

**PRACTICES OF EARLY CHILDHOOD TEACHERS
FOR MANAGING BEHAVIOURAL PROBLEMS IN
THE CLASSROOMS OF ZAMBIAN EARLY
CHILDHOOD CENTRES**

BY

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**An Article submitted in Partial Fulfilment of the
Requirements for the Award of the Degree of Master of
Arts in Child and Adolescent Psychology**

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DECLARATION

I, LUBOZHA THERESA, do declare that “Practices of Early Childhood Teachers for Managing Behavioural Problems in the Classroom in Zambian Early Childhood Centres is my own work. I therefore declare that this Dissertation to my knowledge has never been submitted at the University of Zambia or any other University.

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APPROVAL

This dissertation of Lubozha Theresa has been accepted as fulfilling part of the requirements for the award of the degree of Master of Arts in Child and Adolescent Psychology of the University of Zambia.

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ABSTRACT

The purpose of this study was to investigate the practices of early childhood teachers for managing early childhood behavioural problems in Zambian early childhood schools. The objective of the study was to identify the most common behavioural problems exhibited by pre-school children and investigate what classroom management strategy are used by the teachers to manage the problematic behaviours.

The study used both qualitative and quantitative methods of data collection. The sample consisted of 77 Early Childhood Care and Development teachers. The research used the list of Preschool Teachers' Practices, the list of Behavioural Problems and Semi Structured Questionnaire to investigate the most common problematic behaviours in pre-school, the classroom management strategies used and investigate what strategies are used to manage specific kinds of behaviour.

Basic descriptive and moderation analysis was used to analyse the data. The results indicate that teachers experience more overt aggression problematic behaviour in early childhood schools. Further, the results showed that teachers tend to use more of proactive classroom management strategies ($M = 36.72$) than reactive management strategies ($M = 31.72$) to manage problematic behaviours in class. There was no statistically significant difference in the score for age, gender and experience regarding teacher's practices. However, a one way ANOVA showed that the effect of educational level of teachers on reactive strategies was statistically significant, $F(3,63) = 3.93, p = 0.01$ and there was also statistically significant for proactive classroom management strategy, $F(3, 63) = 5.81, p = 0.01$. Further, results indicate that the management strategy used depends on the type of behaviour.

Key Words: *Challenging behaviours, Classroom Management, Internalising behaviours, Externalising behaviours*

DEDICATION

This document is dedicated to my parents, Ms. Kapika Ngabwa Susan and Mr. Lubozha Kense Elvis for their inspiration, encouragement and support throughout my education.

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ACRONYMS

UN - United Nations

SPSS - Statistical Package for Social Sciences

ANOVA - Analysis of Variance

NGO - Non-Governmental Organization

UNICEF - United Nations International Children's Emergency Fund

GRZ - Government of Republic of Zambia

ECCDE - Early Childhood Care and Development Education

NCR- Non-contingent reinforcement

TABLE OF CONTENTS

DECLARATION	ii
COPYRIGHT	iii
APPROVAL	iii
ABSTRACT	iv
DEDICATION	v
ACKNOWLEDGEMENTS	vi
ACRONYMS	viii
LIST OF TABLES	xii
LIST OF FIGURES	xiii
CHAPTER ONE	1
INTRODUCTION	1
1.1 Background.....	1
1.2 Statement of the Problem.....	4
1.3 Purpose of the study.....	5
1.4 Objectives.....	5
1.5 Research Questions.....	5
1.6 Significance of the Study.....	5
1.7 Theoretical Framework.....	6
1.8 Operational Definitions.....	9
CHAPTER TWO	11
LITERATURE REVIEW	11
2.1 Introduction.....	11
2.2 Problematic Behaviours in Early Childhood Centres.....	11
2.3 Classroom Management Strategies in Early Childhood Education.....	13
2.4 Classroom Management Strategies used for Specific type of Behaviour.....	16
2.4 Summary of Literature Review.....	18
CHAPTER THREE	19
METHODOLOGY	19
3.1 Introduction.....	19
3.2 Research Design.....	19
3.3 Study area.....	19
3.4 Study Population.....	20
3.5 Sampling Techniques.....	20

3.6 Data collection Instruments	21
3.7 Data Collection Procedure	21
3.8 Data Analysis	22
3.9 Ethical Consideration.....	22
3.10 Limitations	23
CHAPTER FOUR.....	24
RESULTS	24
4.1 Introduction.....	24
4.2 Participant Demographics	24
4.3 Common Problematic Behaviour.....	25
4.2.1 Overt Aggression towards Others	26
4.2.2 Emotional-Oppositional Behaviour	27
4.2.3 Attentional Difficulties Behaviour.....	27
4.2.4 Covert Disruptive Behaviour	28
4.3 Classroom Management Strategies.....	29
4.3.1 Gender.....	29
4.3.2 Age.....	30
4.3.3 Teaching Experience.....	30
4.3.4 Educational Level	30
4.3.4 Number of Pupils in Class	31
4.4 Management strategy for specific problematic behaviors in early childhood schools.....	31
CHAPTER FIVE	33
DISCUSSION	33
5.1 Introduction.....	33
5.2. Summary of the Finding	33
5.3. Problematic Behaviours	34
5.3 Classroom Management Strategy	35
CHAPTER SIX	40
CONCLUSION AND RECOMMENDATIONS	40
6.1 Introduction.....	40
6.2 Conclusion	40
6.3 Recommendations.....	41

REFERENCES.....	42
APPENDICES.....	50
APPENDIX 1: CONSENT FORM.....	50
APPENDIX 2: PARTICIPANT INFORMATION SHEET	52
APPENDIX 3: QUESTIONNAIRE ONE	55
APPENDIX 4: QUESTIONNAIRE TWO	57

LIST OF TABLES

Table 1: Demographic data.....	24
Table 2: Overt Aggression towards others.....	26
Table 3: Emotional-Oppositional Behaviour.....	27
Table 4: Attentional Difficulties.....	28
Table 5: Covert Disruptive Behaviour.....	28

LIST OF FIGURES

Figure 1: Chart displaying the means of Common Problematic Behaviours..... 26

Figure 2: Chart displaying the means of categories Common Problematic Behaviours....29

CHAPTER ONE

INTRODUCTION

1.1 Background

Challenging behaviours in young children are a growing problem that interferes with children's social-emotional and academic development. Within the field of early childhood, experts differ regarding appropriate practices for addressing challenging behaviour in young children. Behavioural problems have long been common and troubling for educators, with detrimental side effects both for students and teachers. Challenging behaviours are cited as one of the greatest challenges faced by preschool teachers and childcare providers each year (Arnold, McWilliams, & Arnold, 1998). Effective classroom management strategies support and facilitate effective teaching and learning. Effective classroom management is generally based on the principle of establishing a positive classroom environment, encompassing effective teacher-student relationships (Jones & Jones, 2012).

In the last decade, the Zambian government although with difficulties, has made considerable efforts in ensuring that early childhood education is prioritized. For instance, early childhood teachers have been included into the pay role system and deployed by government as training institutes are also on the rise (Thomas & Thomas, 2009). Stakeholders like United Nations Children's Fund (UNICEF) are providing support to the Government of Republic of Zambia (GRZ) to promote Early Childhood Care and Development Education (ECCDE) for children aged six and below. Children who participate in early childhood education are more likely to enrol and remain in primary school (and achieve better results) than those who cannot access comprehensive early childhood care (Ministry of Education, 2006). UNICEF supports the establishment of child-friendly early learning centres, development of a national curriculum learning and development standards, and training of teachers and care givers. ECCDE centres are also entry points for monitoring child health and nutrition (UNICEF, 2008).

Management of problematic behaviours by teachers in early childhood classes concerns more and more researchers nowadays due to the increasing number of children with behavioural problems in formal education settings (Filcheck, et al., 2004; Carter et al., 2010) and also

because teachers' practices affect significantly the progress of students' school attendance, their learning achievements and their socio-emotional development (Peguero, & Shekarkhar, 2011). For example, Bryant et al (1999) indicated that coping with disruptive, aggressive, and noncompliant behaviours in the classroom environment is one of the biggest concerns for childcare providers and Head Start teachers. The concern of managing challenging behaviours is becoming increasingly important to understand as the use of childcare environments is steadily increasing (Buck & Ambrosino, 2004). Not only are childhood behavioural difficulties problematic for the individual child and the other children in their classroom, they also are difficult for the childcare providers serving these young children.

Arbuckle and Little (2004) indicate that teachers are typically designated to deal with behavioural problems in classrooms especially behaviour that obstructs the educational processes. Problematic behaviour includes the behaviour that is considered to be disruptive or annoying for the teacher and the others in the classroom like whining, destructiveness, attention-seeking and so on (McNeil et al., 1991). The most prevalent classification of problematic behaviours distinguishes those with an "externalizing problem" where the behaviour is addressed to the environment of the child, for example aggression and anger, from those with an "internalizing problem" where the behaviour is expressed with an internal turning of the child to himself or herself, for example anxiety and timidity. The latter is often not noticeable by educators since its presence is not disturbing them (Campbell, 1990; Rubin, Coplan & Bowker, 2009; Manolitsis, 2014).

Strategies for dealing with challenging behaviours can be classified as either proactive or reactive. Proactive Strategies are interventions which are used on an on-going basis in an attempt to reduce the likelihood of occurrence of the problematic behaviour. They are preventative and usually deal with the conditions that precede the behaviour. The goal of Proactive Strategies is to reduce the future probability of reoccurring of the behaviour. Reactive Strategies are interventions which are used only once the behaviour occurs. They are consequences or reactions to the behaviour. The goal is to cut short the behaviour and minimize the damage (Champlin, 1991).

Classroom management is about creating inviting and appealing environments for children's learning. Classroom management strategies are tools that the teachers can use to help create such an environment, ranging from activities to improve teacher-student relationships to rules

to regulate student behaviour (Arbuckle & Little, 2004). It's important to note that only when the efforts of managing behaviour using proactive strategies fail should teachers have to resort to reactive strategies. Therefore, it is important to distinguish between preventive and reactive classroom management strategies. That is, there is a difference between strategies used to prevent behaviour problems and strategies used to respond to problem behaviour (Lane et al., 2011). For example, the establishment of rules and procedures and favourable teacher-pupil relationships are considered to be proactive strategies, whereas disciplinary interventions such as giving warnings or punishments are considered reactive strategies.

Furthermore According to the teacher behaviour continuum of Wolfgang and Glickman (1980) instructional and behavioural classroom management can be conceptualized as interventionist, noninterventionist, and interactionalist (Lanoue, 2009; Martin & Sass, 2010). Historically, classroom management has focused on discipline as the foundation for behavioural and instructional management. McArthur (2002) showed that educators have long understood that behaviour issues can affect the classroom environment. Rosas and West (2009) reported, "Classroom management is an understandable concern for teachers, particularly given the fact that schools are expected to provide a safe, orderly environment and that teachers are accountable for students' academic achievement" (p. 55). To better understand classroom management, Wolfgang and Glickman (1980) developed a classroom management model that is expressed as a continuum from interventionist to and non-interventionists, with interactionalist in-between (Martin, 1995; Ritter & Hancock, 2007; Wolfgang & Glickman, 1980).

Teachers play various roles in a typical classroom, but surely one of the most important is that of classroom manager. Effective teaching and learning cannot take place in a poorly managed classroom. Effective teachers appear to be effective with all students regardless of the heterogeneity of achievement levels in their classes. If the teacher is ineffective, students under that teacher's tutelage, will achieve inadequate progress academically, regardless of how similar or different they are regarding their academic achievement (Hattie, 1992; Cahen & Davis, 1987). The effective teacher performs many functions that can be organized into three major roles: (1) making wise choices about the most effective instruction strategies to employ, (2) designing classroom curriculum to facilitate student learning, and (3) making effective use of classroom management techniques (Marzano, Pickering, & Pollock, 2001). Therefore, effective teachers have a wide array of instructional strategies at their disposal, are skilled at

identifying and articulating the proper sequence and pacing of their content, and are skilled in classroom management techniques.

In summary, the research over the past 30 years indicates that classroom management is one of the critical ingredients of effective teaching. Numerous studies examine the opinions of teachers about what they consider to be divergent behaviour and what practices they implement to manage them. Until most recently, the scientific interest focused on primary and secondary school teachers and did not examine the pedagogical implications of management practices (Arbuckle & Little, 2004) especially in early childhood classrooms.

1.2 Statement of the Problem

Early childhood education in Zambia is still in its grassroot stage in terms of quality as well as quantity (Thomas & Thomas, 2009). However, it is important to note that during early childhood, socio-emotional and moral development is very essential. This is because some of the problematic behaviours, both internalising and externalising behaviours can have a persistent pattern in later stages of life or may result into more severe and delinquent problems in later life (Dunlap, 2006). It is therefore essential to focus on curbing conduct problems from the grassroots when the behavioural patterns have not yet grown roots. This is as a reaction to studies in behavioural management that have focussed more on management of behavioural problems among primary and secondary school. For example Mtonga (2016) evaluated alternative mode of discipline after the abolishment of corporal punishment in 2003 in government secondary schools in Zambia. However, teachers in Zambia need also to employ other effective classroom behavioural management practices in order to promote moral, cognitive and socio-emotional development in early childhood scholars.

A gap in literature necessitates a study such as this one because whilst several theorists have extensively documented studies on managing behavioural problems in classroom of preschools elsewhere, there has been little focus on the third world which Zambia is a part of. Further, most literature focuses on managing behavioural problems in classroom of higher grades and especially among adolescents. Consequently, research findings from Western samples may not be generalized to other societies that have divergent ways and practices of early childhood teachers for managing behavioural problems in the classroom due to cultural differences.

1.3 Purpose of the study

The purpose of the study was to investigate common behavioural problems faced by teachers in early childhood classrooms and behavioural management strategies teachers use for managing such early childhood behavioural problems

1.4 Objectives

- I. To identify the most common behavioural problems that teachers face with early childhood pre-schoolers in Zambia.
- II. To ascertain what behavioural management practices early childhood teachers employ in their classroom management.
- III. To investigate the management strategies used for specific problematic behaviours in early childhood classrooms.

1.5 Research Questions

- I. What are the most prevalent behavioural problems early childhood teachers face with pre-schoolers?
- II. What behavioural strategies do teachers employ in their classroom management practice?
- III. What management strategies do teachers use for specific problematic behaviours in early childhood classrooms?

1.6 Significance of the Study

Guiding children social and emotional skills during the early childhood years is critical for later success in school and in life. Research indicates that healthy social emotional development is an essential ingredient for future academic success. Therefore, behavioural management in preschool is an important element in the development of the child (Fox, Dunlap, & Cushing, 2002; Stormont, 2002; Webster-Stratton, Reid, & Hammond, 2001). Without effective prevention and intervention efforts, challenging behaviors evident in early childhood are a

predictive factor in the development of behavior problems at various points in time. This study will therefore contribute to the knowledge base that teachers use in their professional practice by providing a glimpse into the day-to-day struggles that teachers of young children have with challenging behaviours in preschool children in Zambia.

The field of Early Childhood Education is still in its rudimentary stages in Zambia (Thomas & Thomas, 2009). Thus recognizing and understanding behavioural problems requires research that informs the wider population. This knowledge may lead to an improvement in early childhood education by giving guidance on behavioural management strategies that are essential and relevant to the Zambian context. This study can also inspire policy makers and stakeholders in the field of education that considers the psychological health of children.

1.7 Theoretical Framework

The theoretical framework guiding this study was anchored in Behaviourism. Traditional classrooms can be seen as teacher-centred contexts that are directly affected by the principles of the behaviourist approach originating from the work of Skinner, Bandura and Pavlov. Learning theories provide extremely useful ways of understanding how developmental changes in behaviour and thinking occur and, for some children, why behavioural problems arise. The child is often viewed as the recipient of knowledge and teacher has the control over the students and subject matter. As a result of behavioural approach to instruction, teachers prefer behavioural classroom management techniques consistent with their way of instruction. The behavioural model requires strong intrusion and management techniques on the part of the teacher (Garrett, 2005). Classroom management strategies which are mostly based on the behaviourism are essential in the delivery of knowledge effectively. Pupil behaviour management has heavily depended on behaviourism theory, which is primarily based on operant and classical conditioning. Problematic behaviours that children in early childhood schools exhibit is managed through different management strategy which is expressed through rewards and punishments as reinforcement as well conditioning it to a stimulus until favourable behaviour is exhibited.

Skinner's Behaviour Management beliefs focused on consequences for behaviour. B.F Skinner believed that behaviour is shaped by the consequences that follow an individual's actions. According to Skinner, reinforcements can increase desired behaviours and decrease unwanted behaviours. Types of reinforcements could be social, graphic, tangible, or an activity (Andrius,

2012). This is the traditional field of rewards and punishment, but much sharper distinctions can be made in taking advantage of what we know about contingencies of reinforcement. Operant conditioning of behaviour is a process of behaviour modification in which the likelihood of a specific behaviour is increased or decreased through positive or negative reinforcement each time the behaviour is exhibited, so that the subject comes to associate the pleasure or displeasure of the reinforcement with the behaviour (American Heritage Dictionary, 2009).

Discipline is important for a child's success and development - most teaching staff would vouch for that. It's easy to think that discipline is always a form of punishment, but in truth, this doesn't have to be the case. Operant conditioning encourages positive reinforcement, which can be applied in the classroom environment to get the good behaviour you want and need from your pupils. Skinner's theory of operant conditioning uses both positive and negative reinforcements to encourage good and wanted behaviour whilst deterring bad and unwanted behaviour. Psychologists have observed that every action has a consequence, and if this is good, the child is more likely to do it again in the future. However, if the consequence isn't so great, it is likely the individual will avoid doing it in a similar situation next time round. It is through this process that we develop our behaviours and begin to understand what is appropriate and useful, and what isn't. Skinner (1974) implied that a teacher can control the classroom environment through instantaneous reinforcement. These reinforcements can come in positive (special opportunities, celebrations, candy) and negative (loss of opportunities, office referrals, in school suspension, out of school suspension) forms to create an environment where each pupil works productively. From the behaviourist view of Skinner, the student's behaviour can be shaped by consequences. However it is important to note that, a classroom has more than one student at a time, and learning can occur vicariously.

Albert Bandura developed the Social Learning Theory built around the view that people learn appropriate and inappropriate behaviours from each other. Bandura (1997) thought that children learn through their perceptions and imitations of certain behaviours demonstrated by parents, teachers, or other students. Bandura believed that, as behaviours were exhibited, individuals would emulate one another (Bandura, 1997). This theory has important implications for classroom management.

According to Bandura's (1997) Social Learning Theory, people acquire a self-efficacy or a self-belief system, which allows them to possess self-control of their thoughts, actions,

inspiration, drive, and feelings throughout various levels of life. Bandura characterized self-efficacy as the beliefs in an individual capability to organize and execute the courses of action required to manage prospective situations (Bandura, 1997). Social Learning Theory also emphasizes the importance of student perceptions in the learning process with an emphasis on the idea that people frequently acquire knowledge, rules, skills, strategies, beliefs, and attitudes by watching others. Therefore, social learning is important in classrooms. Bandura's theory is the foundation for classroom management strategies that centre on the idea that students learn from each other and that teachers can shape a student behaviour by influencing students to realize they have the power to change. While Bandura's Social Learning Theory showed how students can learn from the consequences of others, which extended the views of behaviourists like Skinner, showed how interventionalist classroom management can occur in the absence of rewards and punishments by focusing on logical consequences of classroom behaviour.

Children who have learned to associate threatening or fearful situations with classroom experiences can have a more difficult time when it comes to classroom environment. For instance, pupils often pair mathematical exams with test anxiety and pressure. This conditioned response may be based on early experiences in grade school, where a child was, for instance, given a high-pressure, timed exam. Even when she is older, the student may have autonomic responses, such as sweating and increased heart rate, when simply thinking about taking an exam or when faced with difficult math problems. In the classroom, teachers can be cognizant of the effects of classical conditioning on test anxiety and create a learning and test environment that reinforces a feel of calm and focus. When a pupil takes tests in a low pressure, positive environment over time, the classically conditioned response will become "extinguished," or disappear. Additionally, to use classical conditioning to the best effects of the technique, teachers have to integrate the process into the classroom learning model which can take time away from the overall learning experience (Charlton & David, 1993).

Behaviourism mainly focuses on modifying individual behaviour to lead the pupil to build positive behaviour in the classroom. Behaviourism essentially forces external controls over the child to shape his or her behaviours in a desirable way (Lerner, 2003). The teacher is the dominant person in the classroom and has the responsibility of all on-going issues in the classroom; from pupils' motivation to misbehaviours. The teacher exerts control over pupils through classroom management strategies like proactive and reactive management and the teacher's job is to mediate the environment where possible, by incorporating a reward and punishment approach or conditioning to redirect the student's behaviour when needed. In these

teacher-centred classrooms pupils are passive learners and compliance is valued rather than initiative (Freiberg, 1999). From the perspective of behaviourism, teachers can easily reach the conclusion that student misbehaviours can be decreased by using classroom management strategies that may include rewards or punishments as well as through conditioning.

1.8 Operational Definitions

Internalizing behaviours include worry, anxiety, sadness, and social withdrawal and represent self-focused expressions of distress. Separation anxiety is an example of an internalizing disorder seen among young children.

Externalizing behaviours include tantrums, defiance, fighting, impulsivity, and over activity. Externalizing disorders that apply to preschool-aged children include oppositional defiant disorder and attention deficit hyperactivity disorder.

Challenging Behaviour is any repeated pattern of behaviour that interferes with or is at risk of interfering with optimal learning or engagement in pro-social interactions with peer and adults.

Classroom management refers to the actions teachers take to create a supportive environment for the academic and socio-emotional learning of students.

Reactive strategies are actions, responses and planned interventions in response to the presentation of identifiable behaviour that challenges. Reactive strategies have the aim of bringing about immediate behavioural change in an individual or establishing control over a situation so that risk associated with the presentation of the behaviour is minimised or eradicated

Proactive management is a strategy that believes in planning for the future, and recognizing and preventing any potential problems before they arise. It believes in envisioning the future, and working towards achieving it.

Overt Aggression involves outward or open confrontational acts of aggression, such as physical fighting, verbal threats and bullying.

Covert Aggression is more hidden and surreptitious aggression; examples include stealing, truancy and arson.

Attentional Difficulties behaviours can be understood as a condition of selective awareness which governs the extent and quality of one's interactions with the child's environment. It is not necessarily held under voluntary control. The behaviours include inattention, hyperactivity and impulsivity, low motivation, poor emotional regulation and many more.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Classroom management is an on-going process, not completed in a day, but requiring patience. Wong (2001) defines classroom management as “all the things that a teacher does to organize students, space, time, and materials so that instruction in content and student learning can take place. The purpose of this chapter is to review literature on problematic behaviours and classroom management strategies and evaluate it and then link it to the present study.

2.2 Problematic Behaviours in Early Childhood Centres

Classroom behaviour is one of the trickiest issues teachers face today because classrooms are much more complicated than they were in the previous years, more students come to school with behavioural problems than ever before and teachers face the challenge of managing their behaviour (Campbell, 2002). Cullinan (2002) separates various types of emotional and behavioural problems in terms of seven descriptors: defiance and aggression, hyperactivity, socialized deviance, anxiety, depression, relationship problems, and learning disorders. Further, Cullinan (2002) suggests that the majority of these descriptors fall under two major categories: those that place the individual in conflict with his/her environment, labelled environmental conflict, and those that interfere with an individual’s personal development, labelled personal disturbance.

The most common behaviour problems for early childhood scholars are impulsivity, hyperactivity, and aggression. Approximately 10% - 20 % of pre-schoolers have been shown to exhibit these behaviours at significant levels either at home or at preschool (Powell, Fixsen, & Dunlap, 2003). Further Fixsen, Powell, and Dunlap, (2003) suggested that between 8% and 25% of all preschool and kindergarten children display externalizing behaviours in the classroom. Smith and Fox (2007) also adds that challenging behaviour in the classroom most often takes the form of disrupted sleeping and eating routines, physical and verbal aggression, property destruction, severe tantrums, self-injury, noncompliance, and withdrawal.

Behaviour problems have long been a common and troubling problem for educators, with detrimental side effects both for pupils and teachers. In fact, challenging behaviours are cited as one of the greatest challenges faced by preschool teachers and childcare providers each year (Arnold, McWilliams, & Arnold, 1998). Willoughby, Kupersmidt, and Bryant (2001) report startling numbers of preschool children exhibiting antisocial behaviours approximately 40% of pre-schoolers exhibit at least one, and approximately 10% of preschools exhibit six or more antisocial behaviours.

One study that has investigated the behaviour problems across primary and secondary school is that conducted by Haroun and O'Hanlon (1997). They investigated the disruptive behaviours of concern to Jordanian school teachers. However, the sample only reflects the behaviour patterns of male students, due the structure of the Jordanian education system. It was demonstrated that there were distinct changes in the behaviours considered as disruptive to the classroom environment across primary and secondary levels (Haroun & O'Hanlon, 1997).

The development of young children's social and emotional skills begins with the early relationships that children have with the people around them (Howes & Ritchie, 2002; Kaiser & Rasminisy, 2007). As first teachers, parents have the responsibility to provide for their children's physical needs as well their social and emotional well-being. As young children progress from the home to the school and community, teachers and caregivers, like those within the family, become a significant part of the children's environment. In fact, the American Psychological Association (1997) has emphasized the importance of teachers and caregivers in providing a foundation of attitudes, knowledge, and behaviours, in order to promote young children's healthy development.

However, in a survey conducted by Child Trends of the Early Childhood Longitudinal Study, teachers reported that 20% of all students entering kindergarten lack the social and emotional skills necessary for success in the school setting (Powell, Fixsen & Dunlap, 2003). Moreover, teachers indicated that inappropriate or challenging behaviours were one of the most common problems present in childcare settings (Powell, Fixsen & Dunlap, 2003). Powell, Fixsen and Dunlap (2003) identify challenging behaviours and the effects these behaviours have on others and the environment. These behaviours may include physical and verbal aggression, destructive behaviours, noncompliance, and withdrawal.

2.3 Classroom Management Strategies in Early Childhood Education

Monde (2015) in his study examined the attitudes of parents, teachers, and adolescents on the cultural practice of physical punishment; and parents and teachers' practices in the behaviour management of their children. A selected sample of 376 participants from different schools took part in the study. The results indicated that there were significant differences across groups in their attitudes towards the cultural practice of physical punishment. Significant differences were observed between teachers and parents and between teachers and adolescents. The results also indicated that physical punishment was not appropriate in child behaviour management strategies due to its negative effects. Worthy of note was the finding that the majority of the respondents were neutral on whether physical punishment was appropriate as a child rearing strategy. In addition, the results indicated that Parents were more positive in the use of childrearing practices with physical punishment endorsement than teachers (Monde, 2015).

In addition, parents and teachers appeared to use child behaviour management techniques sparingly opting more of shouting at children or reinforcing positive behaviour through praise. It could be that teachers were ill-equipped in other alternative behaviour management tactics or overwhelmed with levels of indiscipline in schools and therefore had remained fixated with the use of corporal punishment but could not use it due to the ban (Monde, 2015). This study is important to this research because it reflects teacher's attitudes towards corporal punishment which was a form of classroom management strategy in Zambian schools starting from preschools to secondary level. Even though the focus was on primary and secondary schools, it gives an insight on the knowledge of teachers on classroom management strategies.

Further, the study by Mtonga (2016), evaluated alternative modes of discipline educators use to instil discipline in pupils after the abolishment of corporal punishment in 2003 in Zambian schools. The objectives of this study were to verify the alternative modes of discipline to corporal punishment educators use to instil discipline in pupils in Government Secondary Schools as well as ascertain their suitability and explore challenges educators encounter in using the alternative modes to instil pupils' discipline, and; solicit proposals to mitigate the challenges. The findings were that educators use dialogue, suspension, counselling, and manual to instil discipline in pupils. With regards to suitability, the findings were that alternative modes are suitable to use on pupils discipline as they are non-corporal, create a sense of responsibility in pupils, instil discipline and are lawful. The established challenges were that the modes

consume time, are not effective to instil discipline, non-compliance by parents and pupils, lack of knowledge by teachers and pupils (Mtonga, 2016). This study brings out the strategies that Zambia teachers use to manage problematic problems in school, however this is the study was conducted in secondary schools and not preschools.

Galini and Kostas (2014) examined the strategies of early childhood teachers in Greece for managing behaviour problems in their classrooms. The study consisted of 74 early childhood teachers who were divided in four groups according to their years of service. The questionnaire that was used consisted of 20 types of problematic behaviours and 24 management practices. Teachers were asked which of the internalizing and externalizing behaviours were addressed and which strategies they had implemented for each type of behaviour. Results showed statistically significant differences among the groups regarding teachers' practices. The results of this study showed that teachers used different strategies to manage behaviour and this was dependent on the training and experience. For example strategies of support, encouragement and reinforcement, were very limited in cases of externalizing behaviour problems while the presence of these practices was high only in cases of internalized behaviour problems. This study showed that teachers tend to employ different strategies when managing internalizing and externalizing problematic behaviours however, the study did not address other variables like age and gender and how they have an impact on behavioural management strategies.

Further, a study conducted by Sun (2015) interviewed twelve teachers to examine their perceptions of effective strategies for managing classroom misbehaviour in Hong Kong. Results showed seven effective strategies (rules-setting, hinting, directive statements, punishment, after class talks, relationship building, and instructional engagement) to control student behaviour while nurturing students' responsibility for managing one's behaviour to forge a good relationship conducive to cultivating student trust and positive behavioural changes, and to engage the students in learning which in turn thwarted misbehaviour. The findings reflected the deeply rooted Chinese Confucian values, and highlighted an integration of discipline, guidance and teaching strategies for effective classroom management. Even though there are cultural differences between Zambia and China this study brings out important elements which are important in managing classroom behaviour across cultures.

Furthermore, a systematic best evidence review was conducted to identify evidence-based practices in classroom management to inform research and practice (Simonsen, et al., 2008).

Results of an evaluation of 81 studies identified 20 general practices that met the criteria for evidence-based practices. These 20 general practices that teachers used fell into five broad categories: (1) maximize structure and predictability; (2) post, teach, review, and provide feedback on expectations; (3) actively engage students in observable ways; (4) use a continuum of strategies to acknowledge appropriate behaviour, and (5) use a continuum of strategies to respond to inappropriate behaviour (Simonsen, et. al., 2008). Also, Lewis, Roache, & Romi, (2011) suggest that teachers use six categories of discipline practices, including: Rewarding, Punishing, Involvement in decision-making, Discussion and Negotiation, Hinting, and Aggression. Additionally, combinations of one or more of these strategies comprise most of the available approaches to discipline.

Marzano et al.'s (2003) study was based on 101 studies into effective classroom management, published between 1967 and 1997. The participants were primary and secondary school students; students in regular as well as special education were included. About half of the studies were based on a single subject, the other half on groups of students. The findings revealed that the average number of classroom interruptions was evidently lower in classes where classroom management strategies were used effectively than in classrooms where these strategies were not used effectively. The authors state that, in effectively managed classrooms, there are clear rules and procedures that express the expected behaviour. The third component of effective classroom management includes techniques for teachers to establish appropriate levels of dominance and cooperation in the classroom in order to optimize teacher-student relationships. Examples are setting clear goals, showing interest in students' concerns, and interacting in an equitable and positive way. Marzano et al. (2003) emphasize the importance of making students responsible for their behaviour. Teachers can teach students strategies to self-monitor and control their behaviour; in other words, they can delegate authority to the students rather than guide their behaviour directly.

Oliver, Wehby & Rechly (2011) review focuses on universal, whole-class classroom management procedures. They define whole-class procedures as a collection of non-instructional classroom procedures implemented by teachers in classroom settings with all students for the purposes of teaching pro-social behaviour as well as preventing and reducing inappropriate behaviour. The findings revealed that teachers' classroom management practices had a significant, positive effect on decreasing problem behaviour in the classroom. Students

were less disruptive and showed less inappropriate and aggressive behaviour in the treatment classrooms compared with the control classrooms.

2.4 Classroom Management Strategies used for Specific type of Behaviour

Although there has been considerable attention to the issue of classroom management and processes in educational reform models, there has been relatively limited research on these factors in pre-school. A study that was done by Pas et al (2014) utilized observational data from 1262 classrooms in 52 high schools to examine teacher classroom management strategies and ratings of student compliance, engagement, and social disruption. The findings highlight the link between student patterns of behaviour and teacher classroom management and have important implications for screening and professional development.

It has also been established that teacher confidence affects various elements of the classroom, ranging from student behaviour and achievement to teacher psychological well-being (Lewis, 1999; Merrett & Wheldall, 1984). The finding that almost 20% of teachers did not feel confident in their ability to manage disruptive classroom behaviour (Martin et al., 1999) is highly disturbing. This is reinforced by findings that 72% of a group of 60 experienced teachers indicated that they were under prepared or not prepared at all to manage behaviour problems following their initial teacher training (Little, 1999).

A meta-analysis conducted by Wang, Haertel, and Walberg (1994) analysed fifty years of research ranging from written works to survey responses, in order to create a knowledge base comprising 11,000 statistical findings, which they analysed to create “28 categories of influence on school learning” (Wang, Haertel, & Walberg, 1994). From this research, they discovered that the number one factor affecting student learning was classroom management. According to the results of their inquiry, effective classroom management was directly responsible for substantial student learning. Teachers with strong management skills were able to maintain control and keep students engaged during instructional time, instead of constantly focusing on off-task behaviours.

An article by Carson (2010), discusses the need for a more comprehensive instructional method of classroom management in Connecticut’s teacher training programs. She takes a closer look

into multiple studies and papers on classroom management training and cites numerous sources with regard to the lack of classroom management training on the national level. Carson (2010) points out that classroom management within the curriculum of credential programs is often regulated to secondary status, behind content pedagogy and educational psychology. She also explains issues that arose from classroom management not having its own platform within credential programs. When classroom management is integrated into other courses, it may be overshadowed by the primary course content and may be taught by an instructor whose area of expertise is not classroom management.

Along with the increasing diversity of our child population and the growing demand for childcare in Zambia, research indicates that good educational experiences in the preschool years are critical to all aspects of a children's development (Bowman, Donovan & Burns, 2001). This study emphasizes the importance of having certified teachers in the early childhood setting who have been trained in reflective practices and behaviour management strategies. Bowman et al. (2001), assert that teachers need a firm foundation in child development and must be knowledgeable in the content and methods of early childhood education, if they are to design curricula and plan interactions that meet the individual and group needs of young children.

Behavioural issues are another important part of teaching. In a classroom there can be many types of students such as disruptive students, students without books or homework, without pencil, without notebook, students who need to make up work or even students with special need etc. Managing all these behavioural issues is related with classroom management. For this reason, teacher must think about routines, procedures, interactions and the discipline in the classroom. Also, according to Kyle & Rogien, (2004) "the more teachers share with students the discipline strategies and their purpose and rationale, the more effectively the students will learn responsible behaviours". That is why, all the behaviours are related to classroom management. To sum up, behaviours of both teachers and students are part of the classroom management. As another important aspect of classroom management, instructional strategies are the methods teachers use during their teaching process. Instructional strategies help to activate students' curiosity and engage students' learning. Through instructional strategies teachers enable learning effectively, increase motivation and help successful classroom management.

2.4 Summary of Literature Review

The literature review clearly brings out the practices that teachers use to manage behaviour in class. It also illustrates the most common behaviours that children exhibit in class and the strategies that teachers use to manage these behaviours. The practices that are used to manage behaviour are mostly the same across cultures. The behaviours that children exhibit in early childhood schools are mostly the same despite the developmental differences.

The literature has given adequate insight on problematic behaviours in child in early childhood schools and child behaviour management strategies to inform the present study. However the literature is mainly drawn from the minority world studies and theories and may not reflect the cultural context in which the present study was conducted. Therefore this study focused on the problematic behaviours and classroom management strategies as well as strategies that teachers use to manage specific behaviours.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter outlines steps followed in developing the methods and procedures for this study. Prominent among others were the research design, the sampling process, data collection and data analysis.

3.2 Research Design

The study was a descriptive study. The descriptive design was used because of its suitability in generating in-depth information and also describing the state of affairs in relation to classroom management strategies and behavioural problems. Because descriptive research spans both quantitative and qualitative methodologies, it brings the ability to describe events in greater or less depth as needed, to focus on various elements of different research techniques, and to engage quantitative statistics to organize information in meaningful ways. This study collected data on the problematic behaviours that teachers face and the classroom management strategies the early childhood teachers use to manage problematic behaviours. Two instruments (Questionnaire A and B) on problematic behaviour and classroom management strategy was used to collect data. Questionnaire A was used to collect qualitative data and Questionnaire B was used to collect quantitative data. The purpose of using this form of research design for this study is that mixed methods research provides a better understanding on the practises that teachers used to manage behaviour in classroom.

3.3 Study area

The study was conducted in Ndola District of Zambia. The district was chosen because it is one of the districts with a high number of preschools due to the large population. According to UNESCO (2006), there were large variations in the number of early childhood centres according to province ranging from less than 1 percent to 19 percent. In addition, children in

urban areas are almost seven times as likely to attend early formal learning activities as children in rural areas (14 % vs. 2 %) (UNESCO, 2006).

3.4 Study Population

The sample population was drawn from the private early childhood schools in Ndola district of Zambia. The study sample consisted of early childhood teacher. The planned target was however not met but the actual sample size of the study comprised of 77 pre-school teachers. The 77 teachers catered for both qualitative and quantitative information and help generalise the findings. The sample consisted of 9 male teachers and 68 female teachers.

3.5 Sampling Techniques

After obtaining an introductory letter from the District Education Authorities, schools were selected using non probability sampling technique for the selection of the early childhood schools using the inclusion and exclusion criteria as indicated below. Consecutive sampling technique was used in the selection of the teachers. Consecutive sampling technique was used because of the limited number of early childhood teachers in schools. This technique allowed us to include all accessible early childhood teachers making the sample a better representation of the population sample. With the letter of introduction, the researcher explained the purpose of her visit to the schools and explained the nature of the study and its ethical implications to the school authorities. The inclusion criteria is important because it allowed the researcher to have access to teachers who have knowledge on classroom management and have a hands on it terms o dealing with children's challenging behaviours in class.

Inclusion criteria

- ✓ School had to be a registered with the government of Zambia under the ministry of education.
- ✓ Teacher trained in early childhood education
- ✓ Teacher must have at least 6 months experience of teaching

Exclusion criteria

- ✓ Home based schools
- ✓ Unregistered schools

- ✓ Teachers with less than 6 months teaching experience

3.6 Data collection Instruments

The data was collected using two instruments (Questionnaire A and B).

Questionnaire A consisted of two sections, the first section consisted of social demographic variables like name of the school, age, gender, level of education, number of pupils in class and level of experience of early childhood teacher. The second section comprised of open ended questions. The semi structured questionnaire investigated common problems and strategies used and what factors influence teachers to use certain types of strategies.

Questionnaire B consisted of three sections. The first section consisted of demographic variables such as name of school, age, gender, level of education, number of pupil in class and experience for the early childhood teacher as well as the number of pupils in a class. The second section consisted of the List of Behavioural Problems (LBP). This list was based on behavioural problems that pre-schoolers usually exhibit (Campbell, 1990; Essa, 2003; Gimpel & Holland, 2003). The behaviours were put into four categories, overt aggression toward others; emotional-oppositional behaviour; attentional difficulties and covert disruptive behaviour. The responses were Likert scale in which the six responses (never, hardly ever, occasionally, often, almost always and always) which were grouped into low (never and hardly ever), moderate (occasionally and often) and high (almost always and always).

The third section consisted of the List of Preschool Teachers' Practices (LPTP). The design of the LPTP was based on strategies presented to the work and the research results of Campbell et al., 1996; McClowry et al., (2010) and Handy, Beamish and Bryer 2005. This questionnaire was designed to investigate the most common problems and classroom management strategies.

3.7 Data Collection Procedure

An introductory letter was obtained from the University of Zambia, which was used to get permission to from the district education offices to visit schools and collect data in Ndola District. The letter was also used to visit different schools and collect the data. The study used two different instruments to investigate the classroom management strategies used by early childhood teachers. The questionnaire was distributed to the teachers and they were given one

day to answer the questionnaire. To ensure that there was 100 percent response rate, the teachers who did not complete the questionnaire were given more time after going through questions or statement they did not understand.

3.8 Data Analysis

Qualitative results

Data from the semi structured questionnaire was analysed for purposes of informing, confirming and complementing the quantitative data findings. The semi structured questionnaire was designed in such a way that the themes elicited the problematic behaviour of the child and the methods they use in managing the behaviour of the children. The themes paralleled the themes seeking answers to the research questions in the quantitative approach so as to inform, confirm and compliment where there were gaps. In other words it is some form of triangulation. Various themes were discussed some of which may not be in the quantitative data findings but were related to the research topic.

Quantitative results

In the quantitative approach, frequencies, descriptive and inferential statistics were tabulated in reference to respondents' scores on the problematic behaviours and classroom management strategies. The t-tests were used to determine gender differences among teachers on the various dependent variables. The analysis of variance (ANOVA) was also used for group differences and group effects of age category, the level of education, experience as well as the class size. The data collected was checked for accuracy, consistency and uniformity. The data was entered into Statistical Package for Social Sciences (SPSS) version 20.0 to facilitate data analysis. The data was transferred to the Micro Soft Excel for graphical representation as it is better to use Excel for graphical representation and table. The analysis of data included descriptive and inferential statistics. Descriptive statistics is concerned with organizing, summarizing and describing of data. The descriptive frequencies consist of central tendency statistics such as the mean to find the average score. Inferential statistics included t-test, Analysis of Variance (ANOVA).

3.9 Ethical Consideration

After approval by The University of Zambia, the following ethics were adhered to:

- At recruitment stage, participants were not coerced or given inducement in order to participate in the research.
- The participation by the respondents was voluntary; they were free to decline to take part, refuse to proceed with the questionnaire, and refuse to answer certain questions they are not comfortable with or totally withdraw from the study.
- Participation in the study was based on informed consent using the form providing information on privacy and confidentiality of participants taking part in the study. Details on the privacy and confidentiality were on the consent form and on the introductory statement on the questionnaire.
- All the materials affecting the respondents was destroyed or kept under safe custody with agreement and consent from the respondent.
- Feedback if needed was given upon request from the respondent.

3.10 Limitations

The sample of the present study was very small , therefore, the results may not generalized to all the Early Childhood Centres in Zambia. Also, the results indicate the most common management behaviour practices, but there is no measure for their effectiveness. Due to lack of teachers and classes for early childhood education in government schools the study was only able to cover private school. However in as much as this study had limitations it has brought out important aspects that can help in the implementations of early childhood education policies especially on the curriculum for teachers training in Early Childhood Education and Development.

CHAPTER FOUR

RESULTS

4.1 Introduction

This study examined the practices of early childhood teachers for managing behavioural problems in the classroom in Zambian early childhood schools. The chapter tabulates the demographic data, the quantitative and qualitative results after the administration of the research tools.

4.2 Participant Demographics

Table 1 shows the demographic information for the participants.

Table 1: Demographic data

Demographic variables		N	Total N	Percentage (%)
Gender	Male	9	77	13.4%
	Female	68	77	86.6%
Age	20-30	34	77	44.8%
	31-40	28	77	37.3%
	41-5	11	77	13.4%
	51 and Above	4	77	4.5%
Education level	low (GCE and Certificate)	30	77	37.3%
	High (Degree and Diploma)	47	77	62.7%
Teaching Experience	Less than 2 years	10	77	13.4%
	3-5 years	22	77	28.4%
	6 to 10 years	27	77	34.3%

	10 and above	18	77	23.9%
Number of Pupils in class	Between 1 and 20	14	77	16.4%
	Between 20 and 30	32	77	46.3%
	Between 30 and 40	26	77	32.8%
	Above 50	5	77	4.5%

The results indicate that most of the respondents are females. This could be attributed the few numbers of male individuals that take up the career of teaching in Early Childhood centres in Zambian.

4.3 Common Problematic Behaviour

Tables 2, 3, 4 and 5 represent the distribution of responses across the six response options on the Likert scale in which the six responses (never, hardly ever, occasionally, often, almost always and always) which were grouped into low (never and hardly ever), moderate (occasionally and often) and high (almost always and always). Descriptive statistics indicate that the most common problematic behaviour that early childhood teachers experience is children making noise 68.2 % ($M = 4.39$). Results indicate that teachers moderately experience problematic behaviour of children having difficulties staying on track 55.7 % ($M = 2.85$). The least problematic behaviour that teachers experience is “argues about rules” 1.5% ($M = 1.79$). The behaviours were put into four categories, overt aggression toward others; emotional-oppositional behaviour; attentional difficulties and covert disruptive behavior

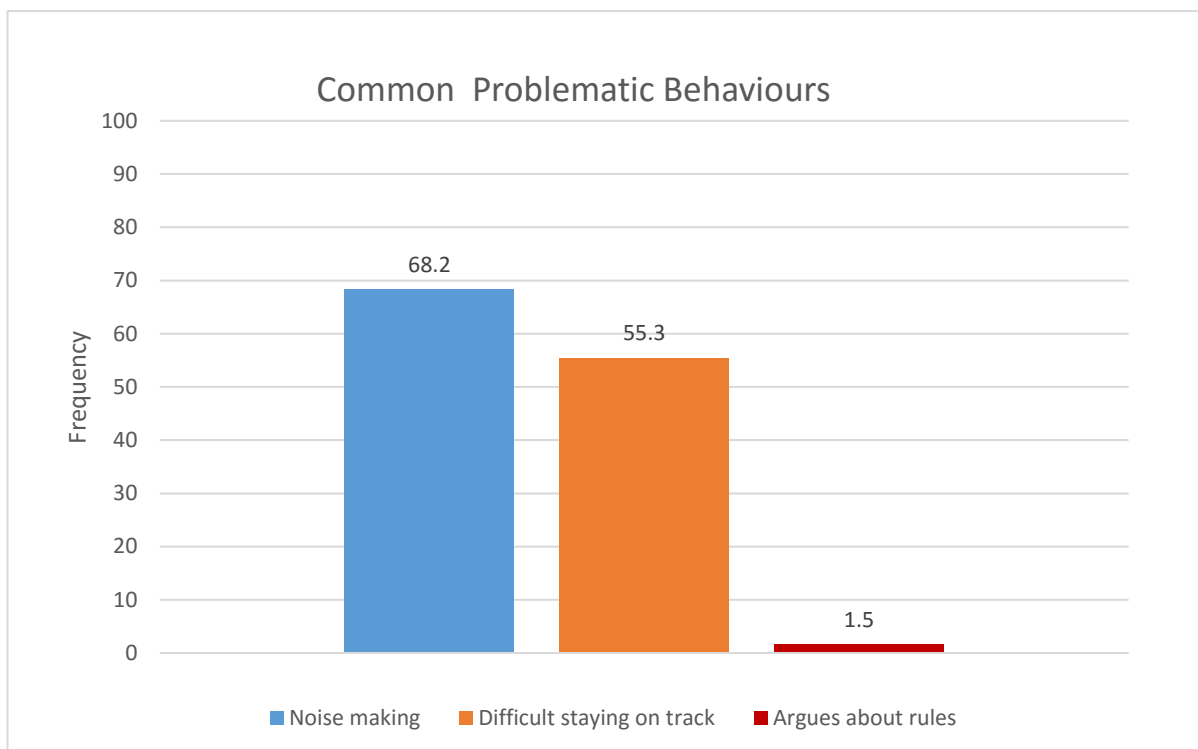


Figure 1: A Bar Chart displaying the means of Common Problematic Behaviours.

4.2.1 Overt Aggression towards Others

Using the responses on the Likert scale on Overt Aggression, ‘Makes noise’ scored the highest hence most experienced problematic behaviour among early childhood teachers with 68.2 % ($M = 4,39$) followed by ‘Overactive’ which scored 61.2 % ($M = 3.63$) and the lowest hence the least experienced problematic behaviour among teachers was ‘does not obey rules’ which scored 4.8% ($M = 2.73$).

Table 2: Overt Aggression towards others

Behaviour	High	Moderate	Low
Teases/provokes classmates	31.3%	59.7%	9%
Verbally fights	32.8%	49.2%	31.3%
Acts bossy among friends	35.8%	56.7%	7.5%
Physically fights	19.7%	49.3%	31%
Makes noise	68.2%	20.8%	11%
Refuses to obey until threatened	49.3%	38.8%	12%
Does not obey rules	49.9%	45.3%	4.8%

Overactive	31.8%	61.2%	7%
Interrupts other pupils	26.9%	52.2%	20.9%
Blames others	26.9%	55.2%	17.9%
Interrupts teacher	26.9%	52.2%	20.9%

4.2.2 Emotional-Oppositional Behaviour

Results indicate that the highest form of Emotional-oppositional behaviour that they experience is Temper tantrums (yelling or screaming) which scored 63.1 % ($M = 3.37$). ‘Get angry’ is moderately experienced with 62.7 % ($M = 3.01$) and the lowest form of emotional-oppositional behaviour that they experience is ‘argues about rules’ with 1.5 % ($M = 1.79$).

Table 3: Emotional-Oppositional Behaviour

Emotional-Oppositional Behaviour	High	Moderate	Low
cries a lot during school hours	64.2%	31.4%	4.5%
temper tantrums (yells/screaming)	63.1%	33.9%	3%
pouts	49.3%	44.8%	6%
gets angry	26.8%	62.7%	10.5%
difficulty accepting criticism	35.8%	50.8%	13.5%
acts defiant	58.2%	34.3%	7.5%
argues about rules	52.7%	45.8%	1.5%
yells/screams	29.8%	46.3%	23.8%

4.2.3 Attentional Difficulties Behaviour

The highest attentional difficulties behaviour that early childhood teachers experience is children are easily distracted 66.2% ($M = 3.48$). 65.7% ($M = 2.85$) of the teachers indicated that ‘difficult staying on track’ is moderately experienced and 3.4% ($M = 2.70$) indicated that the rarely experience children getting frustrated with tasks.

Table 4: Attentional Difficulties

Attentional Difficulties Behaviour	High	Moderate	Low
difficulty staying on track	29.8%	65.7%	4.5%
fails to finish tasks in class	32.8%	61.2%	6%
easily distracted	66.2%	23.2%	10.6%
difficulty entering groups	49.3%	44.7%	6%
impulsive	41.8%	53.7%	4.5%
difficulty sharing materials uncooperative	35.8%	52.2%	12%
difficulty concentrating in class	34.3%	56.7%	9%
frustrated with tasks	49.3%	47.3%	3.4%

4.2.4 Covert Disruptive Behaviour

The teachers indicated that they highly experience children with covert disruptive behaviour like carelessness with books and also lying 70.2% ($M = 3.10$) and also the teachers indicated that children rarely steals 4% ($M = 1.97$) in early childhood classes.

Table 5: Covert Disruptive Behaviour

Covert Disruptive Behaviour	High	Moderate	Low
steals	59.1%	39.9%	4%
destroys objects	31.8%	44.7%	13.5%
careless with books/objects, lies	70.2%	15.7%	14.1%

In additional descriptive statistics show that among the four categories of behaviour (overt aggression toward others; emotional-oppositional behaviour; attentional difficulties and covert disruptive behaviour), the most experienced behaviour is overt aggression towards others 42% ($M = 3.12$) followed by attentional difficulties 30% ($M = 2.85$) and then covert disruptive behaviours 18% ($M = 2.63$) and lastly the least experienced behaviour is Emotional-oppositional behaviour 10% ($M = 2.59$).

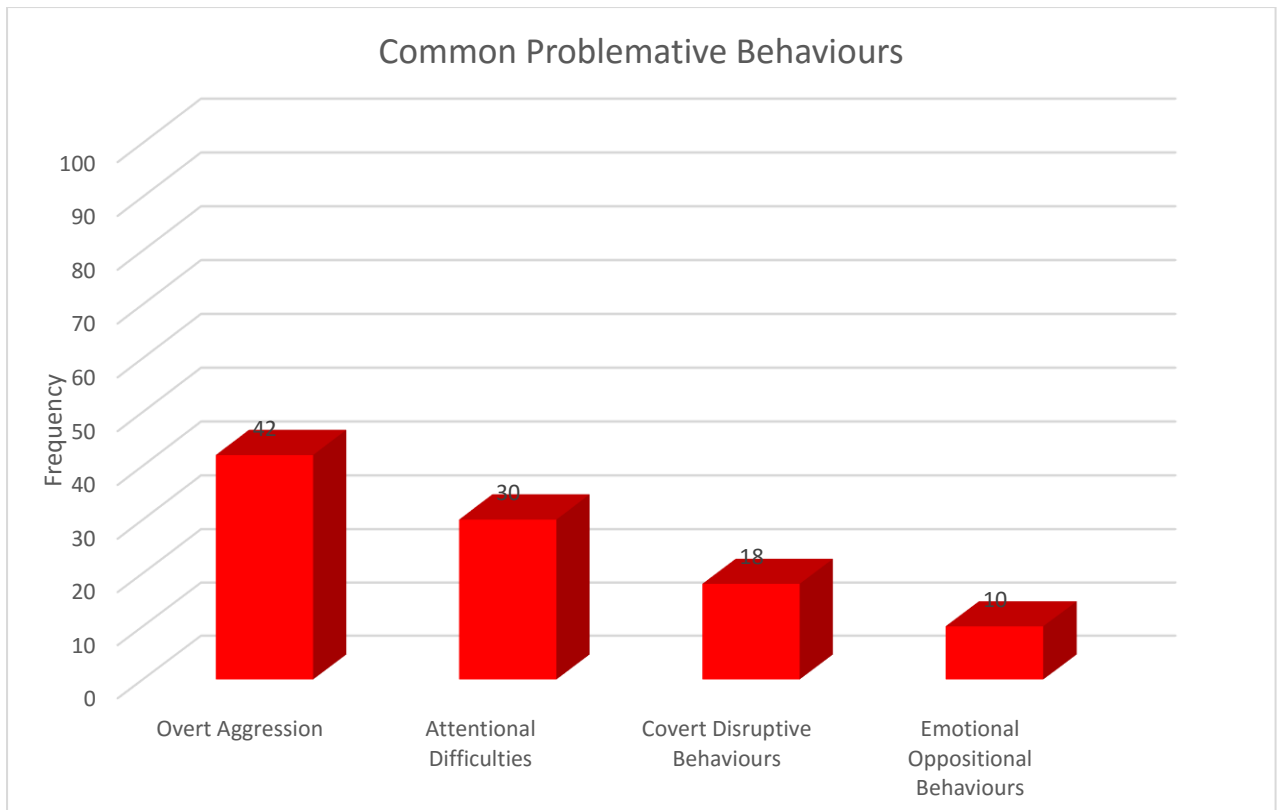


Figure 4.2: A Bar Chart displaying the means of categories Common Problematic Behaviours

4.3 Classroom Management Strategies.

Classroom management strategies were grouped into two categories; reactive and proactive management strategies. The social demographic variables such as gender, age, level of experience teaching as early childhood teachers, level of education attained by the teacher as well as number of pupils in class were used to examine if demographic variables have an effect on classroom management strategies. Descriptive statistics results indicated that teachers use more of proactive classroom management strategy ($M = 36.91$) than reactive classroom management ($M = 32.89$) strategies

4.3.1 Gender

An independent samples t-test was conducted to compare reactive management strategies scores for males and females. There was no statistically significant difference in the scores for males ($M = 5.95$, $SD = 1.98$) and females $M = 5.53$, $SD = .73$; $t(65) = .68$, $p = .50$.

Further an independent sample t-test was conducted to compare reactive management strategies for males and females. There was no significant difference between the scores for male ($M = 35.44$, $SD = 6.06$) and females $M = 36.91$, $SD = 7.17$, $t(65) = .58$, $p = .56$.

4.3.2 Age

A one way analysis of variance was conducted to compare the impact of age categories of the early childhood teachers on reactive and proactive classroom management strategies. There was no statistically significant difference in reactive management strategy scores across the four categories of the age groups ($F(3,63) = 1.53$, $p = .22$) and there was no significant difference in proactive classroom management strategies across the four categories of age groups ($F(3, 63) = 2.27$, $p = .09$).

4.3.3 Teaching Experience

A one way ANOVA was carried out to compare the impact of teaching experience (Less than 2 years; 3 to 5 years; 6 to 10 years; above 10 years) on reactive and proactive classroom management strategies. The results indicated that there was no statistically significant difference on reactive classroom management strategy ($F(3, 63) = .79$, $p = .50$) and also proactive classroom management strategy ($F(3, 63) = 1.45$, $p = .24$).

4.3.4 Educational Level

To determine if the education level (GCE, Certificate, Diploma and Degree) of early childhood teachers has an effect on the Reactive classroom management strategy employed, a one way ANOVA was conducted. The results indicated that there was a statistically significant effect of educational level differences on the reactive classroom management strategies. ($F(3, 63) = 5.81$, $p = .01$). Post-hoc comparisons using the Bonferroni indicated that the mean score for certificate ($M = 28.71$, $SD = 5.81$) was significantly different from the Diploma ($M = 30.50$, $SD = 5.05$) through the post hoc significant level of $p < .05$. However there was no statistically significance difference between certificate and General certificate of Education ($M = 33.50$, $SD = 4.73$) and Degree ($M = 31.72$, $SD = 5.56$).

A one way ANOVA was conducted to determine the effect of education level (GCE, Certificate, Diploma and Degree) on Proactive classroom management strategy. The results indicate that there was a statistically significant of education level differences on the proactive classroom management strategies ($F(3, 63) = 5.81, p = .01$). Post-hoc comparisons using the Bonferroni showed that the mean score for Diploma ($M = 39.06, SD = 5.56$) was significantly different from the Certificate ($M = 32.52, SD = 7.04$) through the post hoc significant level of $p < .05$. There was no significant different between diploma and General certificate ($M = 32.75, SD = 6.49$) and Degree ($M = 36.72, SD = 6.97$).

4.3.4 Number of Pupils in Class

A one way ANOVA showed that the effect of number of pupils in class (between 1 and 20; between 21 and 30; between 31 and 40; above 41) on Reactive classroom management strategy was not statistically significant ($F(3, 63) = .59, p = .62$), however the one way ANOVA results showed that the effect of number of pupils in early childhood class on proactive classroom management strategy was significant ($F(3, 63) = 3.84, p = .01$). Post-hoc comparisons using Bonferroni showed that the mean score for above 50 pupils ($M = 27.67, SD = 8.51$) was significantly different from the score for between 20 and 30 pupils in class ($M = 39.13, SD = 5.55$).

4.4 Management strategy for specific problematic behaviors in early childhood schools.

Using semi structured questionnaires to investigate what management strategy teachers use to management specific problematic behaviours in early childhood schools, the finding indicate that the management strategy used by the teacher is dependent on the behavior the child is exhibiting. Certain behaviours that children exhibit in class to require the teacher to use certain classroom management strategies in order to handle the child.

One preschool teacher states, “*Children make a lot of noise, to manage this you have to be in control of the class and give each child responsibilities*” (Teacher A, April 14th, 2017).

Teachers have to make sure that each child is kept busy or given tasks. Children are easily distracted by their fellow pupils as well as anything in the classroom environment. To ensure that a child stays on track each child has to be given attention as indicated by another teacher.

“Children cry without control and for the teacher to handle such behaviour you have to try to catch each child/pupil’s attention and have respect and support every child/pupil. You also have to find better or good words to use when controlling the child/pupil.” (Teacher B, April 14th, 2017).

Some child in early childhood schools have behavioural disorders. These children need special attention as compared to other children in the classroom. Teachers have to use different management strategy in order to manage those kind of behavioural disorders. Further lack of concentration in class when the teacher is teaching is a very common problem that early childhood teachers face in schools. The teachers always have to make sure that the child is concentrating and the child is not off the task given.

“A Child who is off task is a common classroom problem and children with sensory processing disorders. Give a child a star to avoid hurt feelings and negative behaviour. The star can be used with your behaviour management chart” (Teacher C, April 17th, 2017).

“Lack of concentration when teaching is a big problem and the most common one. You always have to give each child attention for them to concentrate and finish their work” (Teacher D, April, 14th, 2017)

CHAPTER FIVE

DISCUSSION

5.1 Introduction

The chapter discusses the findings in relation to the objectives of the present study. The discussion has been broadly grouped according to the objectives and some emerging related variables. These include: common problematic behaviours, classroom management strategies, age, gender, education level, level of experience, and number of pupils in class. Finally the study discusses what management strategies teachers use for specific type of problematic behaviours.

5.2. Summary of the Finding

The field of early childhood is slowly experiencing significant growth over the past decade, with increasing numbers of young children participating in group care and early education. With this increase has come greater attention to effective management in early childhood settings. Although experts agree that managing young children's challenging behavior is critically important in providing supportive early learning environments, a wide range of practices are recommended and implemented across different settings. This study aimed at investigating the practices of early childhood teachers for managing early childhood behavioral problems in Zambian early childhood schools.

Challenging behaviours in early childhood schools is one of the problems that teachers face every day. The main findings of the first objective were that the most common challenging behaviour that teachers face in early childhood schools is children making noise. Teachers rarely experience children arguing about the rules given to them. Further the behaviours were categorized into four, (overt aggression toward others; emotional-oppositional behaviour; attentional difficulties and covert disruptive behaviour) of which overt aggression towards others is the most experienced and emotional-oppositional behaviour is the least experienced challenging behaviour.

The second objective focused on the classroom management strategies which were categorized in two, proactive and reactive management strategies. Results indicate that teachers use more of proactive management strategies than reactive management strategies. The results also indicate that gender, age and teaching experience don't have any effect of classroom management strategies. However the education level of the teachers and the number of pupils in class has an effect on which management strategies they use to control the class. The results of the third objective indicate that the management strategy used by the teacher is dependent on the behaviour the child is exhibiting.

5.3. Problematic Behaviours

Classroom management is one of the trickiest issues teachers face today because classrooms are much more complicated than they were in the previous years, more pupils come to school with behaviour problems than ever before and teachers face the challenge of managing their behaviour. The finding of this study suggest that the most common problematic behaviour that teachers experience in early childhood schools is "making noise" and the least experienced problematic behaviour is "argue about rules". The results are in line with the study conducted by Powell, Fixsen and Dunlap (2003) who indicated that the most common behaviour problems for early childhood scholars are impulsivity, hyperactivity, and aggression as making noise falls under Overt Aggression in the current study. The current study indicates that the most experienced category of behaviour is overt aggression towards others. In addition children do not argue about the rules that are set out for them in class. Approximately 10% - 20 % of early childhood pupils have been shown to exhibit these behaviours at significant levels either at home or at preschool. These results are further supported by Smith and Fox (2003), who indicated that challenging behaviour in the classroom most often takes the form of disrupted sleeping and eating routines, physical and verbal aggression, property destruction, severe tantrums, self-injury, noncompliance, and withdrawal.

Children's behaviour was further divided into four categories Overt Aggression towards Others, Emotional-Oppositional Behaviour, Attentional Difficulties Behaviour and Covert Disruptive Behaviour. The results indicate that the highest form of Overt Aggression behaviour experienced is "noise making" while the least behaviour experienced is "does not obey rules". These results suggest that that children are usually hyper and they are more likely to obey rules.

For many years, studies of children's aggression and victimization focused on overt, confrontational behaviours like physical and verbal assault, threats, and insults (Coie & Dodge, 1998). The results also indicate that the most common Emotional Oppositional Behaviour is Temper tantrums (yelling or screaming) while the least behaviour experienced is “argues about rules”. Further, results indicated that the most common Attentional Difficulties Behaviour is “easily distracted” which the least common attentional difficulties behaviour is “frustrated with task”. Lastly the most common covert disruptive behaviour is “careless with books and lying” and least common is “stealing”. The vast literature that has been amassed confirms that for many children overt aggression (Coie & Dodge, 1998) and victimization (Juvonen & Graham, 2001) are recurring and stable problems that place children at risk for a host of adjustment difficulties, both internalizing and externalizing behaviours. Additionally, other research that support these indicates that teachers repeatedly describe their pupils as overactive, restless, hard to control, and as often engaging in attention seeking behaviours, implying that such behaviours are normal for young children. Nonetheless, while occasional noncompliance with parental requests and aggressive behaviors may be normal, pervasive and continual behaviors are not (Keenan & Wakschlag, 2002).

Further, some of the studies that support the results include Campbell's (2002) work which suggests that some behaviours teachers find difficult to manage in young children often are typical, even developmentally appropriate, depending on the children's age (i.e., aggression in 3 year-old boys). Additionally, Campbell purports that some behaviour problems evident in preschool children on the whole will become less common, and in fact, decreases with age and development as children attempt to develop a more mature sense of self (Campbell, 2002). Campbell Keenan and Wakschlag (2000) support this view, suggesting that many of the challenging behaviours (e.g., tantrums, aggression, noncompliance, etc.) exhibited by preschool children are normal behaviors at this age. For example, research by Earls (1980) and Richman, Stevenson, and Graham (1982) suggest that many parents of 4-year-old children have difficulties with non-compliant behavior, poor sibling interactions, and inadequate self-control.

5.3 Classroom Management Strategy

Teachers seem to use more of proactive classroom management strategies than reactive management strategies at the same time they tend to use a combination of different specific

strategies to manage behaviour in classroom. This has been highlighted by other researchers (Beazidou et al., 2013; Galini & Kostas, 2011; Reinke & Herman, 2014). The findings of the present study indicated the most common behaviour management practices that early childhood teachers use in Zambian schools. These results extend the findings of previous studies which reported that teachers tend to use positive ways of dealing with children's behaviour problems, but they do deliver reactive measures as well (Docking, 1980; Papatheodorou, 2000). Many explanations could be given for these results. Teachers do not have enough information and understanding about how management practices should be used (Martin, Linfoot, & Stephenson, 1999).

Further, findings show that teachers think that rules are necessary in their classrooms. Previous research has supported the use of rules which constitute the most cost-effective form of classroom management (Bicard, 2000). Moreover, teachers who create positive rules as a basis for their classroom management system create a positive environment that facilitates rule-following behaviour and helps minimize negative cycles of inappropriate behaviour by shifting teacher attention from inappropriate to appropriate student behaviour (Gunter, Denny, Jack, & Shores, 1993). These results also are in line with the theoretical framework which indicates that Problematic behaviours that children in early childhood schools exhibit is managed through different management strategy which is expressed through modelling of good behaviour, rewards and punishments as reinforcement as well conditioning it to a stimulus until favourable behaviour is exhibited.

The findings of this study indicate that the age of the teacher, the gender of the teacher as well as the level of experience that the teacher has does not significantly have an effect on the type of management strategies that teachers use in Zambian early childhood schools. Even though several studies have been carried out in order to investigate the link between teachers' gender and classroom management, there are only few studies about the impact of teachers' gender on classroom management. For this reason, it remains ambiguous in which ways classroom management methods of female teachers are stronger, and in which ones male teachers are superior. Similarly results from the study that, Rahimi & Asadollahi, (2012) believe that gender doesn't have any relation to classroom management. In this study, Iranian female and male teachers were examined and it was found that there is not any difference between male and female teachers. Nejati, Hassani & Sahrapour (2014) also found out that female teachers are better at instructional strategies while males are better at student engagement. They explained their findings as "it was revealed males and females did not differ as far as classroom

management was considered. However, they differed in terms of student engagement and instructional strategies; male teachers were better at student engagement, while female teachers were better at instructional strategies.

In pursuit to investigate if the education level of teachers has an effect on classroom management strategy used by early childhood teachers a one-way analysis of variance was conducted. Results indicate that the education level of teachers has an effect on how they manage problematic behaviours in early childhood school. Results also indicated that teachers with higher education use more of proactive classroom management strategies. These results are in line with Galini and Kostas (2014) study which examine the strategies of early childhood teachers in Greece for managing behavior problems in their classroom and then to design and implement a program for further teachers' training. Their results indicated that there is a great need of training in classroom management, as some teachers tend to choose more than the others the practices of dialogue, discussion and assignment of responsibilities, while others choose traditional practices more than anyone else. In addition the findings of this study are in line with Carson (2010), who discusses the need for a more comprehensive instructional method of classroom management in Connecticut's teacher training programs. She points out that classroom management within the curriculum of credential programs is often regulated to secondary status, behind content pedagogy and educational psychology. She also explains issues that arise from classroom management not having its own platform within credential programs.

The results of this study indicated that the number of pupils in class does not have any effect on the reactive classroom management strategy however the number of pupils in a class has an effect on the Proactive management strategy employed by the teacher in early childhood classes. This means that depending on the number of pupils in a class teachers tend to employ proactive classroom management strategies. Further analysis indicated that teachers who had more pupils in class (above 50) used more of proactive management strategy. It is notable that some teachers are inadequately trained to deal with students with behaviour problems and may actually exacerbate the misbehaviour (Pettit, Bates, & Dodge, 1993). Most of the effort to reduce class size has been in the early childhood classes to third grade, but students even in middle schools and high schools could benefit from lower class size. Research indicates that reducing the class size reduces the discipline problems. Furthermore, reducing the class size increases the opportunities for more interactive learning situations which especially benefit the struggling students. Ronald et al (2014), has further added on stating that there are a number

of disadvantages of large class size: first, it can reduce the amount of time students can actively engage with each other; second, it can increase the disruptive behaviour in the classroom; third, it can reduce the amount of time the teacher can spend working with each individual student; fourth, it can reduce the material the teacher can cover; fifth, it can eliminate many methods of assessing students i.e. open-ended assessments and writing assignments; and sixth, it can reduce the learning by reducing the kind of teaching methods that the teacher can employ in her classroom.

5.4. Management strategy is used for specific problematic behaviours in early childhood Centres.

Using semi structured questionnaires to investigate what management strategy teachers use to management specific problematic behaviours in early childhood schools, the finding for the current study indicate that the management strategy used by the teacher is dependent on the behaviour the child is exhibiting. Lavoritano and Segal, (1992) argues that early childhood teachers they employ and use strategies that have been proved to be effective and work in their particular situation with their particular child. Further results indicate that teachers have to make sure that each child is kept busy or given tasks. Each child has to be given attention as indicated by another teacher. Teachers with strong management skills are able to maintain control and keep students engaged during instructional time, instead of constantly focusing on off-task behaviours (Wang, Haertel, & Walberg, 1994).

Research has regarding specific behavioural intervention strategies for managing challenging behaviours in children has being conducted for example, Davis and Reichle (1996) conducted a study examining the effectiveness of high probability request sequences, or simple requests given to a child prior to the typical occurrence of the targeted challenging, with four children 4 - 5 years of age who were identified as having emotional-behavioral disorders. Due to previous research supporting the utility of high probability request sequences for reducing non-compliant behaviours in children of various ages. Davis and Reichle (1996) used this behavioural intervention technique with children exhibiting physical aggression, and noncompliant and socially avoidant behaviours.

The study also indicates that another common technique for decreasing problematic behaviours in children has been the use of non-contingent reinforcement (NCR). Non-contingent reinforcement relies upon the more regular use of reinforcers that are found to maintain challenging behaviours in hopes of decreasing the likelihood that challenging behaviours

maintained by such reinforcement are necessary (Lalli, Casey, & Kates, 1997). The results in the present study indicate that teachers reward the pupils with stars whenever good behaviour was exhibited by the ppupils. Specifically, Lalli, Casey, and Kates (1997) used NCR with three children, ages 3, 7 and 9, all of whom displayed some level of disruptive behaviours. In this study, the 3 year old participant engaged in physically aggressive behaviours, such as hitting, kicking, biting, scratching, pulling hair, and throwing objects at peers; with the use of NCR the incidents of physical aggression decreased even as the time between the presentations of reinforcers increased. The results support the finding from the current study were the NCR was an effective way of reducing challenging behaviours in class.

The classroom management strategies that teachers use to manage problematic behaviours are a reflection on the behaviourism theory in relation with the classroom management. For example B.F. Skinner's contribution to learning theory can't be overstated. His work is based upon the idea that learning is a function of change in overt behavior. According to Skinner, changes in behavior are a result of pupils' responses to events, or stimuli, that occur in their environment. Skinner's work in operant conditioning has been integrated into both classroom management and instructional development (Karpicke, 2009). Therefore there is great significance between the research findings on classroom management and the behaviourism theory.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

The chapter outlines a summary of the findings, the limitation and strengths of the study, inferences and proposals for future research. It further draws conclusions and suggestions for the way forward to stakeholders and Government and in particular Line Ministries concerned with the development and well-being of children.

6.2 Conclusion

This study brings to the fore a number of key findings which are worth considering. Overall the finding of this study support our objectives. The study revealed that the most common behavioural problems that teachers face is that children are overt aggression towards others such making noise. Further, the results also show that early childhood pupil are less likely to argue about the rules with the teacher or school at large. The research shows that most early childhood teachers use more of the proactive management strategies than reactive strategies. This study also show that the female teachers use more of proactive strategies.

Classroom management is the process by which teachers and schools create and maintain appropriate behaviour of pupils in classroom settings. The social demographic variable indicate that the gender of the teachers do not influence the type of classroom management strategy employed by the teachers. The level of experience that teachers have does not have any effect on how a classroom is managed. Further analysis showed teachers with high education tend to use more of proactive management strategies.

Classroom room size is an important aspect to be considered because reducing the class size reduces the discipline problems. Furthermore, reducing the class size increases the opportunities for more interactive learning situations which especially benefit the struggling students. The finding of this research shows that the number the class size is does not have any significant effect on reactive management strategy however the class size has an effect on the proactive classroom management strategy.

The present study indicated that teachers manage misbehaviours by developing routines and reinforcing expectations. Also, they enhance responsibility and provide reinforcement and specific praise to students who follow the rules. In addition, they use verbal reprimands and other aggressive strategies, as well. These results give the teachers knowledge to manage disturbing behaviours by improving positive classroom management practices and help them to move away from the punishment approach.

How teachers manage their classrooms is an important part of achieving an effective learning environment. Educators know that all students learn differently, and choosing the right instructional style can mitigate behavioural issues and make good instruction possible. A significant body of research also demonstrates that classroom organization and the ability to effectively manage student behaviour “significantly influence the persistence of new teachers in teaching careers.” Within this context, it is clear that instructional theory and classroom management strategies are among the most important aspects of teacher education.

6.3 Recommendations

- The Government should ensure that policy formulation related to child development should be research informed especially when it comes to classroom management strategies.
- There is need for government to make early childhood education as one of the priorities by training and recruiting more early childhood teachers as they still need for more early childhood centres with trained teachers in the country.
- The Colleges and school authorities should ensure that teachers are competent in behaviour management with more focus on both proactive and reactive management strategies.
- There is need for more training on classroom management in early childhood education in colleges.
- The number of pupils in class from should be reduced preferably a 1 to 20 ratio. As for at now they is no standard for the number of pupils in early childhood classes.

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APPENDICES

APPENDIX 1: CONSENT FORM

UNZAREC FORM 1b



THE UNIVERSITY OF ZAMBIA

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HUMANITIES AND SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE

CONSENT FORM

(Translated into vernacular if necessary)

TITLE OF RESEARCH: PRACTICES OF EARLY CHILDHOOD TEACHERS FOR MANAGING BEHAVIOURAL PROBLEMS IN THE CLASSROOM IN ZAMBIAN EARLY CHILDHOOD SCHOOLS.

REFERENCE TO PARTICIPANT INFORMATION SHEET:

1. Make sure that you read the Information Sheet carefully, or that it has been explained to you to your satisfaction.
 2. Your permission is required if tape or audio recording is being used.
 3. Your participation in this research is entirely voluntary, i.e. you do not have to participate if you do not wish to.
 4. Refusal to take part will involve no penalty or loss of services to which you are otherwise entitled.
 5. If you decide to take part, you are still free to withdraw at any time without penalty or loss of services and without giving a reason for your withdrawal.
 6. You may choose not to answer particular questions that are asked in the study. If there is anything that you would prefer not to discuss, please feel free to say so.
 7. The information collected in this interview will be kept strictly confidential.
 8. If you choose to participate in this research study, your signed consent is required below before I proceed with the interview with you.
-

VOLUNTARY CONSENT

I have read (or have had explained to me) the information about this research as contained in the Participant Information Sheet. I have had the opportunity to ask questions about it and any questions I have asked have been answered to my satisfaction.

I now consent voluntarily to be a participant in this project and understand that I have the right to end the interview at any time, and to choose not to answer particular questions that are asked in the study.

My signature below says that I am willing to participate in this research:

Participant's name
(Printed):.....
.....

Participant's signatureConsent
Date:.....

Researcher Conducting Informed Consent (Printed)
.....

Signature of Researcher: Date:
.....

Signature of parent/guardian: Date:
.....

APPENDIX 2: PARTICIPANT INFORMATION SHEET



HSSREC FORM 1a

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PARTICIPANT INFORMATION SHEET

TITLE OF RESEARCH:

PRACTICES OF EARLY CHILDHOOD TEACHERS FOR MANAGING BEHAVIOURAL PROBLEMS IN THE CLASSROOM IN ZAMBIAN EARLY CHILDHOOD SCHOOLS.

PURPOSE OF THE STUDY:

You are being invited to take part in this research study to explore the practices of early childhood teachers for managing behavioural problems in early childhood schools.

DESCRIPTION OF THE STUDY AND YOUR INVOLVEMENT:

The overall aim of this study is to explore the different practices teachers use to manage behavioural problems in early childhood schools. Upon enrolment in this study, you will be given a questionnaire which has four sections that you will be required to answer.

CONFIDENTIALITY:

All the information provided during the course of this exercise will be used ONLY for the purpose of this study. You DO NOT have to provide your name or other personal details. The information provided will be treated in confidence and it will not be identifiable personally as names are not to be provided.

VOLUNTARY PARTICIPATION AND WITHDRAWAL:

Your participation on this study is voluntary. You are free to participate or not. You are also free to withdraw at any point and you will not be penalized for withdrawing should you feel uncomfortable to answer any question(s), you are free not to answer. Your participation however will be greatly appreciated.

RISKS AND BENEFITS:

There are no immediate benefits for participating in this study. Nevertheless, participation on this research study will in the long term enhance our understanding of child's behavior and how to manage it in pre-schools and in our local context. There will be no significant risk even though the participant may experience stress enhance they will be given 24 hours to answer the questionnaire to make sure they are answer the questionnaire at their own convenient time in order to try and minimize the stress.

CONTACTS FOR QUESTIONS (Names, addresses and phone numbers of the following):

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APPENDIX 3: QUESTIONNAIRE ONE
SECTION A. BACKGROUND INFORMATION

1. Name of School.....
2. Gender: Male Female:
3. Age :
4. How many years have you worked as a pre-school teacher?
Less than 2years between 3and 5 years
Between 5 and 10 years above 10 years

SECTION B:

Instructions:
Please explain briefly.

1. What are some of the most common problematic behaviours that you face with preschool children in your class?
.....
.....
.....
.....
.....
2. What are the most common strategies used by teachers to manage behaviours in preschool children?
.....
.....
.....
.....
.....
3. What strategies do you prefer to use for externalizing behaviours (behaviour that addressed to the environment of the child like aggression, anger, etc.)?

.....
.....
.....

4. What strategies do you prefer to use for internalizing behaviours (behaviour is expressed with an internal turning of the child to himself like anxiety, timidity, etc).

.....
.....
.....

5. Give reason why you use the strategies mentioned in Q 4 and Q 5.

.....
.....
.....
.....

APPENDIX 4: QUESTIONNAIRE TWO

SECTION A. BACKGROUND INFORMATION

5. Name of School.....

6. Gender: Male

Female:

7. How old are you?

Between 20 and 30

Between 31 and 40

Between 41 and 50

50 and above

8. How many years have you worked as a teacher?

Less than 2years

between 3and 5 years

Between 5 and 10 years

above 10 years

9. What your highest level of education?

General Certificate of Education

Certificate

Diploma

Degree

10. How many pupils do you have in your class?

Between 1 and 10

Between 20 and 30

Between 30 and 40

50 and above

11. Do you have teaching and learning materials

- a) Books
- b) Chalks
- c) Pens and Pencils
- d) White or Black bold
- e) Computers

f) Desks/Tables/Chairs

g) Others (Specify Please):.....

SECTION B:

PROBLEMATIC BEHAVIOURS

Instructions:

Below is the list of behaviour problems that children usually exhibit in preschools. Please tick the indicator that best describes the extent to which the behaviour is mostly observed in your class.

**1 – Never 2- Hardly ever 3 - Occasionally 4 - Often 5 - Almost always
6 - Always**

OVERT AGGRESSION TOWARD OTHERS	Never	Hardly ever	Occasionally	Often	Almost always	Always
• teases/provokes classmates	1	2	3	4	5	6
• verbally fights (quarrels a lot with classmates)	1	2	3	4	5	6
• acts bossy among friends	1	2	3	4	5	6
• physically fights	1	2	3	4	5	6
• makes noises	1	2	3	4	5	6
• refuses to obey until threatened	1	2	3	4	5	6
• does not obey rules	1	2	3	4	5	6
• overactive (too active)	1	2	3	4	5	6

• interrupts other pupils	1	2	3	4	5	6
• blames others	1	2	3	4	5	6
• interrupts teacher	1	2	3	4	5	6
EMOTIONAL- OPPOSITIONAL BEHAVIOUR						
• cries a lot during school hours	1	2	3	4	5	6
• temper tantrums (yelling/screaming)	1	2	3	4	5	6
• pouts (push the lower lip or both lips outward in an expression of bad temper or sulkiness)	1	2	3	4	5	6
• gets angry	1	2	3	4	5	6
• difficulty accepting criticism	1	2	3	4	5	6
• acts defiant (deliberately and openly disobedient)	1	2	3	4	5	6
• argues about rules	1	2	3	4	5	6
ATTENTIONAL DIFFICULTIES						
• difficulty staying on track	1	2	3	4	5	6
• fails to finish tasks in class	1	2	3	4	5	6
• easily distracted	1	2	3	4	5	6

• frustrated with tasks	1	2	3	4	5	6
• difficulty entering groups	1	2	3	4	5	6
• impulsive (have a tendency to act on sudden urges or desires)	1	2	3	4	5	6
• difficulty sharing materials uncooperative	1	2	3	4	5	6
• difficulty concentrating in class	1	2	3	4	5	6
COVERT DISRUPTIVE BEHAVIOUR						
• steals	1	2	3	4	5	6
• destroys books/objects	1	2	3	4	5	6
• careless with books/objects lies	1	2	3	4	5	6

SECTION C. CLASSROOM MANAGEMENT STRATEGIES

Instructions:

Below is the list common classroom management strategies used in pre-schools. Please tick the indicator that best describes the extent to which the behaviour is mostly observed in your class.

**1 – Never 2- Hardly ever 3 - Occasionally 4 - Often 5 - Almost always
6 - Always**

MANAGEMENT STRATEGY	Never	Hardly ever	Occasionally	Often	Almost always	Always
Proximity praise (praising or giving attention to appropriate behaviour)	1	2	3	4	5	6
Guided compliance (presenting the child with a command in clear behavioural terms, verbally prompting or physically guiding the child through the steps needed to comply with the command, and reinforcing the child for completing the command with guidance)	1	2	3	4	5	6
Behavioural momentum (presenting the child with a sequence of simple request or instructions with which they are likely to comply and reinforcing their compliance before presenting them with the desired request)	1	2	3	4	5	6
Contingency reinforcement programs (utilization of behaviour charts in groups or individually for example giving a child a star every time they finish doing their task)	1	2	3	4	5	6
Time out (technique which denies a child access to reinforcement for a specified amount of time contingent on inappropriate behaviour)	1	2	3	4	5	6
Punishment the child for bad behaviour	1	2	3	4	5	6

Talking privately with the child about his/her behaviour	1	2	3	4	5	6
Discussion with all the children about the behaviour and then decide with them in common about the consequences	1	2	3	4	5	6
Reward every effort he/she makes	1	2	3	4	5	6
Modelling appropriate behaviour	1	2	3	4	5	6
Talking with parents	1	2	3	4	5	6
Suspension or expulsion	1	2	3	4	5	6
Verbal Instructions (explain why the behaviour is not appropriate)	1	2	3	4	5	6
Making the child “fix” the problem (child puts ice on the wound; have the child apologize)	1	2	3	4	5	6
Giving the child responsibilities or alternative activities (being the line leader, let them participate in other activities)	1	2	3	4	5	6
Preventative efforts to decrease the probability of problem behaviours (more than one teacher in the room; have enough toys)	1	2	3	4	5	6
Preventative efforts to decrease the probability of problem behaviours (more than one teacher in the room; have enough toys)	1	2	3	4	5	6

