UNIVERSITY OF EDUCATION, WINNEBA

STRATEGIES TEACHERS USE IN MANAGING CHILDREN WITH

INAPPROPRIATE BEHAVIOURS IN SELECTED BASIC SCHOOLS IN

SANDEMA IN THE UPPER EAST REGION OF GHANA

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A DISSERTATION IN THE DEPARTMENT OF SPECIAL EDUCATION, FACULTY OF EDUCATIONAL STUDIES, SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES, UNIVERSITY OF EDUCATION, WINNEBA, IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATION IN SPECIAL EDUCATION.

AUGUST, 2016

DECLARATION

Candidate's Declaration

I, Sahadatu Zakaria, hereby declare that apart from the references to other people's work, which have been duly acknowledged, this dissertation is the result of my own original investigation and that no part of it has been presented for another degree in this university or elsewhere.
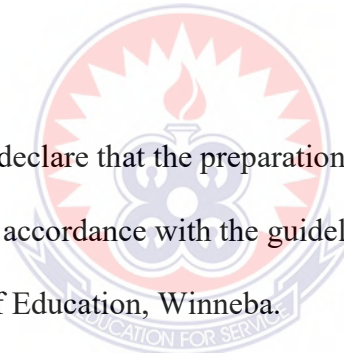
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Supervisor's Declaration

I, Dr. Yao E. Yekple, hereby declare that the preparation and presentation of this dissertation was supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Education, Winneba.

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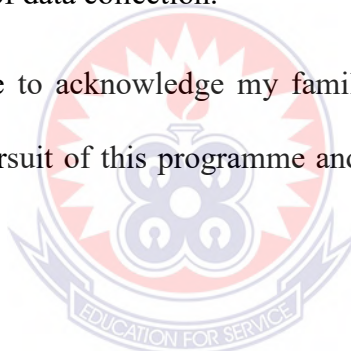
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ACKNOWLEDGEMENTS

DEDICATION

This work is dedicated to my parents, Mr. Zakaria Abdul-Raman and Mrs. Zakaria Mariam for their tremendous support in diverse ways to me in the pursuit of this programme and many other significant aspects of my life; not forgetting my siblings, Haliku, Dramani, Mubashiru, Ubeidatu and Niematu, and my fiancé Nasir Yassana, for their prayers and encouragement.

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ABSTRACT

The purpose of this study was to find out the strategies teachers use in managing children with inappropriate behaviours in selected basic schools in Sandema in the Upper East Region of Ghana. This study employed a mixed method research design to guide the study. The sample size was 36 respondents. Questionnaire in the form of a Likert-type scale was used to collect data for the study. The data collected were analyzed using descriptive statistical methods. The results revealed that basic school teachers in Sandema mostly relied on the use of punishment and being genuine and sincere in praise when managing inappropriate behaviours of children. It was further revealed that there was general ineffectiveness of regular teachers' strategies in managing inappropriate behaviours. In view of the findings, the researcher recommended among other things that educational institutions at the basic schools should organize seminars, workshops, talks or symposia for teachers on how to handle inappropriate behaviours of children. Attempts should be made to assist the teachers to accurately identify, diagnose and institute appropriate behaviour management strategies such as the token economy, and time out.

CHAPTER ONE

INTRODUCTION

Background to the Study

In every educational system, children may come to school with varying degrees of behaviour problems and other needs. The type of management strategies the teacher adopts for effective intervention will depend on the nature of his or her students' behaviours and other needs of the students. Without appropriate behaviour management strategies, successful teaching and learning would be negatively affected. Thus, classroom behaviour management cannot be overlooked. However, according to Lewis and Doorlag (2006), one typical concern of general education teachers is that they do not have time to set up and run behaviour management programmes. Often times, they are busy teaching 30 or more students and cannot do everything to systematically observe the behaviours of specific pupils during teaching and learning.

In the views of Lewis and Doorlag (2006), two major types of behaviour problems that are common concern to most teachers are inappropriate classroom behaviours and poor study skills. Students' behaviour problems are of concern because they interfere with classroom instruction and impede social interactions with teachers and peers. Teaching all children and specifically, those with behaviour problems, would require that teachers effectively use strategies that address the behaviour needs of all children.

Classroom management refers to those activities that teachers adopt to create a positive classroom climate within which effective teaching and learning can occur (Cruz & Cullinan, 2001; Lewis & Doorlag, 2006). In a poorly managed classroom, teachers struggle to teach and students usually learn less than they should, and there is abundance of discipline issues, while a well-managed classroom provides an environment in which teaching and learning can flourish (Marzano, 2003). Also, Evertson and Weinstein (2006), defined

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classroom management as the actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning.

According to Henley (2010), classroom management is the art and science of transforming a collection of young people into a cohesive group of learners. Just as an artist combines paint, brush, and blank canvas to create a memorable painting, a classroom teacher crafts a learning environment from the raw tools of books, paper, and curriculum. While artists are noted for their style of painting, teachers express themselves through their style of classroom management

How teachers address inappropriate behaviours of children would also depend upon the nature of the classroom composition. Researchers, such as Cruz and Cullinan (2001) and Lewis and Doorlag (2006) have stressed that the physical organization of the classroom, the procedures established for movement in the classroom, and the quality of the instructional programme all play important roles in determining the frequency of behaviour problems. Classroom behaviour management is an essential teaching skill that teachers need to acquire. That is why Lewis and Doorlag further stressed that classroom management is based on organizing the classroom in ways that create a positive physical and emotional environment for learning. For this purpose, teachers need to establish routines, plan lessons and develop disciplinary strategies that teach children how to control themselves. Lewis and Doorlag further explained that as children take more responsibility for their learning and behaviours, teachers spend less time correcting misbehaviours. Consequently, less attention to discipline concerns translates into more time for teaching and learning.

The literature identified certain behavioural management strategies that are considered appropriate. For example, Lewis and Doorlag (2006) stressed that the strength of behaviour decreases when it is followed by an aversive event or when it stops being followed by reinforcement. In the opinion of Lewis and Doorlag, extinction is one of the

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effective behavioural management strategies. Extinction is the removal of reinforcers that have previously followed the designed behaviour. If the objective is to decrease inappropriate behaviour that has been reinforced, then the reinforcement must be withdrawn. Lewis and Doorlag explained further that, although, extinction procedures will reduce and eliminate behaviour, their use may be somewhat frustrating to the teacher. This is because the effects of extinction procedures are not always immediate.

Ignoring is another behavioural management strategy identified in the literature as being effective. Some inappropriate behaviours that need to be ignored by the teacher from the onset include: occasional calling out and brief whispering. Behaviours falling into this category are: (a) those of short duration that are likely to spread or persist, (b) minor deviations from classroom rules, and (c) behaviours in which reaction from the teacher would interrupt a lesson or draw undue attention to the behavior (Lewis & Doorlag, 2006).

Other strategies that can be used to decrease classroom inappropriate behaviours more rapidly are punishment and overcorrection. However, these should be considered only if the behaviour to be reduced is harmful to others, such as fighting or if it causes a major disruption of the classroom, such as yelling out or stealing. Examples of punishment are verbal reprimands, criticisms, and giving low grades. Two of the milder punishment procedures often used in the general education classroom are, response cost and time-out (Lewis& Doorlag, 2006). In response cost, an inappropriate behaviour is followed by the loss or withdrawal of earned reinforcer or privileges. In time-out, the child is removed from an event that is reinforcing or reinforcement is withdrawn for a specific period of time, normally three to five minutes.

Good (2008) noted that, sometimes it might be wrongly assumed that if in a classroom, children are disruptive and the instruction is fractured, then the teacher's classroom management is bad. This judgment, however, may gloss over some important

components, blanketing the problems with an overloaded phrase rather than understanding that literally, thousands of small decisions are adding up to this total picture. There is the need for a trust between the teacher and students and the teacher needs to have rules and procedures in place that he or she needs to consistently enforce. Students also need to know the goals they are working toward, and expectations need to be stated clearly.

It is not always easy for an observer to identify students with behaviour problems and those struggling to cope with instructional demands in a school setting. Unless the observer has seen students engaged in activities inside and outside of their classroom setting, students who might need special attention could fall through the cracks. Similarly, it takes a practiced eye to look at a setting and identify the areas in which the teacher and students have come to agreement and are working together toward the end goals. Invisibility is the hallmark of an effective classroom management system. It is difficult to identify what steps were taken to enact the effectively running classroom and nearly impossible to understand the previous agreements among the members that make the class run smoothly.

Three areas that are important for managing inappropriate behaviours of children include: (1) actions taken before children's arrival, where teachers prepare the physical, social, and instructional space for children to enter; (2) preparation for interactions with children once they arrive by considering the emerging relationships with; and (3) instruction of a class of children and anticipating reactions to children's misbehaviour and instructional responses to emerging difficulties (Lewis & Doorlag, 2006).

Statement of the Problem

In recent years, educational systems across the world have been experiencing many changes. One of these changes is related to the increase in the diversity of school populations (Romi & Leyser, 2006). This means that the educational systems are increasingly becoming responsible for including a large diversity of pupils and that there is

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the need for teachers to develop effective strategies for managing a lot more children with inappropriate behaviours. The issue of children's challenging behaviour in schools is highly relevant in today's society and is one of the most common causes of stress for teachers (Head, 2005; Johnstone, 1993). However, it seems some teachers are unable to develop and use effective strategies to manage inappropriate behaviours of children in their classroom. It also seems that some teachers use strategies that are not effective for managing children with inappropriate behaviours in their classroom. Furthermore, it appears some teachers face challenges in managing children with inappropriate behaviours. Also, it seems teachers, and for that matter schools do not have the resources to support teachers in managing children with inappropriate behaviours in their classroom.

It is against this background that this study was conducted to explore the types of behaviour management strategies teachers use in managing inappropriate behaviour of students in the selected basic schools in Sandema in the Upper East region of Ghana.

Purpose of the Study

The purpose of this study was to find out what strategies teachers use in managing children with inappropriate behaviours in selected basic schools in Sandema in the Upper East Region of Ghana.

Objectives of the Study

The specific objectives for the study were:

1. To find out what strategies teachers use in managing children with inappropriate behaviours in selected basic schools in Sandema in the Upper East Region of Ghana.

2. To find out the effectiveness of teachers' strategies in managing children with inappropriate behaviours in selected basic schools in Sandema in the Upper East Region of Ghana.

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3. To find out what inherent challenges teachers face in managing children with inappropriate behaviours in selected basic schools in Sandema in the Upper East Region of Ghana.

4. To find out what resources are available to support teachers in managing children with inappropriate behaviours in selected basic schools in Sandema in the Upper East Region of Ghana.

Research Questions

The following research questions were raised to guide the study:

1. What strategies do teachers use in managing children with inappropriate behaviours in the selected basic schools in Sandema?

2. How effective are teachers' strategies in managing children with inappropriate behaviours in the selected basic schools in Sandema?

3. What inherent challenges do teachers face in managing children with inappropriate behaviours in the selected basic schools in Sandema?

4. What resources are available to support teachers in managing children with inappropriate behaviours in the selected basic schools in Sandema?

Significance of the Study

The results of the study would help in identifying what strategies teachers use in managing inappropriate behaviours of children in selected basic schools in Sandema in the Upper East Region of Ghana. This would enable the headteachers of the schools to determine through some in-service courses which areas teachers need support in addressing students' behavioural problems.

Secondly, the results of the study would help in finding out the effectiveness of teachers' strategies for managing children with behaviour problems. This would also enable

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the school authorities to give some in-service training for teachers on certain strategies that are effective in managing children's inappropriate behaviours. Furthermore, the results of the study would help in revealing what challenges teachers face in managing children's inappropriate behaviours in the selected Basic schools. This would also enable the school authorities to find ways of addressing any inherent challenges that teachers face in managing children with inappropriate behaviours in their classrooms.

In addition, the results of the study would help in finding out what resources are available to support teachers in managing children with inappropriate behaviours in their classrooms. This would enable the school system to find means of providing the relevant resources to support teachers in managing children with inappropriate behaviours in their classrooms. Finally, the results of the study would add to the literature for other researchers interested in similar studies.

Delimitation of the Study

There were several basic schools in the Upper East Region of Ghana, however, this study focused on only selected basic schools in Sandema in the Upper East Region of Ghana. The study covered behavioural management strategies, effectiveness of the strategies, challenges envisaged and resources available for smooth implementation of the strategies identified in the study.

Limitations

This study was conducted during the sandwich period over two long vacation periods for the University of Education, Winneba (UEW). Access to library facilities was only available during the time the researcher was engaged in coursework on the UEW Winneba campus. In addition, there was limited time to meet with the academic supervisor due to the distance from the Upper East Region to the University, which also created some financial

problems and risk of travelling long distances to the university. In addition, some of the teachers involved in the study failed to return the questionnaire they willingly collected to answer, on time. However this did not affect the results of the study.

Operational Definition of Terms

Classroom Management: This refers to those activities classroom teachers adopt to create a positive classroom climate within which effective teaching and learning can take place.

Basic School: Institution designed for the teaching of students under the direction of teachers. Most countries have systems of formal education, which are commonly compulsory.

Organization of the Study

This study was organized into (5) five chapters. Chapter One (1) includes background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, delimitation, limitations and operational definition of terms. Chapter Two (2) covers the review of related literature. Chapter Three (3) covered the methodology for the study, which includes the research design, population, sample size, sampling techniques, instrumentation, procedure for data collection and data analysis. Chapter Four (4) covered the results and discussion of findings, while Chapter Five (5) covered the summary of findings, conclusions, recommendations and suggestions for future studies

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter presents the literature reviewed for the study. The literature review first covered the theoretical framework followed by the review on the key themes raised in the research questions such as the following:

- Theoretical Framework

- Strategies teachers use in managing children with inappropriate behaviours.

- Effectiveness of teachers' strategies in managing children with inappropriate behaviours.

- Inherent challenges teachers face in managing inappropriate behaviours of children.

- Resources available to support teachers in managing inappropriate behaviours of children.

- Summary of Literature
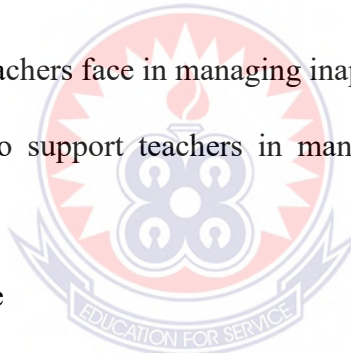
The Theoretical Framework

The theoretical framework adopted for this study was the social systems theory by Hughes and Ubben (1994). Schools vary in sizes and complexities. Similarly, children come to school with various degrees of acceptable and unacceptable behaviours reflecting on their varying cultural backgrounds. In the classroom, the teacher occupies the position of a leader over teaching, learning, and over children. The teacher must consider individual needs, especially, those that govern social behaviours in teaching and learning. An important model to assist in the understanding of the interplay of classroom and children's behaviour

expectations is the social systems theory or model. This was the basis for adopting this theory for this study.

In the classroom, teachers have the responsibility of ensuring that there is effective organization of the classroom and control of unacceptable behaviours to allow effective teaching to occur. It is the teacher's responsibility to serve as agent for productive interaction. In the context of the social system theory is the dynamic organization and control of undesirable behaviours from children. In other words, each child is a complex of experiences influenced by varying cultures that they bring to school and display in the classroom, which can affect effective teaching and learning.

In order for the teacher to create a conducive environment for teaching and learning, it is essential that the teacher knows strategies that can work effectively in controlling children with inappropriate behaviours without infringing on their social rights or allowing some children to disrupt the learning of others. In the classroom, the teacher needs to pay attention to children's behaviours while helping them to conform to socially acceptable behaviours. The use of effective behavioural strategies, the better it works in creating a good social climate for teaching and learning to occur. The challenge to the teacher is to try to address both individual children's social and behaviour needs to achieve desirable results, which are the basis for this theory. The social system theory has identified certain pertinent issues in classroom and behaviour management.

Cursory analyses of the literature (e.g., Janzen, 2014; Mensah & Mensah, 2015; Satalkar, 2011) revealed that the concept "inappropriate behaviour" is a social issue and is analogous with behaviour disorders. For this reason, inappropriate behaviour and behaviour disorders are used interchangeably in the literature. Inappropriate or behaviour disorder refers to any deviation in conduct that is aggressive or disruptive in nature that persists for more than six months, and is considered to affect the child's educational performance.

Mensah and Mensah asserted that, until such children's behaviour persistently occur overtime and it significantly deviates from what is acceptable for children in a particular environment, that behaviour cannot be labeled as inappropriate behaviour within the social system theory. Some examples of inappropriate behaviours exhibited by children must be seen as how really they affect teaching and learning. These according to Heward and Orlansky (1992) include stealing, leaving the school or classroom without permission, playing truancy, destroying other children's materials, disobeying teachers, being disrespectful, and always fighting.

Strategies teachers use in managing children with inappropriate behaviours

In many studies, researchers have identified a safe and orderly classroom as a prerequisite for academic success for children with disabilities in basic schools (Marzano, 2003). In spite of this, the literature is replete with behaviour strategies, such as controlling the teaching personality, establishing clear rules and classroom routines, applied behaviour analysis, instructional support, be genuine and sincere with praise, balance teaching and facilitating in a student-directed learning environment.

Controlling the teaching personality

The teacher who extols virtues of dealing with classroom management issues requires thoughtful consideration (Gates, 2001, cited in Marzano, 2003). Classrooms are busy places, and teachers must make decisions on the spot. Consequently, at any given time, a decision can either conclude or prolong a disciplinary problem. Thus, high on the list of teacher competencies is the ability to think through options before acting. To manage classrooms effectively, reflective teachers must take two important factors into account; namely, their emotions and their personal needs.

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When managing inappropriate behaviour, teachers must control their emotions (Henley, 2000). They must model the same restraint they seek to develop in their students. Thus, teaching requires *emotional intelligence*. *Emotional intelligence* is the ability to perceive a situation as stressful, reflect on the best course of action, and choose a reasonable action (Goleman, 1995). Teachers who are quick to judge are unreflective. Impulsive judgments have a serious drawback, because they can be wrong. A thoughtless response to student behaviour can make a difficult situation worse. In the short term, a student may be embarrassed or humiliated. Over time, student antipathy will grow with each unpleasant encounter (Long, Morse, Fecser, & Newman, 2007).

Aronson, Zimmerman, and Carlos (1998) noted that poor classroom management results in teachers and children with disabilities losing considerable amounts of instructional time. Specifically, loss of instructional time in this case occurs because of children's disruptions, waiting, long breaks between activities, children's tardiness and various management and discipline activities (Oliver, Wehby, & Reschly, 2011). One study (Proactive Classroom Management, 2015) found that more than half of basic school class time was occupied by non-learning activities, such as waiting, general management activities and other non-instructional activities. It has being estimated that there are number of teachers need to improve their classroom management skills.

A study, which looked at overall "classroom quality", examined how certain factors that affect the environment of a classroom can influence children's adaptive behaviour, or ability to handle challenges they encounter in the kindergarten classroom (Rimm-Kaufman, Curby, Grimm, Nathonson, & Brock, 2009). Classroom quality was based on several factors, including emotional support, instructional support, and classroom management. Emotional support was defined as the teacher's sensitivity towards students and effort to modify lessons to fit students' individual emotional needs.

Applied behaviour analysis

Applied behaviour analysis is an intervention strategy used by teachers to increase the occurrence of desired behaviour and decrease undesired behaviours in all learning situations. This method relies on the direct, repeated measurement and recording of observable behaviours targeted for change. This strategy helps the teacher to remain focused and work on the targeted skills only (Reynold & Zupanic, 2011).

Instructional support

Instructional support includes practices such as scaffolding, allowing students to ask questions, and providing feedback. Well-managed classrooms are defined as classrooms where teachers provide clear and stable routines for children, use more effective strategies and consistently monitor their students' work and progress (Rimm-Kaufman et al., 2009). Using more effective strategies is considered attempting to prevent inappropriate behaviours before they occur, by explicitly explaining rules and identifying or praising desired behaviours. Conversely, reactive strategies are a response to undesirable behaviours that have already occurred (Safran & Oswald, 2003). The results show that classroom management was an important predictor of a child's adaptive behaviour, especially their cognitive and behaviour self-control, and their ability to stay on task. Teachers in classrooms with higher instructional support actually rated their students as having lower cognitive self-control and levels of emotional support, which are not found to have a significant influence on children's adaptive behaviour (Rimm-Kaufman et al.). Therefore, the results of this study suggest that teachers' classroom management strategies can influence the overall classroom environment, which can then influence the development of children's behaviour regulation.

Another study that investigated teachers' use of proactive and reactive strategies found that the amount and type of strategies that teachers used were related to students'

behaviour in the classroom (Clunies-Ross, Little, & Kienhuis, 2008). Clunies-Ross and colleagues specifically investigated the use of these types of directions in primary school and used the *Observing Pupils and Teachers in Classrooms Schedule* (OPTIC) to code for student behaviour (Merrett & Wheldall, 1986). The system included a 30-minute observation of both teacher and children's behaviour in each classroom.

While coding, the observer alternated between the teacher and children every three minutes resulting in a total of 15 minutes for each (Merrett & Wheldall, 1986). The results showed that the use of reactive strategies was a predictor of negative outcomes, including student off-task behaviour. However, the use of proactive strategies was only mildly related to on-task behaviour (Clunies-Ross et al., 2008). Similar to the findings of Clunies-Ross and colleagues these results show that only reactive instructions predicted children's engagement in both cultures. Lan and colleagues (2009) suggest that reactive instructions may be predictive of off-task behaviour because they indicate off-task behaviour that is already occurring as well as distract other students and cause further off-task behaviour. These results represent the complex relationship between a teacher's behaviour management strategies and their student's initial skills and behaviour.

According to Ashley and Chilcoat (2014), classroom management strategies focus on implementing strategies emphasizing how all children should behave in the classroom, the expectations in the classroom, and how to make the classroom as structured and predictable as possible to avoid disruptive behaviours. Ashley and Chilcoat explained that class-wide strategies are implemented with all children with disabilities within the class and address the needs of most children with disabilities in terms of behaviour, while individualized strategies might be needed for a small number of students who will not respond appropriately to class-wide strategies.

Genuine and sincere praise

According to Ashley and Chilcoat (2014) and Clunies-Ross et al. (2008), while praise is very important and is often times a great prompt to the class acknowledging appropriate behaviour, empty praise or praising for small tasks or less than adequate work can actually cause students to disengage and lose interest in teachers' feedback. Teachers should be thoughtful in what they say to students (Henley, 2010) and work to find ways to offer genuine praise and feedback (Long et al., 2007; Reynold & Zupanic, 2011; Rimm-Kaufman et al., 2009). Also, they should try to focus genuine praise on the work and behaviour of a student and not the student themselves.

Balancing teaching and facilitating

Teachers must look for ways to balance teaching and facilitating while maintaining fidelity to the curriculum. Teaching is typically the class listening to the information being shared by a teacher or facilitator, while facilitating involves sharing knowledge and including the audience in the lesson (Ashley & Chilcoat, 2014). Look for opportunities to have students actively respond and participate. Offer opportunities for students to read aloud, write on the board/smart board, answer questions out loud, and assist students during the lesson. Depending on the student's learning style they may learn best when reading, listening, writing information down, or maybe even moving around the classroom a bit. Ashley and Chilcoat maintained that while teachers will not be able to accommodate each student's learning style each time, teachers can make an effort to allow students opportunities to actively respond.

Effectiveness in giving instructions

Another behaviour strategy espoused by Ashley and Chilcoat (2014) is the teacher being effective when giving instructions. They reiterate that it is important when giving

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instructions to provide information in a way that is clear and concise. They suggested that teachers should pay attention to the following approaches to giving instructions in class. These include, teachers must

- Wait until students are seated and not moving around the room.

- Give one instruction at a time.

- Use a clear firm voice and repeat each instruction.

- Wait for student compliance.

- Provide an opportunity for children with inappropriate behaviours to acknowledge understanding of the instruction given. This can be done by asking for thumbs up or thumbs down and answering questions or concerns of the children with inappropriate behaviours with their thumbs down.

    For example, if a class is struggling with following verbal directions the teacher might want to write out ahead of time and post directions for an activity (Reynold & Zupanic, 2011). Having a posted copy of the instructions allows children with inappropriate behaviours to refer to this information if they are confused or have questions or concerns (Ashley & Chilcoat, 2014).

Effectiveness of teachers' strategies in managing children's behaviour problems

According to Marzano (2003), effective teachers perform three interdependent functions. First, they make wise choices about instructional strategies. Second, they design the classroom curriculum to facilitate learning, and third, they use classroom management techniques effectively. Marzano argued that, to teach responsibly, teachers should structure classroom practices that invite participation and use disciplinary approaches that promote self-control.

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Henley (2010) suggested that, effective teachers do not avoid problems in learning or problems with behaviour. These teachers accept responsibility for their children with disabilities successes and their children's failures. Such teachers take pride in their ability to stand by all the children with disabilities in the class, not just those who succeed. Effective teachers understand that each student comes with strengths and weaknesses. Their challenge is to bring out the best in all children with disabilities. When children with disabilities present problems, effective teachers accept responsibility for finding solutions. They recognized that schools are awash in explanations for children with disabilities difficulties, but they do not use these explanations as excuses. Effective teachers are distinguished by their positive approach to dealing with disciplinary problems. Rather than waiting for problems to develop and then reacting, effective teachers organize their classrooms to promote positive behaviour. Such teachers think about problems with behaviour in the same way they deal with problems in academics Marzano (2003).

Marzano (2003) and Henley (2010) recognized that just as academic skills can be taught, so can appropriate social skills. These authors believe that teachers could incorporate social skills lessons into their daily activities and routines. They suggested that teachers emphasize civility, and model the qualities they want to develop in children with disabilities. Effective teachers do not pass their classroom difficulties to someone else, nor do they give up on children with disabilities labeled with such terms as disadvantaged, or learning disability. Stanford (2000) found that successful and unsuccessful outcomes of classroom management were directly related to teachers' attitudes. Stanford also found that, successful schools had both a firm belief in students' abilities and a "no-excuses" attitude toward learning. The teachers in the Stanford's study believed they were responsible for creating conditions within the school that fostered success. The notion of responsibility was reciprocal; that is, teachers also believed students should assume responsibility for their

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learning. High standards were anchored on supportive relationships between students and teachers.

Teachers at the less successful had a poor attitude toward learners who had problems. Students' language and culture were widely viewed as insurmountable obstacles to learning, and "blaming the victim" were rampant (Henley, 2000). Thinking about students in terms of what is wrong with them is called the "deficit model." Teachers who subscribe to this deficit model see students through the myopic lens of stereotypes, which provide ready excuses for failure. Once the deficit model takes hold in a teacher's mind, it is not easily eradicated. The assumption is that because the children are "flawed," improvement will occur only if the student is "fixed" (Henley).

Problems in learning are interactional. For instance, dull teaching, uninspired curricula, and a diffident administration contribute to behaviour and learning problems as surely as characteristics of individual students do (Henley, 2000; Reynold & Zupanic, 2011). Henley concluded that proactive teaching is built on aspiration. For example, if a student is struggling with mathematics, the first instructional step is to determine what calculation skills the student has. Dealing with problems with behaviour is similar to helping the student to solving the mathematical problem. Henley stressed that all youths have strengths that can be used to move them toward constructive behavior. A study by Benard (1997) also revealed some characteristics of what he termed "turnaround teachers". According to Bernard, those teachers facilitate the self-righting mechanism of children with disabilities.

According to Benard (1997), teachers who enable the growth of children with disabilities are at risk establishing and nurturing classroom environment. Specifically, turnaround teachers demonstrate the following attributes: they provide emotional support, and when necessary, they provide basic necessities, such as snacks, hats, and personal hygiene items. In demeanour and action, they communicate the fundamental message, and

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they see possibilities by recognizing competencies that have gone undetected, often by the children with disabilities themselves.

These instructors teach children with disabilities to understand themselves by understanding how their thoughts and feelings control their behaviour. Effective teachers give children with inappropriate behaviours responsibilities. They cultivate and nourish outlets for children with disabilities' contributions. They emphasize learning activities that encourage helpfulness and cooperation. Underlying the qualities of effective teachers is the belief that all children with disabilities can grow and change. In his study on school effectiveness, Edmonds (1982) concluded that teachers can create a coherent environment, more potent than any combination of negative factors.

While teachers' skills at managing children's behaviour effectively have been shown to influence children's engagement in the classroom, it is also possible that children's behaviour influences the type of management strategies teachers' use. In order to look further into this relationship, it is necessary to use a transactional model, which looks at both individual characteristics and the context of the situation (Sameroff & Mackenzie, 2003). Sameroff and Mackenzie described how theories of development are used to describe patterns in groups of people but do not necessarily apply to specific individuals.

In reality, a person's development is much more complicated and is influenced by both their individual characteristics and their social context and environment. Past research on parent-child interactions show that children with difficult temperaments sometimes elicit maladaptive parenting techniques, which then contribute to further problems for the child, later in life. In other words, children are in some ways influenced by their environment, but their individual characteristics also work to shape their environment.

Evertson and Poole (2008) associated classroom management with strategies that teachers use to control inappropriate behaviours that children with disabilities display. The

authors explained that classroom teachers consistently respond to inappropriate behaviours by addressing classroom disruptions, reacting to misbehaviours, meting out appropriate rewards and punishments, and generally keeping noise down. In contrast to this conception, however, Evertson and Weinstein (2006) argued that the term classroom management must be broadened beyond student behaviour control to include "the actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning" (p. 4).

Teachers intentionally create classroom activities for the purpose of ensuring student learning. Teachers create responsive and effective classrooms in different ways: they organize the teaching-learning setting; decorate the learning environment; arrange the classroom furniture; speak to and respond to their children's questions; develop daily, weekly and monthly routines, then execute, modify, and reinstitute them; and develop and communicate rules to guide students behave appropriately. To be effective in performing these entire complex roles so that their students can develop useful social, emotional, and cognitive learning skills, teachers require forethought to plan so that whatever they do in the classroom will meet the expectations of the integrated systems in which their children operate. In other words, teachers must be equipped with up-to-date knowledge and skills about proactive classroom management to be effective in classrooms that have children beahvioural needs (Evertson & Weinstein, 2006).

It is deceptive, sometimes, to conclude that classrooms where academic work is moving on may have no behaviour management issues at all (Randolph & Evertson, 1995). The fact is that, classroom management problems do exist in different forms in both academically-focused classrooms and non-academic-focused settings. As suggested by Evertson and Weinstein (2006), sometimes, a seamless flow of interactions among a teacher and students during instructional delivery depends on the small but well-thought of teacher

decisions that contribute to an overall positive climate. In other words, effective instructional settings depend on carefully orchestrated teacher actions toward meaningful learning outcomes.

Effective teachers must make most of the decisions about how a classroom will function before students arrive at their classroom (Everton and Poole, 2008). These authors' concluded that decision teachers make ultimately shape the classroom culture, because the overriding concern of any effective teacher is how to determine what messages about knowledge and participation students will need to understand the norms, expectations, routines, knowledge, and participation valued in the classroom. McCaslin and Good (1992) explained that, students' active construction of knowledge, which includes how to regulate their own behaviour and interact socially with others should not be misconstrued as merely consisting of behavioural control, compliance, and obedience. Classrooms where effective learning occurs are much more complex than traditional classrooms, because the former much more detailed long-term and short-term goals in place, varieties and flexibility of activities offered, and opportunities for children with behavioural problems to engage in multiple roles under their teachers' guidance.

In classrooms where teachers focus on how children learn effectively, teachers do determine physical arrangements that allow enough space for each learner. Additionally, teachers design the classroom environment in such a way that it would facilitate collaboration among leaners. Some teachers plan to arrange their classrooms in advance while others do so by negotiating with their students (Evertson, 2007). Evertson further argued that seating arrangements that are made flexible so they can be changed to meet the needs of different classroom activities (as opposed to arrangement that are permanently fixed), tend to promote purposeful classroom interactions.

Some children engage in inappropriate behaviors and consistently refuse to collaborate, so they can receive attention from their teachers and classmates (Evertson (2007). In order to overcome this, Everton advised that, classrooms must be nurturing for all children, especially for children with disabilities. Therefore, emphasis on collaboration in learning-centred classrooms should be interpreted to mean that students never work alone. Effective teachers in inclusion classrooms must plan their classroom space and activities in such a way that children with disabilities can have opportunities to choose when and where they might need personal space. Teachers must confer either with groups and individual students concerning students' preferences.

Different grades and activities that support the curriculum require different classroom arrangements, and the higher the grade, the more formalized the arrangements becomes. Therefore, in order for teachers in higher grade levels to be able to effectively establish learning-centered classroom environments, they must arrange seating to support more face-to-face interaction. Evertson (2007) advised that teachers should ensure that any change in seating arrangement will offer greater opportunities for children with disabilities to socialize with their nondisabled peers, and such interaction must, preferably, be face-to-face.

Everton (2007) and Conroy, Asmus, Ludwig, Sellers, and Valcante (2004) further addressed the importance of how a well-arranged classroom helps in achieving the goals of a learning-centred classroom. For example, Everton stressed that teachers must pay particular attention to the aisles between classroom furniture, because aisles are the pathways students use to move engage in classroom activities. With regard to students with disabilities, placement of aisles becomes a more critical issue as their needs may require additional space to enable them move in and out of their chairs to (a) access classroom materials, (b) work in small groups, and (c) enter and exit the classroom (e.g., end of class, fire drill). Teachers in

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learning-centred classrooms should therefore be aware of the needs of all their children and the help they require to avoid congestion at key areas in the classroom, such as a door, wastebasket, pencil sharpener, bookshelves, or materials cabinets. Everton, and Evertson and Weinstein (2006) further linked classroom aisle arrangement to teacher effectiveness. Specifically, the authors concluded that a well-laid-out aisles system in the classroom allows the teacher to move freely to reach and support children who require help. It also saves the teacher from moments of anxiety in cases of emergency or transitions from one activity to another, because it prevents the build-up of clutter in passageways and keeps students safe.

Classrooms that are well arranged to meet the needs of both children with and without disabilities reduce distractions, and encourage the children with disabilities to focus their attention on the instruction at hand (Alberto & Troutman, 2006; Evertson, 2007). In addition, the way the classroom physical space is designed will either support or constrain interferences to children with disabilities' attention. For instance, windows, doors, restrooms, wastebaskets, and pencil sharpeners can potentially be distractive to the children with disabilities seated nearby. Similarly, when children with disabilities pass through the aisles or meet together at a particular area in the classroom, they may become the focus for gossip among their peers without disabilities. The authors agreed that, an effective classroom arrangements results in fewer classroom distractions, and encourages children with disabilities to focus on the instruction at hand.

The social space of a classroom is very complex. On one side, it comprises exchanges between teacher and children with and without disabilities; and another side, among children with disabilities (Evertson, 2007; Everton & Poole, 2008; Evertson & Weinstein, 2006). Everton suggested that teachers in inclusive classrooms must plan ahead each day's classroom norms he or she will emphasize before the children arrive at school. For instance, a teacher can plan the basic structure of the learning space by considering which norms

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should be established (e.g., silent reading, group discussion, debate), and student behaviours that will be approved. Such a plan may include procedures for entering the classroom, submitting completed work in the designated bin, being seated, transitioning smoothly from one activity to another, and getting ready for the close of the school-day. Evertson and Randolph (1999) contented that, teachers in learning-centered classrooms typically make it possible for children with disabilities to know (a) how and when to move from group to group, (b) maintain noise and voice levels that are appropriate for group interactions (c) how, when, and from whom to get help with academic content and procedural content, and (d) how, when, and where to obtain needed materials

State, district and local regulations, learning goals of individual children with disabilities often impact the instructional space in an inclusive classroom. Learning goals usually contain the subject matter and the skills and abilities for acquiring the subject matter (Evertson & Randolph, 1999). For example, students have to read, memorize, and relate events to be able to understand, store and recall important historical issues.

The National Science Standards developed by The National Research Council [NRC]), (1996) stressed the importance of why teachers should make their classroom ready for the day's activities prior to their students' arrival. Specifically, a teacher should organize the instructional space by planning the overarching curriculum. For some teachers, making their classroom ready may be as simple as getting familiar with the assigned instructional materials or the subject area standards to be covered; but it may require much more for other teachers. A teacher's classroom management system communicates his or her beliefs about content and the learning process (Evertson, 2007; Evertson & Randolph, 1999), and also circumscribes the kinds of instruction that will take place in a particular classroom. Room arrangements, rules, and routines that all point to the teacher create a different learning environment than one in which these elements point to the students or turn students toward

each other. Content will be approached and understood differently in each of these settings. Furthermore, intellectually demanding academic work and activities in which children with disabilities create products or encounter novel problems require complex management decisions (Evertson & Randolph, 1999). In effect, actions a teacher takes to prepare the physical, social, and instructional space before their children with disabilities arrive at school ensure that goals set can be accomplished. Evertson and Randolph (1999) cautioned that when teachers fail to prepare well before their students with disabilities arrive at school, it results in unnecessary complexity to teaching. Effective teachers, therefore, set up practice proactive classroom management strategies before children with disabilities arrive at school.

Once children with disabilities arrive in the inclusive classroom, the proactive teacher merges prior planning with his or her knowledge of individual children with disabilities and their peers without disabilities. This requires a lot more understanding, skillfulness, and patience, to accomplish, especially, if the students with disabilities have severe and multiple behavioural, sensory, physical and emotional impairments. Evertson and Randolph (1999) advised teacher to strive to establish trust among their students by being dependable and establishing a dependable environment, so they can create and maintain a proactive inclusive classroom.

Evertson and Randolph (1999) argued that, how the relational interactions within a classroom foster dependability is a function of the teacher's implementation of the norms and expectations planned for the social space of the class. As previously mentioned, classroom norms and expectations are typically outlined through class rules and procedures. Evertson and Randolph observed that, when a teacher opens the school year by providing instruction in class rules and procedures, the percentage of children with disabilities who have access to and engage in academic instruction across the year increased. The proactive teacher may post the rules, discuss what the rules look like in action (e.g., role-play), and

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identify the consequences for infractions. In other words, teaching these procedures may include explaining the desired behaviour and its rationale, demonstrating the behaviour, helping students practice the behaviour, providing positive consequences to children with disabilities for meeting expectations, and providing instructive feedback when children with disabilities are not meeting the expectation in full.

Several studies (e.g., Evertson, 2007; Everton & Poole, 2008; Evertson & Weinstein, 2006) have shown that, when teachers publicly recognize efforts students with disabilities make toward instructional and behavioural goals, such open recognition tends to support students' learning. Sometimes too, a maintenance reminder of procedures and expectations may occasionally be required. In conclusion, teachers in learning-centered classrooms establish norms of participation by creating activities that allow children with disabilities to practice participating in discussion, and then recognizing their behaviours, both publicly and privately that support the norm. Making public what is meant by a successful assignment—defined not by mere completion, but by having garnered information from others and contributed to others' collective knowledge—helps students understand how participation in the classroom manifests itself in academic work (Evertson & Randolph, 1999).

Participation in a learning-centered classroom may be defined in many ways. Example of classroom participation norms may include (a) calling on each other and contributing to the discussion without teacher direction, and (b) children with disabilities looking at the speaker rather than the teacher. In such situations, it may even be difficult to differentiate roles played by children with disabilities from roles played by their teachers. Children with disabilities may take responsibility for teaching each other and for instructing the teacher during class discussions. Randolph and Evertson (1995) described a classroom where the teacher's sometimes delegated her roles and tasks to children with disabilities,

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while the teacher took on the roles of the children with disabilities. This suggests that, in a proactive classroom, teachers alone do not establish and support classroom norms; students also play a vital role.

Another benefit of such role reciprocity is that, children with disabilities are better able to communicate norms for participation when a new child with disabilities arrives to join an already formed class. Like in peer teaching situations, the children with disabilities in the group immediately engage the newcomer and describe his or her possible new role without waiting for directions from their teacher. In contrast to a situation where children with disabilities enter the classroom during a more teacher-directed lesson, role reciprocity promotes class orderliness.

Teachers use different monitoring procedures to confirm whether children with disabilities follow designated rules and procedures. Monitoring is moving through the room, with either the teacher's eyes or person, to supervise the academic and social behaviours of the children (Everton & Poole, 2008; Evertson and Randolph, 1999; Evertson & Weinstein, 2006). The teacher observes for evidence of engagement, and may reward students for compliance and on-task behaviour. The teacher also looks for disengagement and redirects the children with disabilities to the desired behaviour. When a teacher moves through the room to monitor, it is easier to apply positive consequences to an individual student's actions and respond to individual acts of misbehaviour. Evertson and Randolph concluded that monitoring also provides a teacher with information regarding a student's academic performance.

In a proactive classroom, a teacher typically follows daily instructional plans that lead students toward established goals. The daily plans are sequenced to connect children with disabilities previous learning with the present content. Each step of instruction builds upon previous steps, and eventually, better teacher-student relationships. Furthermore, the

teacher becomes more aware of the individual learning needs and interests of the students with disabilities. This information helps the teacher to plan more effective lessons for subsequent instructional sessions by connecting each student to their personal experiences (Evertson & Randolph, 1999).

Proactive teachers use proactive management strategies develop, monitor, and maintain smooth interactions in their classroom. Teachers can assess if students are following the flow of instruction by checking student understanding. This check can occur as verbal questions and answers during instruction, seatwork, written summaries, homework, labs, quizzes, tests, or other forms of assessment (Evertson & Randolph, 1999). By regularly monitoring and checking for the degree to which students have understood the content presented, a teacher can supplement instruction as needed to avert potential frustration and possible subsequent misbehaviour.

Transitioning from one activity to another has been cited as one source of inappropriate behaviours in inclusive classrooms (Everton & Poole, 2008; Evertson & Weinstein, 2006). Evertson and Randolph (1999) and Evertson and Weinstein (2006) found that proactive are able to teachers guide children with disabilities to integrate multiple instructional goals when they proactively manage the transitions within their classrooms. Transitions occur between activities in a lesson, from lesson to lesson, and from one class to the next. Evertson and Weinstein cautioned that, in all those situations, teachers must be able to conduct transitions efficiently to avoid the occurrence of student misbehaviours.

Stanford-Tate (2007) found that the key to classroom management is planning. Ineffective classroom managers wait until problems occur and then decide how they will deal with the situation. They are not consistent and divvy out disciplinary consequences depending on what kind of mood they are in or depending on the specific student that is caused a disruption. Stanford-Tate (2007) noted that an ineffective teacher appears to be

annoyed, frustrated, and often engages with children with disabilities in power struggles in which they are destined to lose.

Proactive management comes from teachers who are capable of putting proactive plans in place so that the majority of potential behaviour problems don't ever occur. Because the attention span of a student is approximately their age in minutes, proactive teachers divide the content into meaningful chunks and teach each chunk by allowing students to practice what they have just learned through active engagement strategies.

Stanford-Tate (2007) noted that the following proactive characteristics to effective classroom managers: They lead the class by modelling the expected behaviours, they build resiliency in students by gathering and interpreting student date, developing a positive relationship with each student, they take care of behaviour problems quietly and quickly, they realize that student behaviour can be affected by positive physical and emotional environment, and they assist students in perceiving the value or importance of the task at hand.

Kalis, Vannest, and Parker (2007) studied the effectiveness of self-management for increasing the rate of teacher praise for teachers and found that extending the use of self-reflection to increase classroom management was effective. Sempowicz (2011) also investigated mentoring practices used to guide teachers' classroom management and found that the supportive, reflective, constructive mentor teacher prepared the teacher with confidence going into the first year of teaching.

Challenges teachers face in managing children with inappropriate behaviours

Avoke (2004) observed that, at a conference for special needs teachers from Oxfordshire, in the United Kingdom, teachers called for an investigation into the efforts of integrating children with deep-seated emotional and behaviour problems. The teachers

warned that teaching children with severe behaviour problems in mainstream schools involved a bridge too far and that putting such children in the classroom would create additional burden for an already busy staff and reduce the level of care available. Because of the varying abilities in the classroom, teachers can be challenged to address individual academic performance based on ability.

Inadequate trained teachers

Chavuta (2008) noted that the issue of inadequate trained teachers is also a factor that militates against effective inclusion. According to Chavuta, teachers need to be equipped with skills in screening, identifying and managing of children who are blind and have low vision. Teachers who go through the teacher preparation colleges have some basic information of special needs in general, but they do not have in-depth knowledge on the specific areas of disabilities. Consequently, newly- trained teachers, exiting from those colleges, are not able to cater for all the children in inclusive classrooms. Chavuta further mentioned that, though some teachers had participated in short-term workshops organized by the Special Needs Education Unit, yet, there was not much information on where they were and the impact they had or did have on their experience teaching learners with special needs in inclusive classrooms. Chavuta observed that, untrained teachers might not understand the methodology of handling learners with special needs, such those with blindness and low vision, and could find handling them impossible or very difficult to do

Inadequate resources

Challenges that teachers face in managing children with inappropriate behaviours in basic classrooms cannot be addressed if the resources allocated to promote inclusion are too limited. Presently, the government of Ghana has procured a bus and a braille printing press for children who are blind and have low vision. That in itself would be inadequate,

inclusion will only be a slogan if there are inadequate resources for other critical areas such as assessment for early identification, a well-written special education policy whose implementation is enforced and monitored, and increased funding for inclusion programmes. To ensure that inclusion would be successful in a developing country like Ghana, it will require more than just placing children with special needs in basic schools. It will involve providing adequate resources in the form of funds for itinerant teaching service, procuring teaching learning materials, and making schools more accessible and inclusive (Avoke & Hayford, 2000).

Negative societal attitudes

Aside the allocation of resources, societal negative attitudes however can also contribute to the exclusion of children who have special needs. Most people tend to see children with special needs and do not treat them with respect or accord them their rights in society (Chavuta, 2008). For example the author of this theses has personally observes cases where parents, who after their children were suspended for misconduct refused to allow their children to go back to school further because of the stigma attached to expulsion.

Lack of incentive for teachers

The development of a full-staffed specialist service is also restricted by a lack of incentives for teachers. After training, specialist teachers for pupils with learning difficulties actually find their promotion prospects become worse. In Zambia, a one-year certificate in learning difficulties training programme was open only to teachers with four years of teaching experience in primary schools. However, as one specialist trained teacher reported, officials at the Ministry of Education headquarters in Lilongwe hardly recognized that certificate. In effect, completion of training in the learning difficulties programme did not in any way improve one's remuneration package (Chavuta, 2008).

Meeting individual student's behaviour needs in inclusive classrooms

Winfred (1999) reported that teachers in inclusive classroom faced additional challenges with minority students in those classrooms. Winfred further explained that most teachers are unable to effectively address the needs of minority students enrolled in inclusive classrooms because those teachers lack knowledge and skills they need to be able to handle minority children. Salend (2001) also postulated that general education teachers, who by necessity become more involved with exceptional students as a result of inclusion, do not see themselves as having the skills to adapt instruction and content to meet the needs of exceptional children. Realistically, full integration of students with special needs, including those with severe disabilities has not been realised in most public schools, partly because most basic school teachers believe that full inclusion may not be the most appropriate environment for such children. As a consequence, general education programmes in many public schools are not organised or prepared to meet the needs of students with disabilities, and teacher preparation programmes have few, if any, requirements regarding integrated inclusive classroom.
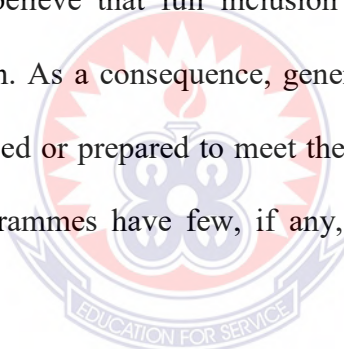
School structure

In the views of Avoke and Hayford (2000), problems relating to school restructuring, are some of the inherent difficulties that can militate against the effective implementation of inclusive practices in schools in Ghana. Avoke and Hayford are convinced that in Ghana, because residential education is the main approach to educating children with disabilities, some heads of schools and administrators in the basic schools are unwilling to reform, embrace and accept children with disabilities into the mainstream system. Their refusal to accept children with special needs suggests that they are ignorant about the nature and aetiology of disabilities. Another case in point is the unwillingness of some teachers to let go

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their areas of specialty and routine to have children with disabilities in their classrooms. There is also even inherent unwillingness among some special teachers.

Lack of knowledge in behaviour management

Teachers' lack of knowledge and skills in special education is a challenging factor in meeting the teaching and learning needs of children with special needs. For example, Dadzie-Bonney (1998) did a study on the competency of teachers dealing with and handling special education needs of pupils in Winneba Township. Dadzie-Bonney found that, even though teachers had identified children with learning difficulties, they could not tell the cause as well as how to manage such problems. The data indicated that there was the need for more pre-service and in-services training programmes about inclusive education, to enable teachers in basic schools to deal with pupils' learning difficulties confidently.

Resources available to support teachers in managing children with inappropriate behaviours

It is universally accepted that teaching and learning materials, when used effectively, really facilitate the work of the teachers and help students acquire and recall material they learn. Unfortunately, most classrooms in basic schools in Ghana do not have adequate teaching and learning materials to support the learning of children with inappropriate behaviours. In a study by Avoke and Hayford (2000) on promoting inclusive education in the Efutu Municipality in Winneba, the authors concluded that the lack of basic equipment in the classroom, coupled with absence of material support, potentially pushed many children with disabilities to segregated settings. The authors found out that schools in the Effutu Municipality in Winneba lacked facilities, adaptive equipment, communication and language tools, and other assistive devices within and outside the classroom. Also, there are

no guide lines or clear-cut policies on the policies on planning and designing of infrastructure of public buildings and recreational facilities (Tsagli, 1998).

Gadagbui (1998) also noted that money needed to be budgeted for the purchase of equipment and learning materials; textbooks and other inputs are not readily available. Gadagbui warned that educational materials are very crucial since successful service delivery hinges on them in addition to professional skills. To this, she recommended funding from government, and support from charitable organisation, agencies and the public.

According to Avoke (2004) the Special Education Division in the Ministry of Education should be given adequate financial support to ensure quality education for children in educational institutions and their involvement in inclusive education. Avoke estimated that, at least 2-4% of the annual national budget should be allocated to special needs children. Yekple (2011) noted that, in order for schools to meet the diverse needs of all students with or without disabilities who are receiving inclusive education, and for them to function well after they leave school, general education teachers should receive expanded training as a component of their on-going professional development. Success weighs heavily upon the cooperative relationship among general education teachers, special education teachers, and related service support teams.

Insufficient teacher aides, time, and curriculum support in the form of modified materials were emphasized by a number of researchers (Avrimidis, Bayliss, & Burdon, 2000). Teachers need greater access to differentiate resources needed to manage children with inappropriate behaviours. Teachers are not convinced of the benefits for either students with or without disabilities due to their lack of appropriate teacher preparation and resourcing.

Summary of Literature Review

This literature reviewed for this study first covered the theoretical framework, followed by the review on the key themes raised in the research questions, such as the following: strategies teachers use to manage children with inappropriate behaviours, effectiveness of teachers' strategies in managing children with inappropriate behaviours, challenges teachers' face in managing inappropriate behaviours of children and resources available to support teachers in managing inappropriate behaviours of children. The literature review indicated that certain key management strategies that teachers can adopt when it comes to managing children with inappropriate behaviours in the classroom. Within the literature, the key issues in managing children's inappropriate behaviours are to allow effective teaching and learning to occur without disruptions.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter presents the methodology for the study. The areas covered were the research design, population, sample size, sampling techniques, instrumentation, validity, reliability, procedure for data collection and data analysis.

Research Design

Avoke (2005) explained that a research design is a strategy for doing research, which involves an empirical investigation of a particular contemporary phenomenon within its real context using multiple sources of evidence. It also involves an in-depth study of instances of a phenomenon in its natural context and from perspective of the participants involved in the phenomenon. The study adopted a descriptive survey design because the focus of the study was to explore teachers' opinions on the type of strategies they use in managing children with inappropriate behaviours in their classrooms. According to Creswell (2003), a descriptive design can be used if the focus is to sample opinions of respondents on a particular phenomenon and in this case teachers' us of behaviour management strategies.

Population

The population was made of 267 teaching and administrative positions holders from some selected in basic schools in Sandema. Specifically, the population included teachers and head teachers from the selected basic schools. In all, there were 19 basic schools in Sandema with varying teacher populations. Out of the number stated in the population, 50 of them (teachers and headteachers) were randomly selected to form the pool of possible participaants in the study. Table 1 shows teacher populations in Sandema.

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Table 1: Teacher Population in Sandema

Name of school	Teachers /Headteachers
1. Sandema Preparatory Primary and JHS	21
2. Sandema E/A Primary and Junior High School	21
3. Ayeita Primary and Junior High School	21
4. Anaukum Primary and Junior High School	23
5. Sandema Kindergarten	4
6. Alam Primary and Junior High School	20
7. Kaligiisa Primary School	6
8. Nyansa Primary School	6
9. Afoko Primary and Junior High School	21
10. Sandema Old Primary and Junior High School	21
11. Kalbiisa Primary School	6
12. Kori Primary and Junior High School	21
13. Akag-yiri Primary School	6
14. Bilinsa Primary School	9
15. Success International KG, Primary and JHS	30
16. Abenguuk Primary School	6
17. Agaasa Kindergarten	4
18. Baandema Primary School	7
19. Saint Martin's Junior High School	14
Total	**267**

Sample Size

A sample is a sub group of the target population that the researcher plans to study for the purpose of making generalization about the target population (Creswell, 2005).The sample size for the study was 36 basic school teachers and headteachers in Sandema in the Upper East Region of Ghana.. This comprised 29 male teachers and 5 female teachers from

the selected basic schools together with their headteachers

Sampling Techniques

The simple random and purposive sampling techniques were used in getting the sample for the study. In selecting the basic schools for the study, the names of 19 the basic schools were written on pieces of papers, folded and placed in a bowl. Six basic schools were drawn at random. Table 2 shows the list of basic schools and their respective number teachers selected for the study.

Table 2: Basic schools and teachers used for the study

Name of schools	Population of teachers	Sample of teachers	Sample of headteachers
1. Alam Primary and Junior High School	20	7	1
2. Sandema Preparatory Primary and JHS	21	7	1
3. Sandema E/A Primary and J.H.S	21	2	1
4. Baandema Primary school	7	2	1
5. Kalijiisa Primary school	6	5	1
6. Saint Martin's J.H.S	14	7	1
Total	**89**	**30**	**6**

However, in the selection of the teachers, the researcher used the simple random sampling. Simple random sampling involves selecting a sample so that individual members in the group have equal of being selected (Gall et al., 1996). The sampling of the headteachers was done using purposive sampling, since it was presumed that they had the required knowledge about the subject under study.

Instrumentation

Data for this study were gathered through the use of a questionnaire and interview.

Questionnaire

The questionnaire was a Likert scale type. The items were built on key items raised in the research questions that guided the study. The items were built on a five point rating scale ranging from strongly agreed (SA) =5; agree (A) =4, neutral (N) =3; disagree (SD) =2; to strongly disagree (D) =1. Altogether, there were 20 items on the questionnaire. Item 1 to Item 5 focused on strategies teachers use in managing inappropriate behaviours of children. Item 6 to Item 10 focused on the effectiveness of teachers' strategies in managing the inappropriate behaviours of children. Item 11 to Item 15 focused on challenges teachers' faces in managing inappropriate behaviours of children and Item 12 to Item 20 reflected on resources available for teachers in managing inappropriate behaviours of children.

Interview

An open-ended interview schedule was used to solicit the opinions of headteachers of behaviour management strategies teachers are using. The interview covered four main areas. These areas included (1) strategies teachers were using to manage inappropriate behaviours, (2) effectiveness of teachers' strategies, (3) perceived challenges and, (4) resources available for teaching and managing inappropriate behaviours of children.

Validity

The instruments were scrutinized, the questions re-structured and re-framed for final administration. Questionnaire instruments were given to the researcher's supervisor in her department to read through and give feedback. There was also a pilot testing with a sample similar to teachers at Sandema. Figures and tables were used to present the findings of the study. According to Avoke (2005), validity refers to research measurement that ascertains whether a particular instrument in fact measures what it supposed to measure. Many researchers, including Avoke, have also noted that with the increasing adoption of qualitative studies, however, the focus of measuring validity is no longer in terms of figures,

since qualitative data emphasizes trustworthiness, truthfulness, honesty, rich and scope of the data.

Reliability

To ensure the reliability of the research instruments, the researcher developed the questionnaire under the guidance and direction of some lecturers in the researcher's department of study. Furthermore, the researcher administered the questionnaire to a sample of selected teachers that had characteristics closely similar to the intended sample. There was high internal consistency of the items with a Cronbach alpha of 0.75.

Procedures for Data Collection

Permission was sought from the heads of the schools that were involved in the study before the questionnaire was administered. Also, the purpose for the study was explained to the headteachers. The researcher was introduced to the teachers by the headteachers. The researcher created a rapport with the teachers during the introduction. After that, the teachers were briefed on how to answer the questionnaire, and they were assured of the necessary confidentiality. The date and time for the completion of the questionnaires were agreed on. Questionnaires were then distributed to teachers. The completed questionnaires were collected on the agreed date.

Data analysis

Data were analyzed using data triangulation method. First, quantitative data were analyzed using the Statistical Package for the Social Science (SPSS) Software version 20.0., and presented in frequency counts and percentage tables. Secondly, qualitative data were used to validate the quantitative findings.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter presents the analyses and discussion of results on the strategies teachers use in managing children with inappropriate behaviours in selected basic schools in Sandema in the Upper East Region of Ghana. Themes were developed for each research question. In the course of analyzing the data, responses involving "Strongly Agree" and "Agree" were merged as "Agreed" while "Disagree" and "Strongly Disagree" were combined as "Disagreed".

Demographic Distribution of Teachers

The demographic data of the teachers such as sex, age and academic qualification were analyzed. These data were used to enable the researcher know the type of respondents involved in the study. The first part of the analysis deals with gender of teachers for the study. The results are presented in Table 3

Table 3:   Gender distribution of teachers

Gender	Number of Respondent's	Percentage (%)
Male	25	83
Female	5	17
Total	**30**	**100**

. From Table 3, 25 respondents (83%) were males teaching in the selected schools while 5 (17%) were females teaching in those schools. This indicates that there were more male teachers in the selected schools than female teachers. The professional qualification of teacher respondents is shown in Table 4 below.

Table 4: Professional qualification of teachers

Professional Qualification	Number of Respondents	Percentage (%)
BEd	10	33
Diploma	15	50
Pupil teaching	2	7
Teachers cert (A)	3	10
Total	**30**	**100.0**

The qualifications of the 30 teachers who participated in the study are shown in Table 4. Out of the 30 teachers, 10 (33%) had bachelor of education degrees, 15 (50%) were holders of diploma certificates, 2 (7%) were pupil teachers, and 3 (10%) had teacher's certificate A. The results clearly shows that majority of the respondents had qualification ranging from Certificate A to Bachelor of Education Degree, which meets the present requirement for teachers at the basic school level. It can also be deduced from the results that majority had bachelor's degrees, which is in the right direction for teachers in the educational area.
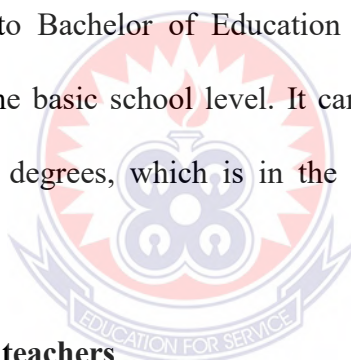
Table 5: Age distribution of teachers

Age group	No of teachers	% of age group
20-25	3	10.0
26-35	14	47
36-45	9	30.0
46-55	1	3.0
55+	3	10.0
Total	**30**	**100.0**

It could also be noticed from Table 5 that 3 (10%) of the respondents were between the ages of 20-25 years old; 14(46.7%) were aged between 26-35 years old, 9(30%) were

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aged between36-45 years old, 1(3%) were aged between 46-55 years old, and 3(10%) wee

aged 55 years or older. It can be deduced from the results that, all things being equal, the

majority of the respondents were relatively young and energetic enough to effectively impart

knowledge and address the behavior problems of students in the schools in Sandema. It was

no surprise when one of the female teachers the researcher spoke to indicated she was

twenty-four years old and began her teaching career when she was eighteen years.

Table 6: Teaching experience of teachers (in years)

Years	Frequency	(%)
1-5	9	30
6-10	10	33.3
11-15	7	23.3
16 and above	4	13.3
Total	**30**	**100**

The results from Table 6 show that 9 (30%) had spent 1-5 years teaching, 10 (33.3%)

had spent 6-10 years teaching, 7 (23.3%) had spent 11-15 years teaching and 4 (13.3%) had

spent 16 years and above as teachers. The results indicate that about 70% of the teachers in

basic schools in Sandema had spent more than 5 years in the teaching service, and could

therefore be assumed that, they were experience enough to provide responses that reflect

their use of strategies in managing inappropriate behaviours of students.

Demographic Distribution of Headteachers

The demographic data of the headteachers, such as sex, age and academic

qualification were analyzed. This information was used to enable the researcher know the

type of respondents involved in the study. The first part of the analysis deals with gender of

teachers for the study. The results are presented in Table 7.

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Table 7:   Gender distribution of headteachers

Gender	Number of Respondent's	Percentage (%)
Male	4	66.7
Female	2	33.3
Total	**6**	**100**

Table 7 shows the demographic information of headteacher's by gender. From Table 4, (66.7%) respondents were males while 2 (33.3%) were females. This indicates that there were more male headteachers in the selected schools than female headteachers. The professional qualifications of headteachers are shown in Table 8 below.

Table 8: Professional qualification of headteachers

Professional Qualification	Number of Respondents	Percentage (%)
BA/BEd	5	83.3
DIPLOMA	1	16.7
Total	**6**	**100**

Table 8 describes the professional qualification of headteachers. 5 (83.3%) headteachers had degree bachelor's degree in education, and 1 (16.7%) had a diploma certificate in education. Age distribution of the headteachers is illustrated in Table 9.

Table 9: Age distribution of headteachers

Age group	No of teachers	% of age group
36-45	1	16.7
46-55	3	50
55+	2	33.3
Total	**6**	**100**

Table 9 revealed that 3 (50%) of the headteachers were between the ages of 46 -55 years, 2 (33.3%) were 55 years and above and 1 (16.7%) was between 36-45 years. The headteachers' teaching experience is illustrated in Table 10.

Table 10: Teaching experience of Headteachers

Years	Frequency	(%)
6-10	1	16.7
11-15	1	16.7
16 and above	4	66.7
Total	**6**	**100**

The results from Table 10 show that majority, 4 (66.7%) of the headteachers had spent 16 years and above in the teaching service, 1 (16.7%) had between 6-10 years and 11-15 years, respectively.

Research Question 1

What are the strategies teachers use in managing children with inappropriate 'behaviours in selected basic schools?

To answer this research question, teachers' responses to questionnaire items 5-9 were used. Table 11 shows the strategies teachers use in managing inappropriate behaviour of children

in Basic schools.

Table 11: Frequescy distributions of strategies teachers used in managing inappropriate behaviours of students in Sandema basic schools

Statement	Agree		Disagree	
	F	**%**	**F**	**%**
5. Severely punish students who are exhibit deviant behaviours	29	(96.6%)	1	(1.4%)
6. Rules and pictorial clues for non-readers are displayed in the classroom.	13	(43.3%)	17	(56.7%)
7. Being genuine and sincere with praise	12	(40%)	13	(43.3%)
8. Student-centered objectives are incorporated into the classroom teaching.	26	(86.7%)	1	(1.4%)
9. Humor is often used in the classroom.	13	(43.3%)	9	(30%)

Key: F = Frequency;   % = Percentage

(Source: Field data collected)

With regard to Item 5 that was to find out from teachers whether they severely punish students who exhibited deviant behaviours, a total of 29 (96.6%) of the respondents agreed with the statement while 1(1.4%) disagreed with the statement. This indicates that basic school teachers in Sandema mostly used punishment as a strategy in managing inappropriate behaviour of students.

As regards item 6 that was to find out whether rules and pictorial clues for non-readers were displayed in the classroom, 13(43.3%) of the teachers agreed and 17(56.7%) disagreed. This indicated that this behaviour management is not common among basic school teachers in the district.

Regarding item 7, that was to find out whether basic school teachers used genuine and sincere praises for appropriate behaviour, a total of 12 (40%) of the teachers agreed and 13

(43.3%) of them disagreed to the statement. This also indicated that this strategy was rarely used by teachers to manage inappropriate behaviours in Sandema basic schools.

The eighth item was to find out whether basic school teachers incorporated student-centred objectives into the classroom curriculum. Twenty-six (86.7% of the teachers) agreed and 1 (3.4%) disagreed. This showed that teachers incorporated student-centred objectives into classroom instructional process.

The ninth item was to find out whether basic school teachers often used humor in their classrooms. For this item, 13(43.3%) of the teachers agreed and 9 (30%) disagreed. It could be concluded that most teachers in the respondent pool used humor in their classroom instructional process.

The headteachers' perspectives were also solicited on strategies teachers under their headship used in addressing students' inappropriate behaviours. Narrative accounts of some headteachers are presented below;

One respondent:

Deviant students are dealt with seriously to serve as a deterrent and retribution for inappropriate behaviours"

Another respondent:

*Teachers maintain and uphold in highest esteem discipline. There is no room for deviancy here.*

Another respondent:

Managing inappropriate behaviour is the responsibility of teachers. They determine what constitute appropriate and inappropriate behaviours.

Findings on Research Question 1

For research question 1, the results suggest that teachers in basic schools in Sandema mostly used punishment to manage inappropriate behaviours. The finding corroborates that of Marzano (2003). Marzano found that the influence of classroom teachers in managing inappropriate behaviour of students as intriguingly important, which in most cases, involved the use of corporal punishment.

In Sandema, teachers in basic classrooms exercise great emotional intelligence in their ability to perceive stressful behaviours of students. The classrooms in Sandema are busy academic environments, and teachers most often make decisions on the spot. At any given time, a decision can either conclude or prolong a disciplinary problem. Thus, high on the list of teacher competencies is the ability to think through options before acting, establish clear rules, set class norms, and define consequences, while classroom management strategies work to keep the students engaged, connected, and keep students on-task as much as possible and therefore less likely to be disruptive or exhibit challenging behaviours during class time.
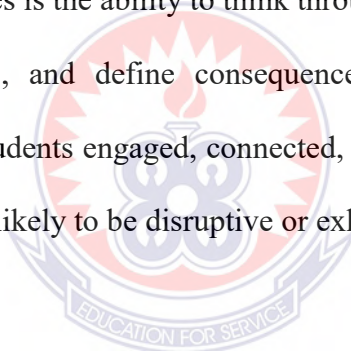
Research Question 2

How effective are teachers' strategies in managing children with inappropriate behaviours in selected schools in Sandema?

To answer this research question, teachers' responses to questionnaire items 11-15 were used. The result is presented in Table 12.

Table 12: Distribution of responses on effectiveness teachers' strategies in managing inappropriate behaviour

Statement	Agree		Disagree	
	F	%	F	%
11. Strategies used to manage students' inappropriate behaviours are effective.	3	(30%)	24	(80%)
12. All teaching/learning materials are shared in the classroom.	6	(20%)	20	(66.6%)
13. Children with inappropriate behaviours cope with rules and regulations in the classroom.	4	(13.4%)	22	(73.3%)
14. Children with inappropriate behaviours are controlled by teachers' classroom management strategies.	9	(30%)	21	(70%)
15. I am familiar with the effective methods for managing children with inappropriate behaviour.	10	(33.3%)	17	(55.7%)

Key: F = Frequency,   % = Percentage

(Source: Field data collected)

With regard to item 11, 3(10%) agreed and 24(80%) of the sampled population disagreed to the claim that strategies used to manage students' inappropriate behaviours were effective. For Item 12, regarding the effectiveness of teaching and learning materials, 6(20%) of the teachers agreed and 20(66.6%) disagreed. With regard to Item 13, which sampled opinion of teachers on children with inappropriate behaviours coping with rules and regulations in the classroom, 4(13.4%) of the teachers agreed and 22(73.3%) of them disagreed. For Item 14, which explored teachers' opinions on whether children with inappropriate behaviours were controlled by teachers' classroom management strategies, a total of 9 (30%) agreed and 21 (70%) disagreed. Regarding Item 15, which focused on finding out whether basic school teachers were familiar with the effective methods for

managing children with inappropriate behaviours, 10 (33%) of the respondents agreed and 17 (55.7%) disagreed that they were familiar with effective methods for managing children with inappropriate behaviour.

Narrative accounts of headteachers equally lend credence to the results from the teachers' responses. Majority of the headteachers believed that the current trend in managing inappropriate behaviours is obviously ineffective. One headteacher blamed the use of corporal punishment as not being effective by stating this;

> *My teachers are doing their best to maintain appropriate behaviours but it*
>
> *seems their efforts are not yielding positive results because there seemed*
>
> *to be some sorts of escape behaviour among notified deviants when*
>
> *punished.*(A verbatim response from a headteacher)

Another headteacher blamed the ineffectiveness on the nonchalant attitudes of parents towards their wards' inappropriate behaviours by stating that;

> *Parents are not helping in this regard. Most of them are not concerned of the*
>
> *behaviour of their wards in school.*
>
> (A verbatim response from a headteacher)

Findings on Research Question 2

The results revealed that there was general ineffectiveness of teachers' strategies in managing children's behaviour problems. The finding contradicts what is reported in the literature (e.g., Marzano, 2003), because it appears that in Sandema, basic school teachers take pride in the ability of those students who show remarkable efforts in succeeding in the learning task. Furthermore, similar to what Stanford (2000) reported, successful and unsuccessful outcomes of classroom management were directly related to teachers' attitudes. One school, reported as being successful, held both a firm belief in students' abilities and a "no-excuses" attitude toward learning. Perhaps, the teachers at this school believed they

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were responsible for creating conditions within the school that fostered success. The notion of responsibility was reciprocal; that is, teachers also believed students should assume responsibility for their learning. High standards were anchored in supportive relationships between students and teachers.

Another possible explanation to similarity in findings is that the sample population had little or no education in special education, hence their inability to jealously manage the inappropriate behaviours of students in basic classrooms in the Sandema.

Research Question 3

What inherent challenges do teachers face in managing children with inappropriate behaviours in Basic schools in Sandema?

To answer this research question, teachers' responses to Items 16-20 on the questionnaire were used. Table 13 shows the teachers' responses to Items 16-20.

Table 13: Distribution of responses on challenges teachers' face in managing inappropriate children behaviour.

Statement	Agree		Disagree	
	F	%	F	%
16. Inadequate communication skills such as behaviour modification skills, Braille usage etc.	30	(100%)	-	-
17. Children with inappropriate behaviours bring an additional task for teachers.	26	(86.7%)	2	(6.6%)
18. Inability to adapt and adopt the basic education curriculum to meet individual students' behaviour needs due to focus on pure academic results.	27	(90%)	-	-
19. Problems getting adequate teaching and learning materials and other resources.	25	(83.3%)	3	(10%)
20. Inability of students with inappropriate behaviours to cope with academic demands due to inflexible curriculum and rigid examination demands.	24	(80%)	4	(13.3%)

Key: F = Frequency   % = Percentage

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(Source: Field data collection)

Respondents were asked to agree or disagree to the statements measuring the challenges of teachers in managing children with inappropriate behaviour. For Item 16, that was to find out whether inadequate communication skills, such as behaviour modification skills and braille usage proved a challenge to basic school teachers, 30(100%) of the teachers agreed. Responding to item 17, which found out whether children with inappropriate behaviours brought additional tasks for teachers, 26(86.7%) agreed, and 2(6.6%) of the teachers disagreed. Regarding Item 18, about whether the inability to adapt and adopt the basic education curriculum to meet individual students' behaviour needs were due to focus on pure academic results, 27(90%) agreed. Item 19was about whether getting adequate teaching and learning materials and other resources contributed to difficulties in managing inappropriate behaviour, 25(83.3%) agreed, and 3 (10%) disagreed. Finally, Items 20, which sought to find out whether inability of students with inappropriate behaviours to cope with academic demands, due to inflexible curriculum and rigid examination demands, posed a challenge to basic school teachers in managing children with inappropriate behaviours, 24(80%) of the teachers agreed while 4(13.3%) disagreed.

The headteachers' narrative accounts support the teachers' major challenge to managing students' inappropriate behaviours in basic classroom. One of the headteachers indicated:

> *My teachers seem to be in oblivion to communicating to students the appropriateness of acceptable behaviour. I would not blame them because they seem to be overwhelmed with some of recurrent inappropriate behaviours.*

(A verbatim response from a headteacher)

Another headteacher simply put the challenge as:

> *Lack of behaviour managing training for teachers is making it difficult to*
>
> *communicate and model appropriate behaviour of students.*

(A verbatim response from a headteacher)

Findings of Research Question 3

The results suggest that inadequate communication skills, such as behaviour modification skills, and Braille usage constituted the major difficulties among teachers in managing inappropriate behaviours of students in basic classrooms. The result is incongruent with Chavata (2008) who saw the issue of inadequate trained teachers as the major challenge. Salend (2001) also posited that the significant challenge of teachers was their inability to adapt and adopt the school curriculum to meet the individual needs of students, which often results in inappropriate behaviour.

However, the result confirmed similar findings by Dadzie-Bonney (1998). According to Dadzie-Bonney, though teachers could identify children with learning difficulties and behaviour problems, they lacked the capacity to manage such problems. The current result throws more light on inclusive teachers' area of challenge in dealing with inappropriate behaviours. The result revealed that such area is communication skills such as behaviour modification skills.

In Sandema, it appears that teachers see inappropriate behaviour as a strong indicator for passivity, resistance and deviance among students that must be dealt with much severe sanctions. This strategy, perhaps, is ineffective in reforming children with inappropriate behaviours. Teachers are complete in oblivion that faulty behaviour management such as aversion could endanger further hostile reception of students. In addition, managing children with inappropriate behaviours in basic classrooms cannot be addressed if the resources allocated o promote inclusion are too limited. Though, the Government of Ghana has

procured a bus and other educational resources for some schools in the district, which in itself would be inadequate if students continue to portray inappropriate behaviours without proper remediation policies put in place.

Research Question 4

What resources are available to support teachers in managing children with inappropriate behaviours in the selected Basic schools?

To answer this research question, teachers' responses to questionnaire items 21-25 were used. Table 14 shows the teachers' responses to Items 21-25.

Table 14: Distribution of responses on resources to deal with inappropriate behaviours

Statement	Agree		Disagree	
	F	%	F	%
21. All educational supports are allocated equitably to schools in line with the educational needs of students.	7	(23.3%)	23	(76.7%)
22. All teachers are adequately trained and resourceful to manage children with inappropriate behaviours.	3	(10%)	25	(83.5%)
23. Teacher-counselors are available in schools and play significant roles in guiding children towards positive behaviours.	4	(13.4%)	22	(73.3%)
24. Resources are made available to students with inappropriate behaviour.	2	(6.7%)	25	(83.3)%)
25. All students with inappropriate behaviours have access to available educational supports that meet their individual needs.	4	(13.3%)	20	(66.6%)

Key: F = Frequency   % = Percentage

(Source: Field data collection)

From Table 14, there seemed to be disagreements among the respondents regarding resources for managing inappropriate behaviours of students in basic schools in the Sandema District. For instance, Item 21 was about whether educational supports were allocated equitably to schools in line with the educational needs of students. For this item, 7(23.3%) agreed that educational supports were allocated equitably to schools in line with the educational needs of students, while 23(76.7%) disagreed to the statement. Regarding Item 22, this was about whether teachers were adequately trained and resourced to manage children with inappropriate behaviours, 3(10%) of the respondents agreed that teachers were adequately trained and resourced to manage children with inappropriate behaviours whilst 25(83.3%) disagreed. There was other areas of disagreement regarding the availability of teacher-counselors in guiding children towards positive behaviours. For example, for Item 23, 22(73.3%) disagreed and 4(13.4%) agreed. On Item 24, which focused on whether resources were made available to students with inappropriate behaviours, 25(83.3%) of the respondents stated that resources were not made available to students while 2(6.7%) stated otherwise.. Finally, Item 25 that focused on whether students with inappropriate behaviours had access to available educational supports that met their individual needs, 20(66.6%) of the respondents disagreed with that assertion while 4(13.4%) agreed.

The headteachers' views were also used to answer the research question. The narrative account from of the headteachers:

Resources available for teachers in their work are woefully inadequate". Another headteacher said, *"In our school, desks, textbooks and other educational resources are shared among several students".* However, one of the headteachers indicated, *"All students have access to social and emotional support from teachers and school counsellors.*

Findings on Research Question 4

A cursory observation of the data in Table 8 and the various narrative accounts from the headteachers revealed that resources for managing children with inappropriate behaviours in the basic schools were minimally non-existent. The finding is consistent with the work of Avoke and Hayford (2000), Tsagli (1998), and Gadagbui (1998). Though, it is universally accepted that teachers and learning materials, when used effectively, really facilitate the work of ,teachers and help students acquire and recall material they learn, which could also have rippling effects on managing children with inappropriate behaviours.

Unfortunately, at the time this study was conducted, it appeared that most classrooms in basic schools in Sandema did not have adequate teaching and learning materials to support the learning of children with inappropriate behaviours. The lack of basic equipment in the classroom, coupled with absence of material and human supports, could potentially push many children with inappropriate behaviours to a state of resistance to change, and significantly make others dropout of school. Further observation made by the researcher revealed that basic schools in the Sandema district lacked facilities, adaptive equipment, communication and language tools, and other assistive devices within and outside the classroom, thus forcing teachers to perhaps, adopt ineffective behaviour management models for curbing inappropriate behaviours of students.

The absence of these resources, perhaps, might be attributed to lack of commitment of the governments over the years on the issue and policy of inclusive education. The researcher failed to recognize that inclusiveness to education comes with added cost. Children with inappropriate behaviours would continue to suffer great deal if money needed for the purchase of equipment and learning materials, text books, and other inputs are not readily available.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presents the summary of the research findings, the conclusions drawn, recommendations given, and suggestions for further research.

Summary of Findings

The main findings of the study are:

1. Teachers in basic schools in Sandema mostly used punishment and other punitive measures in managing inappropriate behaviours of students.

2. There is general ineffectiveness of basic teachers' strategies in managing children with inappropriate behaviours.

3. Basic classroom teachers lack communication skills in behaviour modification and in the use of other assistive devices.

4. Basic classrooms are not well resourced to handle children with inappropriate behaviours to benefit from the teaching and learning process.

Conclusions

Based on the findings, it was concluded that basic teachers' strategies to managing inappropriate behaviours was woefully ineffective and need to be strengthened. It was further concluded that the absence of material and human resources in basic classrooms in Sandema contributed to teachers' ineffectiveness in managing inappropriate behaviours of students they handled on basic basis.

Recommendations

Based on the conclusions, it was recommended that;

1. Educational institutions, especially those at the basic school level, should try as much as possible to organize seminars, workshops, talks or symposia for teachers on how to handle children with inappropriate behaviours. Attempts should be made to assist teachers to proper identify, diagnose and institute appropriate behaviour management strategies such as token economy, behaviour contract, and similar effective strategies.

2. The Government of Ghana should stop paying lip-service to the policy of inclusive education by ensuring that basic schools are properly resourced, in both material and human resources, to enable teachers to handle the needs of every student, especially children with inappropriate behaviours. Education is a fundamental human right that every child should enjoy.

3. Every classroom should be disability friendly. Every inhibition should be removed to make learning experiences of children with inappropriate behaviours worthwhile, in line with the Ghana's Education For All Policy.

4. Teachers should alter the school curriculum to include practical activities for students. When students' attention is well gained, the tendency to misbehave in class would be removed.

5. Rules and pictorial clues for non-readers should be displayed in the classroom. This would remind everyone in the classroom to know which behaviour is appropriate and which behaviour is not appropriate.

6. Teachers should avoid using abusive and other derogatory comments on students with inappropriate behavior, since this could exacerbate the intensity, degree and frequency of inappropriate behaviours of students.

Suggestions for Further Research

It is recommended for future researchers interested in assessing strategies basic teachers use in managing inappropriate behaviours to consider the following related topical issues:

1. An investigation into behaviour management strategies of teachers in special schools.

2. Assessing gender differences in behaviour management strategies of basic teachers in the Sandema district.

3. The influence of behaviour management strategies on students' learning outcomes.

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APPENDIX A
INTRODUCTORY LETTER

DEPARTMENT OF SPECIAL EDUCATION
UNIVERSITY OF EDUCATION, WINNEBA
(UEW)
OFFICE OF THE HEAD OF DEPARTMENT

August 2, 2016

The Director,
Ghana Education Service,
Post Office Box 10,
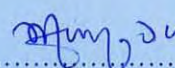Sandema, Upper East Region.
7th August, 2016.

LETTER OF INTRODUCTION

I write to introduce to you, Ms. Sahadatu Zakaria an M.Ed student of Department of Special Education of the University of Education, Winneba, with registration number 7140150004.

She is currently working on his thesis on the topic: "*Strategies Teachers use in Managing Children with Inappropriate Behaviour in some Selected Regular Schools in the Upper East Region of Ghana.*"

I should be grateful if permission would be granted her to enable him carry out her studies in your institution.

Thank you.

YAW NYADU OFFEI (PHD)
AG. HEAD OF DEPARTMENT

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APPENDIX B

QUESTIONNAIRE FOR TEACHERS

Dear Sir/Madam,

The researcher is undertaking a research on *strategies teachers use in managing inappropriate behaviours*. Grateful shall she be if you accept to be part of this study by responding to the questions on the instrument. Please be assured that all information and disclosures provided by you will be kept confidential.

SECTION A: Bio-Data

1. What is your gender?

    [a] Male   (   )   [b] Female (   )

2. What is your Level of Education?

    [a] Diploma   (   )

    [b] BEd (   )

    [c] MA/MEd/MPhil (   )

3. What age range would you say *you* best fall in?

    [a] <21 years   (   )

    [b] 21 - 30 years   (   )

    [c] 31 - 40 years   (   )

    [d] > 40 years   (   )

4. For how long have you been teaching?

    [a] <5 years   (   )

    [b] 5 - 10 years   (   )

    [c] 11 - 15 years (   )

    [d] > 15 years   (   )

NB: Respond to each question in section B, C, D and E by ticking a box that best describes your view point

**Section B: Strategies to managing inappropriate behaviours in basic schools**

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5. Severely punish students who are exhibit deviant behaviours					
6. Rules and pictorial clues for non-readers are displayed in the classroom.					
7. Being genuine and sincere with praise					
8. Student-centered objectives are incorporated into the classroom curriculum.					
9. Humor is often used in the classroom.					

Section C: Effectiveness teachers' strategies in managing inappropriate behaviour

| Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
10. Strategies used to manage students' inappropriate behaviours are effective.					
11. All teaching/learning materials are shared in the classroom.					
12. Children with inappropriate behaviours cope with rules and regulations in the classroom.					
13. Children with inappropriate behaviours are controlled by teachers' classroom management strategies.					
14. I am familiar with the effective methods for managing children with inappropriate behaviour.					

Section D: Challenges teachers face in managing inappropriate children behaviour.

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
16. Inadequate communication skills such as behaviour modification skills, Braille usage etc.					
17. Children with inappropriate behaviours bring an additional task for teachers.					
18. Inability to adapt and adopt the basic education curriculum to meet individual students' behaviour needs due to focus on pure academic results.					
19. Problems getting adequate teaching and learning materials and other resources.					
20. Inability of students with inappropriate behaviours to cope with academic demands due to inflexible curriculum and rigid examination demands.					
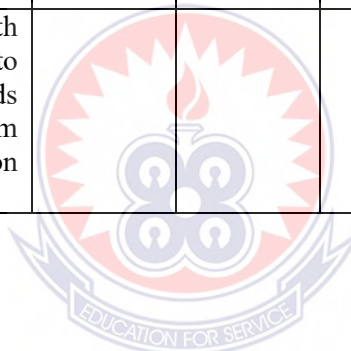
Section E: Resources to deal with inappropriate behaviours of students

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
21. All educational supports are allocated equitably to schools in line with the educational needs of students.					
22. All teachers are adequately trained and resourceful to manage children with inappropriate behaviours.					
23. Teacher-counselors are available in schools and play significant roles in guiding children towards positive behaviours.					
24. Resources are made available to students with inappropriate behaviour.					
25. All students with inappropriate behaviours have access to available educational supports that meet their individual needs.					

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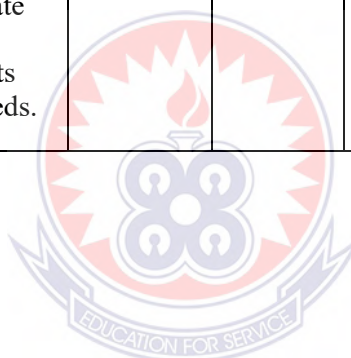
APPENDIX C

INTERVIEW GUIDE FOR HEADTEACHERS

Part I: Bio-Data

10. What is your gender?

[a] Male   (   )   [b] Female (   )

11. What is your Level of Education?
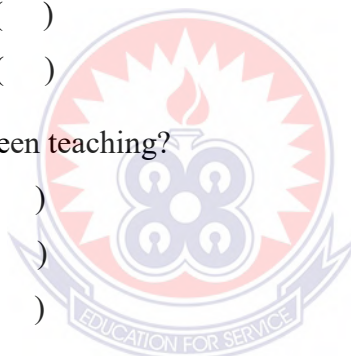
[a] Diploma   (   )

[b] BEd (   )

[c] MA/MEd/MPhil (   )

12. What age range would you say *you* best fall in?

[a] <21 years   (   )

[b] 21 - 30 years   (   )

[c] 31 - 40 years   (   )

[d] > 40 years   (   )

4.   For how long have you been teaching?

[a] 5 - 10 years   (   )

[b] 11 - 15 years (   )

[c] > 15 years   (   )

Part II:

1. What strategy does your teachers use in managing inappropriate behaviours in your schools?
2. How effective are these strategies to managing inappropriate behaviours of students?
3. What challenges do teachers in your school face in managing inappropriate behaviours of students?
4. What resources are available for smooth managing of students' inappropriate behaviours?