further research:

1. Further research on the topic should be conducted with a larger sample drawn from a widely distributed population to determine possible factors that predict the classroom management skills and abilities of kindergarten teachers from other Regions in Ghana.
2. Further research should evaluate classroom strategies and how they relate to the reduction of classroom disruptions and their impact on pupils' behaviour.



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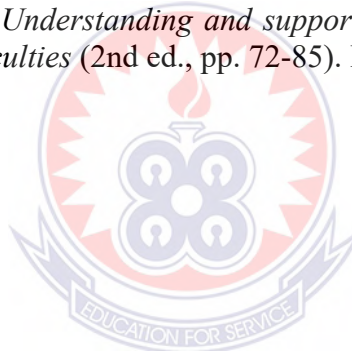
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APPENDIX A

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF EARLY CHILDHOOD EDUCATION

Questionnaire for Respondents

Dear Respondent,

My name is Moses Nartey Torkornyo; an Mphil student in the Department of Early Childhood Education, UEW. This questionnaire seeks your opinion on the topic *Kindergarten Teacher's Perceptions and uses of Classroom Management Strategies in Kindergarten Classroom in the Hohoe Municipality, Volta Region*. Your response to the questions will be treated confidential. In order for the study to be successful, your participation will be highly appreciated. Please do NOT discuss your answers with anyone else. Tick (✓) or supply an appropriate response where applicable. Thank you.

SECTION A: BACKGROUND CHARACTERISTICS OF KINDERGARTEN TEACHERS

1. Gender:

Male ()

Female ()



2. Age Ranges:

Less than 20 year () 20-24 years () 25-29 years ()

30-34 years () 35-39 years () 40-44years ()

45- 49years () 50-54years () 55-59 years ()

3. Professional qualification:

Cert 'A' 3-year post sec () 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 Educ. () Master degree in Education ()

Any other, specify ().....

4. Number of years of teaching at present level:

Less than 1 year () 1 – 4years ()

5 – 9years () 10 –14years ()

15 –19years () 20years 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 that the following statements depicting your ability to manage kindergarten pupils: Strongly Disagree (SD); Disagree (D); Agree (A); Strongly Agree (SA).

| S/N | Behaviour Patterns | SD | D | A | SA |
|-----|--|----|---|---|----|
| | Some pupils in my class exhibit these behaviours | | | | |
| 5 | I can control some pupils' disruptive behaviour in the classroom | | | | |
| 6 | I can make my expectations clear about pupils' behaviour | | | | |
| 7 | I can establish routines to keep activities running smoothly in the classroom | | | | |
| 8 | I can get pupils to follow classroom rules | | | | |
| 9 | I can calm a pupil who is disruptive and noisy in class. | | | | |
| 10 | I can establish a classroom management system with each group of pupils in class | | | | |
| 11 | I can keep a few problem pupils from ruining an entire lesson | | | | |
| 12 | I am able to respond to pupils who misbehave in class | | | | |

SECTION C: Behaviour Patterns Perceived as Misbehaviour in Kindergarten Classroom

Indicate in one of the boxes a tick (✓) to show the extent to which you agree that the following misbehaviours exhibited by pupils in KG 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 | Behaviour Patterns | SD | D | A | SA |
|-----|---|----|---|---|----|
| | Some pupils in my class exhibit these behaviours; | | | | |
| 13 | Jumping from one place to the other in classroom | | | | |
| 14 | Not finishing task on time. | | | | |
| 15 | Teasing and laughing at peers during lessons. | | | | |
| 16 | Fidgeting with other materials during lessons. | | | | |
| 17 | Using foul language especially insulting others | | | | |
| 18 | Out of seat and changing seats and wandering around the classroom | | | | |
| 19 | Sleeping during lessons | | | | |
| 20 | Leaving class without permission | | | | |
| 21 | Looking (copying) at other peers exercises during assessment period | | | | |
| 22 | Helping other peers do their work without being told to do so | | | | |
| 23 | Fighting in class | | | | |
| 24 | Copying exercises wrongly into exercise books | | | | |

SECTION D: Why Kindergarten Pupils Misbehave in Class

Indicate in one of the boxes a tick (✓) to show the extent to which you agree to the statements below using the following guide: Strongly Disagree (SD); Disagree (D); Agree (A); Strongly Agree (SA). The statement on why pupils exhibit misbehaviours in classroom is as follows:

| S/N | STATEMENT | SD | D | A | SA |
|-----|--|----|---|---|----|
| | Some pupils in my class misbehave because they; | | | | |
| 25 | Seek teacher's and peers' attention | | | | |
| 26 | Desire for independence to control some aspects of their lives. | | | | |
| 26 | Looking for Revenge | | | | |
| 27 | Lack Self-Confidence | | | | |
| 28 | Find the classroom environment not well organised | | | | |
| 29 | Want to test whether caregivers will enforce rules. | | | | |
| 30 | Experience different sets of expectations between school and home | | | | |
| 31 | Do not understand the rules, or are held to expectations that are beyond their developmental levels. | | | | |
| 32 | Feel bored, hungry and sleepy during lessons. | | | | |
| 33 | Are not well nurtured at home and model bad behaviours they see at home and in school | | | | |

SECTION E: Classroom Management Strategies

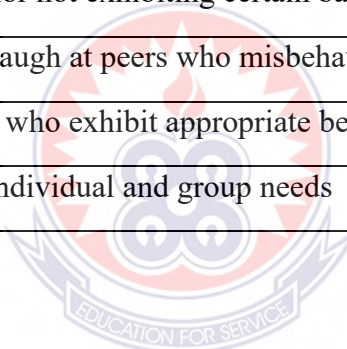
Indicate in one of the boxes a tick (✓) to show the extent to which you agree to the statements below using the following guide: Strongly Disagree (SD); Disagree (D); Agree (A); Strongly Agree (SA). The following statements reflect classroom management strategies used:

| S/N | STATEMENT | SD | D | A | SA |
|-----|---|----|---|---|----|
| 34 | Mostly, I make pupils know I am in charge by specifying rules of behaviour and their consequences and communicate them clearly to pupils. | | | | |
| 35 | 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. | | | | |
| 36 | I often use a variety of rewards and punishment to keep the pupils from misbehaving in class and also model appropriate behaviour. | | | | |
| 37 | I often react to pupils' misbehaviour immediately to prevent it from creating problems later or other pupils repeating it. | | | | |
| 38 | Most of the time I try identify and address little misbehaviours of groups of pupils in the class before it gets to other pupils. | | | | |
| 39 | I try to mostly prevent pupils' misbehaviour by giving them attention and accepting their individual differences. | | | | |
| 40 | 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 F: Factors to Promote Effective Classroom Management

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

| S/N | STATEMENT | SD | D | A | SA |
|-----|---|----|---|---|----|
| | I | | | | |
| 41 | Providing a variety of resources for pupils to work with during activities | | | | |
| 42 | Putting pupils in groups to work on tasks and exercises | | | | |
| 43 | Cautioning pupils with cane when they misbehave | | | | |
| 44 | Denying them of some privileges they enjoy (e.g preventing them from going out for break) | | | | |
| 45 | Rewarding them for not exhibiting certain bad behaviours. | | | | |
| 46 | Asking pupils to laugh at peers who misbehave | | | | |
| 47 | Rewarding pupils who exhibit appropriate behaviours | | | | |
| 48 | Attend to pupils individual and group needs | | | | |



APPENDIX B

Observational Schedule

UNIVERSITY OF EDUCATION, WINNEBA

FACULTY OF EDUCATIONAL STUDIES

DEPARTMENT OF EARLY CHILDHOOD EDUCATION

This guide will help the researcher to observe behaviours/misbehaviours kindergarten pupils exhibit and the classroom management strategies used by kindergarten teacher in Kindergarten Classroom in the Hohoe Municipality, Volta Region. The study forms part of academic work as a requirement for the award of a Master of Philosophy degree. In order for the study to be successful, your participation will be highly appreciated.

Section B. Background Information

1). Gender (teacher):

A). Male

B). Female

2. Class:

A) K.G 1

B) K.G 2

3. Class Gender:

A) Unisex

B) Mixed sex



4. Date: .../.../..... Time: Duration:to..... ()

1. Subject:

2. Topic:

SECTION B: Behaviour Patterns Perceived as Misbehaviour in Kindergarten 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 |
|-----|---|-------|-----------|------------|
| 13 | Jumping from one place to the other in classroom | | | |
| 14 | Not finishing task on time. | | | |
| 15 | Teasing and laughing at peers during lessons. | | | |
| 16 | Fidgeting with other materials during lessons. | | | |
| 17 | Using foul language especially insulting others | | | |
| 18 | Out of seat and changing seats and wandering around the classroom | | | |
| 19 | Sleeping during lessons | | | |
| 20 | Leaving class without permission | | | |
| 21 | Looking (copying) at other peers exercises during assessment period | | | |
| 22 | Helping other peers do their work without being told to do so | | | |
| 23 | Fighting in class | | | |
| 24 | Copying exercises wrongly into exercise books | | | |

Record any other information

.....

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.....

.....

.....

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 |
|-----|---|-------|-----------|------------|
| 34 | Specifying rules of behaviour and their consequences and communicate them clearly to pupils. | | | |
| 35 | 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. | | | |
| 36 | Using a variety of rewards and punishment to keep the pupils from misbehaving in class and also model appropriate behaviour. | | | |
| 37 | Reacting to pupils' misbehaviour immediately to prevent it from creating problems later or other pupils repeating it. | | | |
| 38 | Identifying and addressing little misbehaviours of groups of pupils in the class before it gets to other pupils. | | | |
| 39 | Preventing pupils' misbehaviour by giving them attention and accepting their individual differences. | | | |
| 40 | Changing negative classroom conditions that makes them misbehave such as furniture arrangement, sitting places etc. most of the time. | | | |

Record any other information

.....

.....

.....

.....

.....

APPENDIX C

Letter of Introduction



FES/DECE/S.6

The Municipal Director
Ghana Education Service
Hohe
Wa - Region.

Dear Sir/Madam,

INTRODUCTORY LETTER

The bearer of this letter, ~~Ms./Mr./Mrs./Rev./Sis.~~ *Tenkormy Moses Nartey* with index number *8168190007* is a Second Year M.Phil student in the Department of Early Childhood Education, University of Education, Winneba.

He/she is to collect data for his/her research in your noble institution as part of the requirement in the University. I shall be grateful if he/she is offered the necessary assistance needed in that direction

Thank you.

Yours faithfully,

A handwritten signature in black ink, appearing to read "Samuel Oppong Frimpong".

SAMUEL OPPONG FRIMPONG (PH.D)
AG. HEAD OF DEPARTMENT

APPENDIX D

Letter of Introduction from GES

GHANA EDUCATION SERVICE

*In case of reply the
Number and date of this
Letter should be quoted*



Municipal Education Office
P.O. Box 88
Hohoe
Volta Region.

My Ref. No.GES/VR/HOH.680.51

REPUBLIC OF GHANA

Tel.0362722127
meogeshohoe@yahoo.com

Your Ref.....

6th February, 2019

HEADS OF BASIC SCHOOLS
IN HOHOE MUNICIPALITY

INTRODUCTORY LETTER

The bearer of this letter Mr. Torkornyo Moses Nartey with index number 8160190007 is a second year M. Phil student in the Department of Early Childhood Education, University of Education, Winneba.

He is to collect data for his research in your school as part of the requirements in the University.

Please, offer him any necessary assistance needed to enhance his work.

Thank you.


GLADYS L. AMENYAH
MUN. DIRECTOR OF EDUC.
HOHOE.

MUNICIPAL DIRECTOR
GHANA EDUCATION SERVICE
P. O. BOX 88
HOHOE, VOLTA

APPENDIX E

Classroom Observation Pictures

