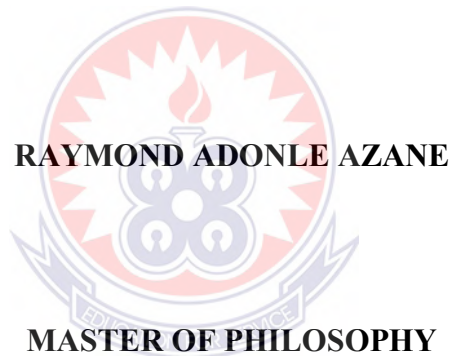**UNIVERSITY OF EDUCATION, WINNEBA**

INVESTIGATING NON-COMPLIANCE BEHAVIOUR IN KINDERGARTEN CLASSROOM: A STUDY IN PUBLIC SCHOOLS IN JOMORO MUNICIPALITY, GHANA

RAYMOND ADONLE AZANE

MASTER OF PHILOSOPHY

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UNIVERSITY OF EDUCATION, WINNEBA

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**A thesis in the Department of Early Childhood Education,
Faculty of Educational Studies, submitted to the School of
Graduate Studies in partial fulfilment**

**of the requirements for the award of the degree of
Master of Philosophy
(Early Childhood Education)
in the University of Education, Winneba**

JANUARY, 2020

DECLARATION

Student's Declaration

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

SIGNATURE: …………………………….

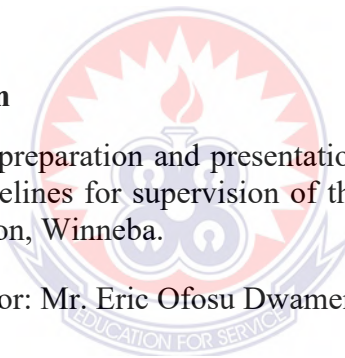DATE: Wednesday, 12 August 2020

Supervisor's Declaration

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

Name of Supervisor: Mr. Eric Ofosu Dwamena (Supervisor)

SIGNATURE:

DATE: Wednesday, 12 August 2020

DEDICATION

To all my children

ACKNOWLEDGEMENTS

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GLOSSARY

ADHD   Attention Deficit Hyperactivity Disorder

ECE   Early Childhood Education

PBS   Positive Behaviour Support

NCLB   No Child Left Behind

EBD   Emotional and Behavioural Disorder

UNESCO   United Nations Educational, Scientific and Cultural Organization

ABSTRACT

The purpose of the study was to investigate pupil's non-compliant behaviour and management practices employed by Kindergarten teachers in public KGs in the Jomoro Municipality. The study looked at the forms, effects and the management practices of non-compliance behaviour. The target population of this study comprised public school Kindergarten teachers in the Jomoro Municipality. The study adopted explanatory sequential mixed method design. Data was gathered through a semi-structured interview guide and questionnaire. The stratified random sampling technique was used to select 25 schools. Simple random sampling was used to select 100 respondents to respond to the questionnaire. Purposive sampling was used to sample 20 respondents for the qualitative phase. Questionnaire and semi-structured interview were used in data collection. Quantitative data was analysed using mean and standard deviation. Qualitative data was analysed thematically using Atlas.ti software. It emerged from the data that, the forms of non-compliance behaviour were related to off task behaviour and destruction of properties. Also, it emerged from the study that the factors that accounted for non-compliant behaviour were environmental and parental lifestyle. The effects of children's non-compliant behaviour were related to threat to effective teaching and learning and violent behaviour. The management practices employed were related to visual and verbal cues, reward and punishment. Among others, the study recommended that, the Jomoro Educational Directorate and the head teachers from the schools should organize programmes in collaboration with the early childhood unit on how to cope and improve on non-compliant behaviour to ease the burden of parents and teachers
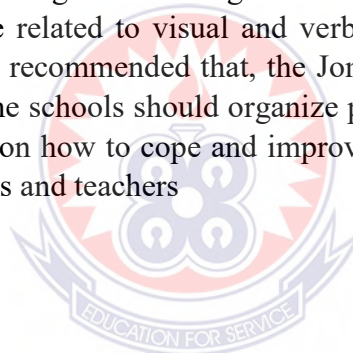
CHAPTER ONE

INTRODUCTION

1.1   Background to the Study

Non-compliance by young children is among the most common behavioural concerns of parents and teachers and may be associated with later academic difficulties (Taplin & Reid, 1977). Classroom non-compliance has been defined as ―the failure to comply with a teacher request or instruction" (Cipani, 1993). There is some variation in the exact definition of ―failure to comply," but most of the literature defines non-compliance as a child failing to respond within 5 to 30 seconds of a request or instruction (Goetz, Holmberg, & LeBlanc, 1975; Roberts, Hatzenbuehler, & Bean, 1981). Classroom non-compliance can vary in appearance, from students doing nothing, to verbally or physically refusing to comply. Non-compliance can also vary in function, from the child seeking attention from adults or peers, to being incapable of or confused about how to perform the request, to preferring another activity over the one requested, to escaping or avoiding an aversive task (Cipani, 1993; Piazza, Rose, & Gallop., 1999).

It is particularly important for behaviour problems such as non-compliance to be addressed during the preschool years, usually ages 2 to 5. These years represent a significant period of development for children, and the preschool classroom is often the first place that socially and educationally relevant behavioural difficulties emerge (Carey, 1997). Unaddressed behaviour problems during preschool can result in later academic challenges such as lower motivation, attention, persistence, and attitudes toward learning, as well as behavioural challenges such as verbal and physical aggression, and conduct disorders (Bulotsky-Shearer, & Fantuzzo ((2011) ; Cipani, 1998; Webster-Stratton, 1997). In order to prevent or minimize these negative

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outcomes, interventions targeting preschool non-compliance must promote appropriate, socially responsible behaviour and foster the development of children's self-discipline (Ritz, 2013). Self-discipline allows children to inhibit antisocial behaviour, assume responsibility for their actions, differentiate between right and wrong, and develop cooperative relationships with peers and adults (Bear Parkin, Kuczynski, 2002). Acquiring these skills in early childhood will likely prevent larger-scale social and behavioural difficulties later in life. Therefore, addressing a child's non-compliance during preschool will benefit the individual child, the child's peers and family members, as well as society as a whole (Ritz, Noltemeyer, Davis, & Green, 2014).

Non-compliance by young children is among the most common behavioural concerns of parents and teachers and may be associated with later academic difficulties (Taplin & Reid, 1977). Although non-compliance has been the subject of much clinical research (Houlihan, Sloane, Jones, & Patten, 1992), only one study has included an analysis of the function of non-compliance in preschool children. Reimers, Childs, & Karen (1993) used brief analyses to identify the function of non-compliance for six children in an outpatient clinic. They reported that non-compliance was reinforced by parental attention for five children and by escape from demands for one child. However, this study did not include intervention data. In addition, no instructions were delivered in the control (i.e., free play) condition. Thus, participants had no opportunity to emit non-compliant behaviour in that condition, which precluded confident conclusions regarding behavioural function (Wilder, Harris, Reagan, & Rasey, 2007).

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Behaviours such as noncompliance, aggression, and destruction of property comprise some of the typical behaviour problems found in preschool classrooms (Bear, Cavalier, & Manning, 2002). Behaviour management practices that specifically target non-compliance are among the most relevant practices for preschool teachers, as all preschool children exhibit non-compliance on at least some occasion (Cipani, 1993). Compliance in the preschool classroom is beneficial for pre-schoolers academically, behaviourally, socially, and emotionally. It allows for all students to receive maximum educational opportunities (Cipani, 1998). Research has shown that academic engagement increases as student rates of compliance increase (Matheson & Shriver, 2005). Thus, non-compliance is a relevant issue in preschool classrooms, and early prevention and intervention for non-compliance – by educators, administrators, school psychologists, school counsellors, and other related services personnel in schools – are important for positive student outcomes **(**Ritz, 2013).

Children who fail to comply with adult directives miss learning opportunities. Teachers provide assistance to children in the acquisition, fluency, and maintenance of both social and academic skills; therefore, compliance to teacher directives is critical. Previous research has shown that training teachers to use guidance techniques has been effective in positively altering child behaviours (Stephenson & Hanley, 2010; Wallace, Penrod, B., & Tarbox, 2007; Wilder & Atwell, 2006; Wilder, Atwell, & Wine, 2006).Research in this area is important because children who cannot comply with adult directives may find it more difficult to learn from the materials in the classroom and to establish peer relationships (Matthews, 2011). The No Child Left Behind Act of 2001 (NCLB) calls for the use of evidence- based practices with children (Department of Education, 2009). Previous research has evidenced that teachers can learn least-to-most prompting techniques and successfully implement

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them throughout the daily routines in their classrooms (Stephenson & Hanley, 2010; Tarbox, Wallace, Penrod, B., & Tarbox, 2007; Wilder & Atwell, 2006; Wilder, Atwell, & Wine, 2006). Because previous research links positive social and academic outcomes for young children who comply with teacher facilitation, increasing child compliance with teacher directives is desirable (Odom & Wolery, 2003).

In 2005, the Yale University Child Study Centre conducted a study of state-funded preschool programs and found the national expulsion rate of preschool students to be 6.7 per 1,000, which is 3.2 times higher than that of K-12 students (Gilliam, 2005). Studies have found behaviour problems in preschool to predict lower academic outcomes, as well as lower motivation, attention, persistence, and attitudes toward learning in students (e.g., Bulotsky-Shearer, Fernandez, Dominguez, & Rouse, 2011). Interviews with teachers indicate that classroom management is believed to be one of the most challenging aspects of teaching (Merrett & Wheldall, 1993). In 2006, the American Psychological Association distributed a survey nationwide to learn about teachers' classroom management, instructional practices, classroom diversity, and parental communication needs. Classroom management was one of the highest ranked professional development needs, particularly among first-year teachers and teachers of preschool through fifth grade students. This need was cited across rural, suburban, and urban settings, which suggests that behaviour problems in the classroom are universal (Coalition for Psychology in the Schools and Education, 2006).

Non-compliance behaviour, on the other hand, is a term used to describe behaviour in which an individual either actively or passively declines to comply with instructions or a command. An example of passive non-compliance may include ignoring a command, and active non-compliance may include screaming, hitting,

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biting, and/or running away. Noncompliance is one of the most common behavioural problems among preschool children (Rodriguez, Thompson, & Baynham, 2010). It could be deduced from these definitions that problem behaviour is any act that disrupts teaching or learning - that is, an act which interferes with the flow of an activity. It is clear that a definition of problem or non-compliant behaviours is complex and can also be confusing.

As evident, Overton and Sullivan, (2008) conducted qualitative case study examining the nature of non-compliance, particularly from the student perspective, in a democratic Australian primary school classroom. The findings show that non-compliant behaviour did occur occasionally in this democratic environment. Student explanations for their non-compliant behaviour included a lack of motivation to participate or lack of engagement with classroom activities, and power struggles and conflict disrupting work (Overton & Sullivan, 2008).There is clearly a debate around which behaviour in the classroom or at school is identified as challenging, by whom it is identified, and from whom it is exhibited. Behaviour is relative to a context, be it social, environmental, cultural, or historical (Emerson, 2001) and to variations in contexts and variations in explanations (Watkins & Wagner, 2000), suggesting that learning and behaviour are both socially and culturally acquired. Behaviour can be perceived as unacceptable in one setting and be quite acceptable in another setting (Watkins & Wagner, 2000). The social setting in one environment may allow for acceptable behaviour which may not be acceptable in another, for example, loud shouting (at a rugby match) or physical aggression (in a boxing ring), would not be tolerated at a church service or in a school classroom. There are different expectations regarding behaviour in different settings (Arthur, Gordon, & Butterfield, 2003), and some may overlap. However, people usually behave in accordance with contextual

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social expectations.

Emerson (2001) explains that it is likely that an individual's own understanding of challenging behaviour will depend largely on when and how it is experienced. Behaviours such as aggression or violence towards others, not completing tasks or activities in teaching sessions, talking constantly, annoying others, are rightfully viewed as examples of problem or challenging behaviours in educational settings. However, the severity of the behaviour will depend on the teacher's own understanding or tolerance of what they believe or perceive as being misbehaviour or challenging behaviour. Regardless of the label given it is reasonable to say that problem or non-compliant behaviour is that which affects not only the pupil presenting challenging behaviours, but the behaviours of others within close proximity. Within the classroom this will include the learning environment and all those within it.

Furthermore, many descriptions of non-compliant /challenging behaviour given by teachers along with decisions regarding subsequent interventions do not always reflect an understanding of pupils' own reasons for the behaviour. It is well recognized in schools that a pupil who is described as challenging by one teacher can be perceived as a typical youngster by another, (Emerson, 2001; Kauffman, McGee, & Brigham, 2002); different thresholds of tolerance for behavioural variations, which present another limitation when defining whether the behaviour is challenging or not. Problem or non-compliant behaviours will be challenging based on the antecedent or current contextual conditions which have promoted or are maintaining the behaviour. Is the behaviour a response to another person's behaviour, or to a change in circumstances, such as the arrival of a teacher? Teachers' opinions of what constitutes problem behaviour varies dependent on their perception of what is acceptable and

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within their own threshold of tolerance and within their own cultural beliefs and understandings (Rogers, 2000).Teachers, therefore, need to think about exercising caution before they conclude that a child is exhibiting challenging behaviour (Emerson, 2001; Rogers, 2000).

Watkins and Wagner (2000) categorized behaviours according to the context in which the behaviour is displayed, environment and time, the audience, and according to the person who is seen to be harmed. They argue that teachers need to be sure that their expectation of how the pupil behaves does not depend only on the attributed label which could be given to them from past teachers or past events. They caution that the label given to a behaviour may not always be justified by events that led up to the incident or the context that a particular behaviour occurs (Watkins & Wagner, 2000). This is particularly so because pupils come from different social and cultural backgrounds, which is so the case in the school setting. In this regard, teachers need to look at how the context within the classroom setting or environment and their own perceptions of what is acceptable and unacceptable behaviour may be influencing the behaviour, for example, rules that may be unreasonable, unrealistic, or arbitrary. Teachers categorize behaviours into two main subcategories: mild and severe behaviours. Mild behaviours consist of breaking established rules, off-task behaviour, and attention-getting behaviour. On the other hand, severe behaviours include defiance, aggression, and deviant behaviours. Behaviours can also be categorized into primary and secondary behaviours.

Rogers (2000) define secondary behaviours as children‘s responses to correction. Resistance, rebellion, aggression directed at the adult, verbal abuse, defensiveness, and refusing to cooperate. Secondary behaviours can be more disruptive than the original behaviour. It is crucial, therefore, that the methods adults

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use to respond to an initial disruptive behaviour do not provoke these secondary reactions. The most common behaviour problems for early childhood learners, including three- and five years-old's are non-compliance, impulsivity, hyperactivity, and aggression. Problem behaviours in the classroom most often takes the form of disrupted sleeping and eating routines, physical and verbal aggression, property destruction, severe tantrums, self-injury, noncompliance, and withdrawal (Smith & Fox, 2003).Watkins and Wagner (2000) also state that some very common challenging behaviour exhibited by the pupils in classrooms includes attention seeking — attacking or defending behaviour which has similarities to ―the actor". Approximately 10% - 20% of pre-schoolers have been shown to exhibit these behaviours at significant levels either at home or at preschool (Powell, Fixsen, & Dunlap, 2003).

According to Roskos and Neuman (2012), it is the expectation that children should follow the ―golden rule" and use courtesy, fairness, and good manners. Behaviours become unacceptable when they violate an individual's rights. The person affected might be individual children themselves;, such as when their aggression makes them unpopular with the other children or when their inattentiveness prevents them from engaging with activities; the person affected may be the recipient or victim of the behaviour — be it another child or an adult; or both the miscreant and the victim can be violated by the action. A number of factors are responsible for inappropriate behaviours among kindergarten school pupils. These factors are presented in the next paragraph. The factors responsible for problem behaviours of school children are diverse, but they often occur in a relational context, and are influenced by peers, teachers, and parents (Davis, 2003). Thus, the factors are the interaction between environmental, biological, and psychological factors. In most

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cases the problems teachers face in the classroom are due to school's inability to adequate pupil's socialization (Matsagouras, 2001). As for preschool classes, Gouriotou (2008) suggests that the child's social behaviour can be affected either positively or negatively by the general ambience of the kindergarten classroom. This includes the organization of the kindergarten environment, the curriculum, the attitude that teacher presents towards the variety of behaviours, and the family – kindergarten relation. Some pupils are often inclined to misbehave when they are given a label ―to live up to" (Balson, 1992), and thereby given a powerful means to influence the behaviours of others.

Problem behaviours of pupils have implications for teaching and learning as well as child development. This is a concern for teachers, pupils and parents. This is because when pupils in a classroom demonstrate problem behaviours, the potentially chaotic environment may limit opportunities for learning (Wehby, Lane, & Falk, 2003). Problem behaviours in childhood have been linked to a range of adverse outcomes, including poor educational achievement, school dropout, juvenile delinquency, adult criminality, substance abuse and dependence, risky sexual behaviour, domestic violence, and future mental health problems (Horwood & Ridder, 2005; Fergusson & Woodward, 2000; French & Conrad, 2001; Kim-Cohen et al., 2003). Problem behaviours such as non-compliance in schools has been a source of concern for school systems for many years and, in fact, the single most common request for assistance from teachers is related to behaviour and classroom management (Rose & Gallup, 2005). It is, therefore, incumbent on teachers to manage these problem behaviours of pupils. Behaviour management practices can be put into six categories. The first category includes practices which focus on recognizing children's appropriate behaviour, the second category on punishing pupils who

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misbehave, the third category on talking with pupils to discuss the impact of their behaviour on others, the 4th category involving pupils in classroom discipline decision-making, the 5th category on hinting. Finally, the 6th category includes practices which focus on aggressive techniques.

The positive non-punitive practices include establishing and re-establishing rules, encouraging children to be responsible, and promoting pupils to discuss a topic involving behaviour, emotions or situations of concern. The positive practices involve aspects of reward and positive reinforcement. According to Jones and Jones (2001), there are certain factors that increase the likelihood of successful classroom rules in early childhood. These are: pupils need to be involved in developing rules; rules should be clearly stated; as few as possible rules should be developed; and pupils should state their acceptance of the rules in a formal way. Explicit expectations entail knowing what to do and when to do it (Vacca & Bagdi, 2005), thereby making children feel comfortable and secure in kindergarten. Walker, Shea and Bauer (2007) suggest practices which are based on the development of a pupil's self-control and supportability of a teacher's confidence. So, pupils become independent and gradually internalize procedures, daily routines and rules. There is a need for positive teacher-pupil relationships (Marzano, Marzano & Pickering, 2003). Edwards and Raikes (2002) also suggest that positive relationships between early childhood educators and children provide a potential classroom management tool.

The punitive and restrictive behaviour management practices include verbal reprimand or abuse, emotional abuse, intervention by yelling, expulsion from class, negative reinforcement, chastisement, and corporal punishment such as caning. Teachers need to have a plethora of effective interventions to deal with problem or non-compliant behaviours of pupils. Effective behaviour management practices have

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been shown to positively affect several factors such as school achievement and schoolwork attitudes (Lewis, Romi, Katz, & Qui, 2008) social competence among peers (Webster-Stratton, Reid & Stoolmiller, 2008) and general emotional-behavioural functioning (Piko, Fitzpatrick& Wright, 2005).Unfortunately, many teachers do not have the skills required to maintain classroom order and often feel unprepared to effectively handle problem behaviours of pupils (Hardman & Smith, 2003). Most kindergarten teachers in the Jomoro Municipality are no exemption to this phenomenon. It is against this backdrop that the current study is needed, to determine what early childhood educators are currently doing in order to manage non-compliant behaviours of pupils in their classrooms within the municipality.

1.2   Statement of the Problem

Studies have shown that teachers are facing challenges in teaching when their students show behaviour difficulties (Speziale & Carpenter, 2011; Stadler, 2017; Stavnes, Ragna Lil. 2014; Roskos, 2012). However, studies focusing on non-compliant classroom behaviour are lacking as many studies focus on negative aspects of social behaviour (e.g. aggressive behaviour towards peers) which is often related to students' spare time and not to their behaviour during the lessons. Managing non-compliant behaviours of kindergarten (KG) pupils in a classroom setting is a problem faced by many KG teachers in the Jomoro Municipality. Researchers' personal observations and interactions with KG teachers indicate the excessive use of corporal punishment and restrictive behaviour management practices by KG teachers, thereby ignoring non-punitive and corrective measures. This poses a threat to a conducive classroom atmosphere for effective instruction, learning and child development. The study also observed on several occasions that KG teachers in the municipality are only concerned with getting pupils to comply with rules as opposed to positively reinforcing appropriate choices and behaviours. Although there is a plethora of literature on effective behaviour management practices, little is known about early childhood behaviour

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management practices by KG teachers in the municipality. Again, research also indicates that many teachers do not receive enough training in behaviour management techniques before entering the profession. A staggering number of teacher education programs offer little or no formal training in behaviour management (Smart & Igo, 2010). Similarly, existing studies that explored management of problem behaviours of early childhood learners are mostly done in the Western world, and this creates cultural and contextual gap. This implies that there is absence of empirical data on the subject matter in the study setting, and this creates a knowledge gap which needs to be filled by the current work.

1.3   Purpose of the Study

The purpose of this study was to investigate pupil's non-compliant behaviour and management practices employed by Kindergarten teachers in public KGs in the Jomoro Municipality.

1.4   Objectives of the Study

This research sought to:

1. Find out the prevalent forms of non-compliant behaviours among pupils in public KG schools in the Jomoro Municipality.

2. Ascertain teachers' views on the factors which account for non-compliant behaviours among public KG schools pupils in the Jomoro Municipality.

3. Examine the effects of non-compliant behaviours on teaching and learning in public KG schools in the Jomoro Municipality.

4. Explore the behaviour management practices that public KG teachers use in dealing with non-compliant behaviours of pupils in schools in the Jomoro Municipality.

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1.5   Research Questions

The following research questions were formulated to guide the study:

1. What are the prevalent forms of non-compliant behaviours among pupils in public KG schools in the Jomoro Municipality?

2. What are the views of teachers on the factors that account for non-compliant behaviours among KG pupils in schools in the Jomoro Municipality?

3. What are the effects of non-compliant behaviours on teaching and learning in schools in the Jomoro Municipality?

4. What behaviour management practices are employed to manage non-compliant behaviours of pupils in schools in the Jomoro Municipality?

1.6   Significance of the Study

This study is intended to inform teacher education institutions about children's non-compliance behaviour and encourage them to incorporate classroom management practices in teacher education curricula, and it would make them aware of the need for teachers' knowledge in classroom management. The study will also bring to bear on teachers the need to understand widespread non-compliance behaviours and how it relates to the teaching-learning process. This will provide teachers and policy makers as well as the community with information on classroom management task consisting of planning lessons, providing a conducive learning environment, teaching children and the most daunting task of all, is appropriately responding to children' non-compliance problems.

Empirical evidence that will result from exploring children's non-compliance behaviour and classroom management practices will encourage researchers to ascertain the factors that influence the development of non-compliance behaviour so as to evaluate, identify, and examine effective classroom management techniques. The implications of this research will inform teachers, policy makers and other significant players within the education sector about the need to evaluate the current non-compliance behaviour management policy in order to explore the effects of behaviour on classroom activities and other areas of concern, And upon the completion of the evaluation and implementation of the suggestions from the research, there will be effective techniques that will improve the current non-compliance behaviour management policy.

Finally, this research in the field of Early Childhood education will contribute to the body of knowledge related to the teachers or caregivers' direct practice with children/ clients.

1.7   Delimitation of the Study

The study was theoretically delimited to the various forms of children's non-compliance behaviour, factors that account for the development of these behaviours, its effects on teaching and learning and management practices used in dealing children's non-compliance behaviour in public kindergarten within the Jomoro Municipality. The study was geographically delimited to selected schools. The scope of the study was delimited to the twenty-five (25) selected public kindergarten school teachers within the Jomoro Municipality in the Western Region of Ghana

1.8   Limitations of the Study

The validity of the survey was only at face value as the researcher created the survey specifically for this study due to the sampling process chosen by the researcher. Limited data calculations was performed. Ordinal data were collected from a limited number of teachers. Due to the scale of the study, findings might not generalised to all kindergarten/ preschool school. In addition, qualitative research, usually involves relatively small number of participants, and this can mean that it is less likely to be taken seriously by other academic researchers or by practitioners and policy makers. The differences inherent in human language, could also influence the analysis and interpretation of the participant's experiences which can affect the findings of the study.

1.9   Definition of Terms

Attention Deficit Hyperactivity Disorder is the common neuropsychiatric disorder of infancy and one of the most prevalent chronic disease found in school children and is characterized by a pattern of extreme pervasive, persistent and debilitating attention, over activity and impulsivity

Behaviour: is defined as all of the physical and mental acts that humans perform

Classroom management: all the things that a teacher does to organize children, space, time, and materials so that instruction in content and child learning can take place or it is the practices and procedures that a teacher uses to maintain an environment in which instruction and learning can occur

Problem behaviour: an unwanted behaviour which needs changing. Also, a pattern of hostile, aggressive, or disruptive behaviour which goes beyond societal norms

Non-compliance: the fact of not obeying a rule or law**.**

Destructive behaviour: refers to the various unwanted forms of behaviour that can cause interruption to the flow of teaching and learning process in the classroom.

Time-out: a brief period of time during which a misbehaving child is put on their own so that they can regain control over their emotions.

Assertive Discipline: is a structured, systematic approach designed to assist educators in running an organized, teacher-in-charge classroom environment. This program is a common sense, easy-to-learn approach to help teachers become the captains of their classrooms and positively influence their students' behaviour.

Off-task behaviour: in learning environments as behaviour "where a student completely disengages from the learning environment and task to engage in an unrelated behaviour.

Classroom rules: are the foundation for a functional and successful classroom in any setting.

Logical consequences: happen as a result of a child's action, but are imposed by the parent or caregiver.
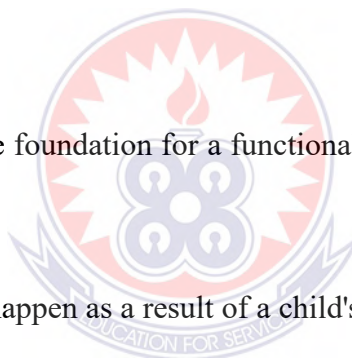
1.10   Organization of the Study

This research comprises six chapters. Chapter one covers the background to the study, the statement of the problem, the purpose of the study, the objectives of the study, research questions, significance of the study, limitations of the study, delimitation and definitions of terms. Chapter Two deals with the literature review, which is congregated under concepts, theoretical framework, conceptual frameworks and empirical studies. Chapter Three focuses on the research paradigm, the research design, study area, the population of the study, instrumentation, validity of the research instrument, data collection procedure, adequacy and trustworthiness of the

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data, triangulation and ethical considerations. The fourth chapter deals with data presentation, interpretations and analysis. Chapter Five focuses on the discussions of the findings. Chapter Six deals with the key findings of the study, the conclusions, the summary of the study, recommendations, implications for pre-schools and suggested areas for future research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0   Overview

This chapter deals with the review of related literature of the study. The chapter includes the empirical and conceptual framework. The theoretical framework also captures and involves the Kounin's (2014) classroom management theory, Canter, (1970) Assertive Discipline classroom management model and the attachment theory. The review focuses on the following strands:

❖ Theoretical framework of the study.

❖ Non-compliant behaviours of early childhood learners.

❖ Factors which account for non-compliant behaviours of early childhood learners.

❖ Effects of non-compliant behaviours on teaching and learning.

❖ Behaviour management practices in dealing with non-compliant behaviours of early childhood learners.

2.1   Theoretical Framework of the study

Teachers play various roles in a typical classroom, but one of the most important tasks is behaviour management of children. Effective teaching and learning cannot take place in poorly managed classrooms. In view of this, there are certain theories that have been propounded to guide teachers in managing classroom behaviour problems. This study was underpinned by Kounin's (2014) classroom management theory, the Assertive Discipline classroom management model by Canter in the 1970s and expanded on by Canter (1979), and Logical Consequences model by Dreikurs (2015).

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2.1.1 Classroom Management Theory (Kounin's, 2014)

Kounin's (2014) classroom management theory focuses on the teacher's ability to organize and plan effective practices in classroom and behaviour management. Kounin's theory emphasizes that in order for a teacher to have an effective connection between management and teaching, there is the need to use appropriate good behaviour control measures such as setting of rules. It can be concluded that there must be something a teacher must do to prevent misbehaviour in the classroom, which will lead to more effective classroom behaviour management. Thus, for a teacher to succeed with classroom behaviour management the teacher must plan and use proactive behaviour, such as setting of classroom rules which require high children involvement (Konniun).For a teacher to succeed with classroom behaviour management the teacher must plan and use proactive behaviour, and high children involvement (Konniun, 2014). In using proactive behaviour practices, Kounin identified some key practices, including worthiness, overlapping momentum, smoothness and group focus. Worthiness, according to Kounin, is the teacher's ability to know what is going on all times in his or her classroom. This can be as simple as making scanning looks around the room everyone in a while so that the children would perceive that the teacher knows everything they are doing.

Overlapping is the ability of the teacher being able to present a new topic while preventing misbehaviours without having to create a gap and momentum is the flow of the teacher's lesson. The teacher must be able to ‗roll-with-the-punches' in acknowledging that things might go wrong and be able to fluidly adapt and continue onward despite distractions and disruption. Smoothness is also highly related to momentum. It involves the ability of the teacher to keep on track without getting on tangents, as well as been diverted by irrelevant issues. The final aspect of Kounin's

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theory is the group focus. Group focus is the ability of the teacher to engage the whole class using technique that make all children become occupied with activities. By carefully analysing the key concepts in Kounin's theory, and with a particular topic for this study, Kounin's theory of classroom and behaviour management is considered appropriate.

2.1.2   The Assertive Discipline Classroom Management Model (Canter, 1979)

The Assertive Discipline classroom management model was initially developed by Lee Canter in the1970s and then expanded based on Marlene Canter's work with children with behavioural problems (Canter, 1979). Although this approach is often characterized as focusing primarily on rewards and punishments, the Canters actually place great emphasis on ―catching pupils being good" and then providing appropriate feedback and reinforcement (Canter & Canter, 2001).This approach was developed to train teachers specifically to manage behaviour in a classroom setting and is based on the idea that teachers have a right to teach in a well-managed classroom and pupils have the right to learn in a controlled environment. The premise of assertive discipline is that teachers should establish a systematic discipline plan prior to the start of the school year and then communicate expectations and consequences to the pupils immediately. This is because having a preconceived, systematic plan will permit a teacher to be consistent with behavioural expectations and to apply praises and consequences to all pupils in a fair and reliable manner. The four main components of the assertive discipline model include the teacher establishing: (1) a set of consistent, firm, and fair rules; (2) a predetermined set of positive consequences for adhering to the rules; (3) a prearranged set of negative consequences to be applied when rules are not followed; and (4) a plan to implement the model with pupils (Canter & Canter, 2001). The Canters held that an effective

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behaviour management programme is fuelled by informed pupil choices. Pupils are aware of teacher expectations and what will occur when they choose to meet those expectations and, conversely, what will occur when they choose not to adhere to the established classroom rules (Canter, 1989).

The assertive discipline model can be applied to any classroom situation with any grade level of pupils. In utilizing this approach, teachers must determine the expectations and consequences that are appropriate for the subject area and age of the pupils they serve. For example, there are specific expectations that apply to particular subject areas; this would be the case with a high school science class. In this situation, the teacher could utilize the assertive discipline model to establish expectations for laboratory procedures such as: safety glasses must be worn when using the Bunsen burner; procedures must be followed to utilize scalpels during dissection; care for the microscope and slides must be considered).Regardless of age or expectation, pupils require positive feedback on whether expectations are being met or consequences need to be applied. Teachers must develop consequences that are appropriate based on the classroom situation and age of the pupils. For example, although missing five minutes of recess can easily be applied to pupils in kindergarten classroom setting, teachers of preschool, age of pupils must find consequences that are applicable to their setting, such as timeout or giving a response cost.

Another popular model of classroom management is articulated by Dreikurs (2015). This model is based on earlier work by German psychiatrist Alfred Adler, and relies on the notion that pupils' misbehaviour is an outgrowth of their unmet needs. One of the underlying assumptions of the model is that all pupils desire and need social recognition. When this need is not fulfilled, pupils exhibit a hierarchy of misbehaviours based on what Dreikurs refers to as ―mistaken goals‖ (Dreikurs,

Grunwald & Pepper 1998). Dreikurs held that when a pupil's need for recognition is unmet, that pupil will first display attention-seeking behaviours. If those behaviours do not result in the desired recognition, the pupil will attempt to engage teachers in power struggles. If this bid for power still leaves the pupil without the desired recognition, the pupil may focus on issues of fairness and attempts to exact revenge. If this behaviour is unsuccessful, the pupil may finally resort to ―displays of inadequacy" (Dreikurs, Grunwald & Pepper, 1998) where he or she appears to simply give up and disengage. Where the assertive discipline model of classroom management emphasizes the importance of teacher imposed structure in the classroom. The Driekurs (2015) model emphasized the importance of assisting pupils in meeting their innate need to gain recognition and acceptance. Even when a teacher strives to establish a classroom where all pupils feel recognized and accepted, it is likely that some misbehaviour will occur. In those cases, Dreikurs advocated for the application of logical consequences (Dreikurs & Grey, 2015), which are consequences that have a clear and logical connection to the misbehaviour and have been discussed and agreed upon with the pupil before applied. An example of a logical consequence for a pupil who disrupts others during class might be that the pupil will be isolated from the group until he or she agrees to re-join the group without disruption.

A logical consequence is different from a natural consequence in that natural consequences occur without teacher planning or discussing with the pupil. Although logical consequences should be clearly related to the misbehaviour, they also require active planning and conscious application. Although the use of logical consequences to respond to misbehaviour is an important element of Dreikurs' (2015) model, the real strength of the model lies in its emphasis on preventing misbehaviour. Although this emphasis on prevention is a common thread among all the models described here,

Dreikurs _model is unique in that prevention is based on developing positive relationships with pupils so that they can feel accepted. The principles espoused by Dreikurs (2015) can be applied in the kindergarten classroom situations. For example, during a kindergarten school language and literacy class, a pupil may be sitting at his/her desk listening to music while wearing headphones. If the teacher demands that the pupil remove the headphones and turn off the music, the pupil may respond by smiling at the teacher and refusing to follow directions. Additional demands by the teacher may result in continued defiance and increased silliness on the part of the pupil. In this case, the teacher has merely fuelled the pupil's acting out to gain both attention (from peers as well as the teacher) and power. According to Dreikurs (2015) teachers should always avoid power struggles with pupils. A better approach would be for the teacher to ignore the headphones and try instead to work the pupil into some sort of leadership role, like helping the teacher take roll, or writing the day's homework or assignment. If the pupil's mistaken goal is to gain a sense of power, then teachers should look for productive ways to allow that pupil to feel powerful and consequently valued and recognized. Attempting to ―put a pupil in his/her place" will only increase that pupil's feelings of neglect or inferiority and lead to increased acting out. The distribution of logical consequences can also be applied to the example of the pupil listening to music on headphones. After class, the teacher could conference with the pupil about what an appropriate consequence for wearing headphones during class might be. One conceivable consequence would be for that pupil to make up the amount of class time he missed (by not being able to hear the teacher) during lunch time.

In conclusion, the models of classroom behaviour management adopted for this study are just a few of the many documented approaches that teachers can adopt or adapt for their own use. The models detailed above: the Kounin's theory and Canters model emphasize the role of the teacher; while Dreikurs (2015) underscores the importance of meeting pupils' need for acceptance while also emphasizing the role of consequences in shaping behaviour..

2.2   Conceptual Framework of the study

The study is conceptualized in the context of the problem behaviour; externalizing or internalizing behaviours. This depicts the two prime areas of children problem behaviour and the management practices adopted to relieve the children of these problems.

Figure 1: Non-compliant behaviour in the Classroom


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                    ┌──────────────────────────┐
                    │  Non-compliant Behaviour │
                    └──────────────────────────┘
                               │
                         ┌───────────┐
                         │  Factors  │
                         └───────────┘
        ┌────────────────────────────────────────────────┐
        │  Interaction between negative environmental (both │
        │  physical and social,)Parental lifestyle, inability of │
        │  parents, teachers to satisfy Skill deficit      │
        └────────────────────────────────────────────────┘
                         │
              ┌──────────────────────┐
              │ Forms of Non-compliant│
              └──────────────────────┘
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| Breaking established rules | Not completing tasks or activities | Off-task behaviour |

Effects of Non-compliance

Threat to effective teaching and learning, serious academic deficiencies, aggression and school dropout

Problem child

Management Practices

| Collaborative approach (involves pupils, parents, teachers) | Use praise | Reduction transitional time |

Source: Field Data 2019

Figure 1 illustrates the relationship of the different items. As shown in the diagram above i.e. the non-compliant behaviour, factors, the effects, management practices used and the wellbeing. The input includes the non-compliant behaviour of

pupils in schools who break established rules, not completing tasks or activities and off-task behaviour

The researcher is of the view that the various forms are the main contributors to the problem behaviour which were influenced by the factors mentioned. The process includes the factors of the behaviours namely: Interaction between negative environment (both physical and social), Parental lifestyle, Inability of parents, teachers to satisfy and skill deficit etc. ((Cipani, 1993). The result of the various interactions /relationships between the forms of non-compliant behaviours and the factors may lead to threat to effective teaching and learning, serious academic deficiencies, aggression and school dropout positive or negative consequences or effects on the pupil.

This poses threat to effective teaching and learning, serious academic deficiencies, aggression and school dropout. All these may lead to a problem child which requires some management practices such as: the availability of proactive interventions; (Collaborative approach (involves pupils, parents, and teachers), use praise, reduction of transitional time will be used to address or cover up the effects of the non-compliant behaviour. These practices may help improve the children non-compliant behaviour or children exhibiting appropriate behaviour.

2.3 Empirical Review

2.3.1   Managing non-compliance behaviour in kindergarten classroom

Managing non-compliance behaviour in kindergarten classroom was manifest in Warren (2013) study. The study examined three preschool teachers' behaviour management techniques and practices in controlling non-compliant and aggressive child behaviour across two different pre-schools setting in western New York area. Four preschool teachers from two small culturally and linguistically diverse day care

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centres in Western New York were recruited to participate in the study but only three were available to participate.

Findings from Warren's (2013) study showed that there were teacher's classroom management techniques, the effectiveness of those techniques, and the centre's procedures and behavioural intervention plans used with children, ages 3 to 4 who exhibit aggressive and noncompliant. However, the study indicated that, there were several commonalties amongst the behavioural techniques teachers used in addressing positive and negative behaviour within the classroom and each centre's overall philosophy on responding to non-compliant behaviours. The study further indicated that, behavioural response, classroom behavioural management, and behavioural interventions and procedures were the management practices used. In addition, the study indicated that most teachers used technique and strategies such as; breaking rules into step, reminders, visual cues, and time-out in managing the problem behaviour and teaching rules.

In Warren's (2013) study, teachers admitted they needed more training in the field of children's behaviour and classroom management in order to accommodate and teach children with problem behaviour. This study shows that teachers' colleges and universities need to have more trained lecturers in Early Childhood Education. Also, teachers expressed concern that school Early Childhood Coordinators at the various district offices do not have enough knowledge about the Early Childhood Education concept and need to be trained as well, so that collaboratively they could implement the principles and practices of the Early Childhood Education.

2.4   Non-compliant Behaviours of Early Childhood Learners

Compliance reflects an individual's willingness to follow directives, instructions, norms or rules from an authority. Compliance is important; when compliance is promoted through established rules and other interventions; many behavioural improvements occur (Johnson-Gros & Shriver, 2006; Matheson & Shriver, 2005). In school, a pupil's ability to comply with teacher requests is essential to their school success and adjustment, allowing the pupil to successfully engage with the teacher and the curriculum (Ducharme, 2007).

In contrast, non-compliance refers to a pupil's refusal or lack of appropriate response to the directive of an adult. Non-compliant behaviours are inappropriate or undesirable behaviours which are contrary to rules and regulations (Schachter, 2004; Anastasiow, Gallagher& Kirk, 2003). Simply put, non-compliance behaviours are acts, conducts or attitudes which deviate from the norm or established rules and standards. They can also be referred to as challenging or deviant behaviour notwithstanding, some pupils do not comply with these ground rules. This implies that failure to adhere to school and/or classroom rules describes a non-compliant behaviour. The literature expands the category to include, refers to those instances when a child either actively or passively, but purposefully, does not perform a behaviour that has been requested by a parent or other adult authority figure, refused to take instructions, destructiveness and defiant behaviour (e.g., a teacher or school bus driver) (Kalb & Loeber, 2003).

Educationalists describe non-compliant behaviours as unacceptable behaviour (Walker et al., 2004). For instance, behaviours such as not completing tasks or activities during teaching sessions, talking constantly, and annoying others are viewed as examples of non-compliant behaviours in educational settings. Non-compliance

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behaviours are relatively common in toddlers and pre-schoolers. While these behaviours are likely troubling to parents, they are generally thought to be typical of children at this age and are often not a cause for alarm. Smart and Igo, (2010) put non-compliance behaviours into mild and severe behaviours. Mild non-compliant behaviours consist of breaking established rules, off-task behaviour, and attention-getting behaviour. However, it has been shown that student inattentiveness (i.e., engagement in off-task behaviour during instructional time) is the biggest factor that accounts for loss of instructional time (Karweit & Slavin, 1981). Prior research examining the frequency of off-task and inability to complete task behaviour has estimated that children spend between 10% and 50% of their time off-task in regular education classrooms Faul, Stepensky, & Simonsen, 2011 a). Classrooms employing cognitive tutors report similar results with estimates of off task behaviour constituting 15% to 25% of instructional time (e.g., Baker, Corbett, & Koedinger, 2004; Baker, 2007). Godwin and Fisher (2011) found that classroom environments that contained relatively large amounts of visual displays (e.g., charts, posters, manipulatives) elicited more off-task behaviour in kindergarten children compared to visual environments that were more streamlined.

The second category is that of severe behaviours. These behaviours include defiance, and deviant behaviours. Oftentimes, non-compliant behaviours are antisocial and disruptive in nature. They include negative verbal behaviour (for example, threatening, teasing, or insulting), negative physical behaviour (for example, hitting, kicking, or destroying property), and disruptive behaviour (for example, calling out, running around the classroom, or making silly noises during academic work periods).

The most frequently observed non-compliant behaviours considered to be inappropriate for educational settings include inattention (for example, daydreaming, doodling, and looking out the windows); chatting during instructional times; wandering without permission; annoying peers by provoking, teasing, or picking on other pupils; talking out of turn during instruction; making others uncomfortable through touching, using sexually related language and aggression (Hardman & Stephen, 2003; Bibou-nakou, Kiosseoglou, &Stogiannidou, 2000). Others include bullying, aggression, petty theft or stealing, noise making, fighting, revenge and inattention among others. Non-compliant behaviour in the classroom may take the form of disrupted sleeping and eating routines, physical and verbal aggression, property destruction, severe tantrums, self-injury and withdrawal (Smith & Fox, 2003).

McCready and Soloway (2010) also identified non-compliant behaviours such as hitting, pushing, yelling, use of inappropriate tone toward teachers, and oppositional defiance. Irwin and Nucci (2004) cited lying, stealing and cheating as acts of dishonesty among pupils. These non-compliance behaviours are common in school settings (Lane, Wheby & Cooley, 2006; McMahon & Forehand, 2003). It is problematic among pupils (Colvin, 2010). Non-compliance behaviour often leads to a conflict situation between teachers and pupils, potentially causing damage to the teacher-pupil relationship.

2.5   Factors that account for non-compliant behaviours of Learners

There are many predictors and factors which account for non-compliant behaviours of pupils. Hence, no single factor is responsible for a deviation from a norm. These factors are varied, including environmental stressors, emotional and behavioural disorders (Rones & Hoagwood, 2000). In a relational context, non-

compliance may be triggered by peers, teachers and parents (Davis, 2003). The interaction between negative environment (both physical and social), biological, and psychological factors may influence the occurrence of non-compliant behaviours. Gordon, (2001) presented a list of global causes of misbehaviour that describe the specific roots of classroom non-compliant behaviour. Parent-child relationships characterized by low levels of warmth and supportiveness have been linked with child insecurity and emotion regulation difficulties, including frequent child temper tantrums, whining, stubbornness and non-compliance, behaviours that are part of the oppositional—defiant narrowband problem dimension (Keenan & Shaw, 1994; Pettit, Bates, & Dodge, 1997). Sen (2010) observed that family meals could lead to creating a closer relation between parents and adolescents, by strengthening a positive relationship and avoiding certain risk behaviours, such as substance use amongst girls and alcohol consumption, physical violence and robberies, amongst boys. These differences between genders may be due to a greater importance that girls attribute to family activities, but they do not reveal that boys are indifferent to them, only that the relation between genders may differ.

Huebner and Howell (2003), verified that parental monitoring and communication with parents protected adolescents of both genders from being involved in risk behaviours. Additionally the theory which support these findings was Boadu, (2015) contends that, the Attachment theory seeks to preserve some of Freud's insights (about relationships and early experiences in which infant behaviour is organized around managing ever-growing instinctual drives) by casting them in a more scientific framework. Conceptually, the theories assumed that, children behaviour are as a result of the relationship which exist between the child and the parents or other significant adults.

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According to Matthews (2011), a child might have increased non-compliant behaviour when he is sick, when he is experiencing a life stressor (birth, death, move, divorce), or in the presence of a disability. A child's temperament can influence the experience the child has with adults and may be related to a child's compliance; his temperament may clash with that of the teacher or may cause him to be difficult. Some children may exhibit non-compliant behaviour because of a skills deficit and may require additional assistance (Matthews, 2011). Some children lack self-regulation to the degree that when they become upset, they engage in what is termed *severe non-compliance*. Severe non-compliance is a more extreme form of non-compliance where children do not follow adult directives and may also harm themselves or others during their non-compliant actions (Ducharme & DiAdamo, 2005; McComas, Wacker, Cooper, Peck, Golonka, Millard, 2000). Non-compliance can be associated with a child's temperament, skills deficit, or severe non-compliance; regardless of the reason for non-compliance, it should be addressed by the adults in the child's life. Some children's non-compliance is the result of a skill deficit (the child may be uncertain of how to act in a classroom environment) (Alberto & Troutman, 2009).

A wide range of outcomes can be affected including brain development, socio-emotional, motor, cognitive, and behavioural development, psychopathology, school adjustment, and later delinquency (Belsky & deHaan, 2011; Hoeve et al., 2009; McLeod, Weisz, & Wood, 2007). Many early intervention programs target parenting behaviours to improve children's behavioural outcomes. Despite the evidence that parenting behaviours contribute to child outcomes (Totsika, Hastings, Vagenas, and Eric Emerson, 2014). Maternal criticism is related to higher levels of child behaviour problems like non-compliant, aggression, defiance (Baker, Smith, Greenberg, Seltzer,

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& Taylor, 2011; Hastings & Lloyd, 2007), and more positive parent-child relationships are associated with lower levels of later behaviour problems (Smith, Greenberg, Seltzer, & Hong, 2008), as is limit setting (Osborne, McHugh, Saunders, & Reed, 2008).

Children may not know how to interact with the materials in the classroom, which could lead them to display inappropriate play behaviours such as throwing materials (Kaiser & Rasminsky, 1999). Compliance is important because the teacher can direct the child both academically and socially to display appropriate play behaviours such as putting pieces of a puzzle together or asking for assistance during difficult tasks. The teacher can assist the child directly by showing him how to use the classroom materials appropriately and indirectly by calling attention to children that are displaying appropriate play behaviour (Kaiser & Rasminsky, 1999). Teachers need to be trained to work with children who are not compliant so they can teach children appropriate behaviours and have more time to assist multiple children in the classroom. Minor non-compliance that is not addressed may lead to escalating behaviour, which can lead to the child becoming uncontrollable (Gunter, Denny, Jack, Shores, & Nelson, 1993; Tarbox, Wallace, Penrod &Tarbox, 2007; Wilder & Atwell, 2006). This is referred to in the literature as severe non-compliance.

An infant's temperament can be influenced by both heredity and the infant's experiences with the external world. Infants' temperaments can be shaped either positively or negatively by experiences with the environment (Lamb, Bornstein, & Teti, 2002). Difficult temperament is defined as the expression of negative emotions, such as hard to soothe, irritable, or more likely to be distressed (Burney & Leerkes, 2010; Lamb, Bornstein, & Teti, 2002). The characteristics of an infants' difficult temperament can influence the way a caregiver reacts to the infant. They are as

follows, ─violence in society; massive media coverage of overt and covert messages regarding "sex, violence, and death"; a throw-away societal mentality focused on individual indulgence and subsequent escape from family commitment; unstable home situations; and a wide range of temperaments among children.

Hyperactivity, which is an emotional behavioural disorder (EBD) in school-aged children, is a likely predictor of non-compliant behaviour. Pupils with EBD display emotional and behavioural problems that affect their educational performance. Similarly, pupils with attention deficit and hyperactivity disorders (ADHD) often exhibit a pattern of inattention due to hyperactivity and/or impulsivity. These disorders (EBD and ADHD) account for a range of antisocial behaviours commonly referred to as children with emotional challenges (Sugai, Horner & Gresham, 2002). For instance, lack of attention or inattention is a common non-compliant behaviour problem among this category of school children. Another predictor of non-compliant behaviours among children is home/family related factors such as authoritarian and permissive parenting styles, poor parent-child relationships, and many others (Epstein, 2001).

According to Epstein (2001), the type of home climate either negatively or positively affects the emotional functioning of pupils. Parenting styles are patterns for children's training that is formed by the normative interaction of parents and how they respond to children's behaviour (Ermisch, 2008). Maccoby and Martin (2003), defined parenting style as a constellation of parental behaviours and attitudes toward their children that are conveyed to the children and that, as a whole, create an emotional bond in which the parents' behaviours are expressed. It is a reflection of the relationships between parent and child and the qualities of these relationships among

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them [that is, the emotional attachment in which parents rear their children and adolescents] (Darling & Steinberg, 1993).

Parenting style is a psychological aspect representing standard practices parents use in raising their children. That is, parents who rely on physically aggressive discipline to gain control of their children are likely to have children who are engaging in more severe forms of aggressive behaviour (George & Main, 1979; Salzinger, Feldman, Hammer, & Rosario, 1993;). Indeed, previous researchers have documented links between physically aggressive parenting practices and elevated levels of child aggression in home and school settings Parents play an influential role in moulding and shaping the behaviour of adolescents and children (Sarwar, 2016). Baumrind (1971), identified three parenting styles based on parental demandingness and responsiveness, which included authoritative parenting, authoritarian parenting, and permissive parenting. Juvenile delinquency is directly linked to the behaviour of parents they adopt to treat their children (Coste, 2015). However, (2009) point out that young people's parents are more frequently blamed for the criminal or delinquent behaviour displayed by their children. Sarwar (2016), also concluded that, some of the courts even penalize parents for the inconsiderate or antisocial conduct of their children. Nevertheless, Moitra and Mukherjee (2012) argue that there is a noteworthy role of parents in shaping the delinquent behaviour of adolescents

Baumrind, Larzelere and Owens (2010) described authoritarian parents as those who engage in coercive disciplinary practices. These practices include; unqualified power assertion, arbitrary discipline, psychological control, severe punishment and hostile verbal criticism. Unqualified power assertion involves the use of force in demanding a child to promptly comply without question. Ngwiri (2008) stated that children would readily comply when parents use reasoning than use force.

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Psychological control involves manipulating the child by use of guilt inducing techniques. Baumrind et al. (2010) recently revised authoritarian parenting behaviour definitions according to five disciplinary practices: unqualified power assertion, arbitrary discipline, psychological control, severe physical punishment, and hostile verbal criticism. These harmful practices and lack of responsiveness, supportiveness, and warmth make authoritarian parenting a subversive parenting style. This style jeopardizes offspring development, especially competence and emotional health. The imbalance between the two major parenting dimensions, specifically, high demanding and low responsiveness, result in child maladjustment (Baumrind et al., 2010).

In addition, authoritarian parents tend to be punitive, emotionally detached, critical, and sarcastic, and thus, were perceived by their children as restrictive (Baumrind et al., 2010). Ngwiri (2008) regarded these types of parents, who lack their own belief systems, as immature. He asserted that their parenting is dogmatic and cruel, and that they themselves risk having delinquency problems. The harsh parenting practices described above are reflected in children's development and life outcomes. These children tend to have more negative outcomes compared to children raised under other styles. They perform poorly on verbal and mathematics exams. These children are concerned about obtaining adult approval; they are generally less socially aware, are less individuated, and need external control. Children raised by authoritarian parents' lack independence and risk being incompetent and maladjusted. They are unsociable, anxious, and at risk of developing delinquent behaviours. Children raised in authoritarian families perceive their parents as restrictive (Baumrind et al., 2010).

Furthermore, Berk (2009), described authoritarian parents as cold and rejecting, and frequently degrades their children by mocking and putting them down. Authoritarian parents have a tendency of exerting control, yelling at, commanding, criticizing and threatening children. Ngwiri (2008) described children of authoritarian parents as prone to running away from home and school, fearful and angry, aggressive, conflicted, bullies, irritable and under achievable. Authoritarian parents often humiliate their children and no explanation they give about the punishment exerted, for performing strong disciple causes impairment children's processing massages and parent talk and they are living in constant fear (Chao, 2001).

In brief, the authoritarian parent (low warmth/ high control) places limits on children's behaviour but to the point of becoming restrictive. Such parents require unquestioned obedience and are intolerant of inappropriate behaviour. Harsh, punitive measures are often used to ensure compliance with rules and standards (Baumrind et al., 2010). They also have high expectations and high maturity demands for their children, which they communicate through rules and orders. Little verbal exchange is allowed and displays of affection are kept at a minimum (Ngwiri, 2008). Miller, Loeber, and Hipwell (2009) found harsh parenting and low parental warmth predicted non-compliant behaviour in girls, mirroring associations that have been found in earlier studies of young boys.

According to Baumrind et al. (2010), permissive parents are indulgent and passive in their parenting, and demonstrate love to their children by giving in to the demands of their children. Permissive parenting behaviour is based on the parent's belief that children's freedom is valuable. The permissive parent also believes that children have few responsibilities but similar rights to those of adults. He or she does not overpower his or her children or use reasoning (Baumrind et al., 2010). A

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permissive parent bases family rule on consulting with children and decisions are made jointly. Parents place few household-related demands on their children, and the parent is at the children's service to fulfil their desires. The permissive parent does not enforce any discipline and control. He or she allows the children to regulate their reactions, activities, and schedule. The imbalance of low demanding and high responsiveness in the permissive parenting style is not beneficial and negatively affects children. Children recognize parental permissiveness and collaboration as over-involvement rather than support (Baumrind et al., 2010). Permissive parents are characterized as non-punitive, accepting, and having a favourable approach toward children's conduct, needs, and behaviour. They are low in self-reliance and self-control. They are non-traditional and lenient. They do not require mature child behaviour and avoid confrontation in favour of acceptance.

Berk (2009), stated that permissive parents do not like saying no or disappointing their children. Therefore, they allow their children to make many decisions for themselves at an age when they are not capable of doing so. For example, children of permissive parents can eat meals and go to bed whenever they wish and can watch as much television as they wish. Berk described children of permissive parents as impulsive, disobedient and rebellious; they show less persistence on tasks and are poorer in school achievement. Ngwiri (2008), distinguished permissive parents from indulgent parents. She described permissive parents as those who do not set rules and regulations for their children; therefore, there are no behaviour boundaries. On the other hand, she described indulgent parents as those who spoil their children by giving them things they do not require. She stated that in this style, children control the emotions and behaviour of parents. Permissive parents have no control on their children and these children show the least amount of

self-confidence, curiosity and self-control in each group and have difficulty in controlling impulses, recognizing values and anti-values (Darling & Steinberg, 2003).

Chao (2001), asserted that when permissive parents need to enforce control, they will shift to cruelty or demonstrate unsure permissiveness because they are immature. The consequences of permissive parenting behaviour are that children have emotional and behavioural problems due to insufficient parental attention, support, and control. Children of permissive parents lack social responsibility and independence. They are less self-assertive and less cognitively competent. The permissive parenting style is also associated with children's adverse behaviours (Baumrind et al., 2010). According to Chao (2001), parental over-permissiveness toward their adolescents (a demonstration of parental weakness) drives parents to impose more demands, which can cause the teens to resent their parents and misbehave. These kids act as ―masters of knowing," regarding their parents' and society's weaknesses and become wilful (Baumrind, 1991).

In summary, a parenting style, at the other extreme, characterized by non-restrictiveness and high levels of responsiveness. It is high in nurturance but low in maturity demands, supervision, and bi-directional communication between parents and children. According to Baumrind (1991), the permissive parenting style is a careless style in which parents make few demands, encourage their children to express their feelings, and barely use power to gain control over their behaviour; and tend not to need mature behaviour from their children, but encourage their children's independence instead. As noted by Baumrind (1991) children with permissive parents are low in self-reliance, achievement orientation, and self-control. Many researchers have identified child, parent, and parent-child relationship factors that are related to non-compliant behaviours of children. Various aspects of parenting, including harsh

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and permissive discipline (Arnold, O'Leary, Wolff, & Acker (1993) have also been found to relate to negative child behaviour. For instance, poor parent-child relationship, harsh parenting or child rearing style could be sources of non-compliant behaviours among children. Single parenthood is frequently associated with increased life stress, more chaotic home environments, fewer financial resources, and lower levels of social life. These factors affects parenting and child discipline. Although a number of researchers have included single parents in their studies of child externalizing behaviour (Shaw, Owens, Giovannelli & Winslow, 2001), none have examined whether single parent status is actually a predictor of changes in preschool behaviour problems. Most children are now raised either in families in which both mother and father work outside the home or by single parents. Many children spend more hours watching television each day than they spend on their study, including the time they actually spend on school. It is difficult to punish a child for misbehaving when you understand his/her home situation directly causes him to misbehave the way he/she does.

The inability of parents, teachers and significant others to satisfy the needs of children is an important predictor of non-compliant behaviour. Children who have poor relationships with teachers are at greater risk because chronic relational risks predict more severe behaviours, as well as a broader range of adjustment problems over time (Ladd & Burgess, 2001). They argued that children who have poor relationships with teachers and peers are more likely to expand the scope of their behaviours beyond the classroom and violate broader socio-moral rules.

Maslow's hierarchy of needs theory (1943-1954) can be related to the kindergarten setting. In that pupil's problem behaviour are sometimes due to lack of and/or unmet physiological needs and others as explained by Maslow in his theory.

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The meeting of physiological needs of a child is an ecological strategy. Ecological factors include physiological and emotional variables that hold a powerful influence over pupil behaviour (Ducharme, 2008). For instance, pupils may be affected by physiological discomfort (hunger, fatigue, or pain) and emotional issues (distress due to family violence, parental divorce, abuse, or bullying).UNESCO (2000) adopted the ecological approach to understanding behaviour. This is based on the assumption that all aspects of a child's environment are intermingled. Therefore, changes in one element of the ecology have implications for the others. For example, success or failure in school affects behaviour at home and in the community. Consequently, success at school assumes even greater importance if a child's home and community environments are disadvantaged. Teachers should therefore consider the elimination of possible school contributions to behaviour before labelling pupils adversely. There are varieties of reasons why some pupils interrupt teachers' instructions or class discussions and engage in other non-compliant behaviours. These reasons include the pupils' need to seek attention and appreciation, extreme competitiveness, nervousness, insecurity, and impulsiveness. Some children feel that misbehaving is the best way to get the teacher's attention. They do all sorts of things to attract attention; they are loud, ask unnecessary questions, respond negatively to the teacher's authority, bully other children so the teacher is forced to give them additional time and attention (Atkins, 2012).

Most experts agree that teachers should avoid giving negative attention since pupils mostly find it reinforcing and they continue to misbehave. It is also suggested that teachers should ignore pupil attention-seeking behaviours (Wright, 2012). When ignoring, however, at the same time it is wise to increase attention to an acceptable behaviour and to provide the pupil with random positive attention, and praise when a

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pupil describes their real achievements (Wright, 2012). Even though ignoring unwanted behaviour is considered to be the fastest way to extinguish it, not all attention seeking behaviour should be ignored since some pupils require attention due to feelings of insecurity and lack of trust (Atkins, 2012). Regarding positive attention, Wright (2012) points out that teachers should deliver positive attention if the pupil is not busy seeking attention.

2.6   Effects of Non-Compliant Behaviours on Teaching and Learning

Non-compliant behaviour of school pupils is a possible threat to effective teaching and learning. Matheson and Shriver (2005) observed that non-compliant behaviour makes teachers get burnt out and stressed out. This observation is buttressed by Hastings and Bham (2003) who cited non-compliant behaviour as a predictor of teacher stress, emotional exhaustion and untimely burn out which reduces teaching quality. Cobbold (2007) emphasized that learning rarely emerges from chaos and that, where there is confusion, learning could hardly take place. These authors further posited that a teacher cannot teach effectively if his pupils are out of control. It could be inferred from the above statements that pupils' misbehaviour in the classroom and school is not supportive, but rather disruptive to effective teaching and learning. This assertion echoes the views of Cobbold (2007), citing Ornstein who alluded that pupils' misbehaviours interfere with teaching.

Other studies by Thompson and Webber (2010) affirmed that non-compliance behaviours in the classroom cause disruptions or distractions which adversely impact on teachers. In support of this statement, Read and Lampron (2012), confirmed that behavioural issues lead to classroom disruptions, and this negatively affects learning conditions for all pupils in a number of ways. In other words, disruptive pupil behaviours make teaching more challenging for teachers to meet the instructional

demands of the classroom (Emmer & Stough, 2001). Many studies have shown that teachers sometimes feel that they are ―wasting their time‖ teaching because of the constant pupil misbehaviour. For instance, teachers' attempts to control disruptive behaviours cost considerable time which often comes at the expense of academic instruction. It is for this reason that teachers want more assistance with their classroom management and consider it to be extremely important (Obenchain, 2005). It has been observed by Rodgers (2004) that non-compliant behaviours are often associated with serious academic deficiencies. Garner, Moses and Waajid (2013) buttressed how non-compliant behaviour affects pupils' social endeavours and how the social aspect of their education in turn impact on their academic success. They found out that non-compliant behaviours of pupils affect their own learning and the learning of their classmates. Other studies by Rones and Hoagwood (2000) indicated that behaviour problems in the school context interferes with the pupil's own and/or other pupils' learning; disrupts the day to day functioning of the school; jeopardizes the rights of staff and pupils to a safe and orderly environment; has a duration, frequency, intensity or persistence that is beyond the normal range that schools tolerate; and is less likely to be responsive to the usual range of interventions used by the school to address pupil misbehaviour. Research by Read and Lampron, (2012) citing Becker and Luthar validates this assertion that pupil learning is greatly affected by social and emotional factors in classrooms, schools, and communities.

Non-compliant behaviours of children in the classroom have detrimental influence on teachers. For instance, it may impair a teacher's life in the classroom (Raggi, Evans, Hackethorn, & Thompson, 2003). For example, when children are off-task or otherwise non-compliant, teachers may spend more time issuing commands than focusing on lessons. In fact, this is a common barrier to teachers being able to

teach the curriculum. This is because they spend extra time in delivering interventions to individual children who engage in non-compliant behaviours in the classroom. For instance, they may spend a significant amount of time consulting with parents and psychologists about children as observed by Demaray, Schaefer and Delong (2003). This signifies that non-compliant behaviours in the classroom are impediments to a teacher's ability to teach in their classrooms. Non-compliant behaviours have direct physical, emotional, and educational consequences for educators. These consequences include but not limited to inattention, irritability, hyperactivity and impulsivity (Dawson, 2005) which affect school performance. For instance, pupils who are disruptive experience less academic engaged time, tend to have lower grades, and perform worse on standardized tests compared to pupils in well managed classrooms (Dolan and Houghton., 1993). Problem behaviours serve an important function for children and represent an adaptation to a challenging environmental context (Ducharme, 2008). For instance, a pupil might become disruptive or aggressive during an academic work period to avoid the evasiveness of a difficult assignment, or might disrupt the classroom to access teacher or peer attention.

Non-compliant behaviours in childhood have been linked to a range of adverse outcomes, including poor educational achievement, school dropout, juvenile delinquency, adult criminality, substance abuse and dependence, risky sexual behaviour, domestic violence, aggression and future mental health problems (Horwood, & Ridder, 2005; Kim-Cohen et al., 2003; French & Conrad, 2001; Fergusson & Woodward, 2000). Research has shown that aggressive children are at high risk of later serious and chronic violent behaviour and suggests that there is stability in aggression from adolescence to middle age (Kokko & Pulkkinen, 2005; Loeber & Stouthamer-Loeber, 1998; Nagin & Tremblay, 2004). For example,

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correlational findings from research have shown that, in young male, physical aggression at year 8 was moderately stable to physical aggression at age 30 (r = .25) (Huesmann, Eron, Lefkowitz, & Walder, 1984) and weakly stable from age 8 to severe physical aggression at age 48 (r = .15) (Dubow, 2006).Nagin and Tremblay (2009) found that aggressive behaviour at age six predicted self-reports of violence and serious delinquency during adolescence among boys, nearly one-half of all children who exhibited moderate levels of aggression at age six showed notably lower levels of aggression by ages 10 to 12. Little, Henrich, Jones & Hawley, (2003) Iv n their study, remarked that, on the one hand, with the term aggression we refer here to a behavioural pattern involving direct or manifest acts of violence, as well as indirect or relational aggression towards others (Little, Henrich, Jones & Hawley, 2003). Disruptive behaviours in early childhood (including oppositional, aggressive, and hyperactive behaviours) are often stable and predictive of negative mental health outcomes in later life, ranging from school failure to substance abuse and criminality (Campbell & Ewing, 1990). Research have postulated that many children follow a standard progression in the development of disruptive behaviour problems (Patterson, 1986). Severe conduct problems pose a tremendous cost to society, placing a heavy financial burden on the educational system, the legal system, and social and mental health services (Scott, Knapp, Henderson, & Maughan, 2001).

To conclude, classroom behaviour is one of the thorniest issues teachers face today because classrooms are much more complicated, more pupils come to school with behavioural problems and teachers face the challenge of managing their behaviour. Teaching just like parenting is an extremely stressful occupation (Caples & McNeese, 2010; Lambert, McCarthy, O'Donnell, & Wang, 2009). Teaching and learning process cannot be separated from pupils' behaviour and teacher behaviour.

Mishra, (2009 P. 4) states ─a teacher tends to value academic progress over behavioural progress"

2.7   Behaviour Management Practices in Dealing with Non-compliant Behaviours of Early Childhood Learners

There are many different types of behaviour management practices. These can be grouped in two categories: positive (proactive or antecedent) and restrictive (reactive or punitive) practices. Proactive behaviour management practices involve supportive practices which focus on preventing problem behaviours, managing minor problems before they escalate, and teaching positive alternatives to problem responses (Safran and Oswald, 2003). In other words, they are positive practices that involve aspects of reward and positive reinforcement. Proactive behaviour management practices address many of the lapses associated with reactive approaches, offering a more positive and effective method for managing non-compliant behaviours of pupils. Proactive behaviour management uses the principles of differential reinforcement which focus on using positive practices to prevent or stop problem behaviours before they start. In a proactive classroom, teachers create a classroom atmosphere that promotes positive behaviours instead of waiting and reacting to the problem behaviours after they are developed.

Promoting proactive behaviour management, ground rules should be established. Rules, routines, teaching conflict resolution practices and well-established schedules and arrangement should be made know to the learner and these would make them aware they are expected to do and receive reinforcement for doing what is expected (Oliver and Wehby, 2011). Also, social skill lessons can be combined with daily activities and routines to teach appropriate behaviours spontaneously which may result in long-term behaviour change (Oliver and Reschly, 2010). Effective classroom

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rules should be set to prevent and deal with non-compliant behaviours of pupils. These are effective classroom management strategy that focuses on preventive rather than reactive procedures and establishes a positive classroom environment in which the teacher focuses on pupils who behave appropriately. This strategy is based on the development of a pupil's self-control and supportability of a teacher's confidence (Walker, Shea and Bauer, 2007). So, pupils become independent and gradually internalize procedures, daily routines and rules.

Rules and routines are powerful preventative components to classroom organization and management plans because they establish the behavioural context of the classroom by specifying what is expected, what will be reinforced, and what will be re-taught if inappropriate behaviour occurs. This prevents problem behaviour by giving pupils specific, appropriate behaviours to engage in.

According to Jones and Jones (2001), there are certain factors that increase the likelihood of successful classroom rules in early childhood: pupils need to be involved in developing rules; rules should be clearly stated; as few as possible rules should be developed; pupils should state their acceptance of the rules in a formal way; and lucid expectations entail knowing what to do and when to do it (Vacca and Bagdi, 2005) to make children feel comfortable and secure in kindergarten. Teachers can have minimal classroom problem behaviours if they have effective classroom rules which will help in the success of teaching and learning and also positive behaviour of pupils. Pupils should be given the opportunity to develop the rules collaboratively with the teacher since pupils who participate in creating rules tend to understand them better and are more likely to adopt and follow them (Davies, 2003). He further claimed that once the rules are established, then it is time to teach and learn them. It is wise, and the author's experience concurs, to present the rules visually in the classroom since

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displaying the rules on the wall or the board helps pupils to learn and follow them more easily. However, it takes some time to implement the rules and they have to be learnt through concrete situations (Davies, 2003). It is essential that the teacher shows pupils what will happen if they ignore the rules (Cohen, Manion and Morrison, 2005).

In addition, a teacher needs to maintain consistency when dealing with rules and punishment. According to Davies (2003), logical consequences for broken rules need to be applied fairly and consistently and should be focused on helping children to learn from their own mistakes. The rules need to be consistently enforced to ensure successful learning (Webster, 2010). Even though establishing, monitoring, and consistently reinforcing classroom rules have beneficial effects on classroom behaviour, they need to be closely linked to other classroom-management tools. Other studies by Cohen, Manion and Morrison (2005), found that establishing adequate rules controlling pupils' misbehaviour as the most effective way to prevent disruptive behaviour. According to Harmer (2007), standards of behaviour and penalties for bad behaviour have to be explained to pupils from the first day at school. In many cases it is crucial to recognize the warning signs of disruption and to act immediately since ―unchecked behaviour may grow to be a larger problem.

In educational settings, positive behaviour support [PBS] (Sugai & Horner, 2002) has emerged as the most highly regarded and empirically-supported form of proactive behaviour management (Solomon, Watson, Battistich, Schaps, & Delucchi. 2012). PBS, according to Sugai et al. (2000 p. 133), ―refers to the application of positive behavioural interventions and systems to achieve socially important behaviour change" (p.133). It is a primary prevention level of support which focuses on reducing new incidents of problem behaviour through the use of universal, school-wide intervention (Sugai, Sprague, Horner, and Walker. 2000). This involves creating

a positive school environment with clear expectations and effective disciplinary procedures (Walker, Shea, and Bauer, 2007). In an educational context, PBS has evolved into a school-wide approach for preventing problem behaviours and promoting pro-social behaviours (Safran & Oswald, 2003; Sugai and Horner, 2002).

For pupils who do not respond to primary prevention, a second level of support is required (Sugai and Horner, 2002). Secondary prevention aims to reduce incidents of problem behaviours by providing specialized group intervention and support to pupils who are at-risk for, but not yet demonstrating, serious problem behaviour and school failure (Sugai and Horner, 2002; Sugai et al., 2000). This type of prevention may involve the use of anger-management groups, social skills groups, adult mentoring, or the participation in specialized academic remediation programmes (Walker et al., 2007).

The third and final level of support is tertiary prevention. This provides specialized individual intervention to pupils who display severe antisocial behaviour (Sugai & Horner, 2002). Tertiary prevention aims to reduce the frequency and intensity of these non-compliant behaviours by employing a comprehensive and collaborative approach that involves pupils, parents, teachers, administrators, and school support staff (Walker et al., 2007).Practices designed to address ecological variables may include providing meals to children who come to school hungry, or meeting with parents about a pupil's home routine to help increase sleep hygiene and combat daytime fatigue (Ducharme, 2007). Therefore, school staff members may attend to basic physiological needs of pupils on a daily basis by providing breakfast and lunch for needy pupils and, in some cases, making home visits to teach parents how to provide for their children's needs (Gordon, 2001). Some ecological practices may require the support of other professionals or external agencies. For example,

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consultation with a physician, audiologist, and speech therapist may allow a pupil to obtain necessary medical treatment to address illness or pain, or involvement of child protective services may be essential for a pupil living in an abusive or neglectful home. Until these physiological needs like food are met, basic functioning in the learning environment is very difficult, behaviours of affected pupils can turn violent, and it may not be possible to control their unacceptable behaviours.

Although meeting the second category of needs, those regarding safety issues may lie outside of the teacher's direct influence when pupils are at home or away from school, some of these needs can be addressed in the classroom. Good classroom management can help to ensure protection of pupils from physical attacks by other pupils, dangerous environmental conditions such as playing around electrical equipment, sharp and pointed objects and from psychological abuse from peers or adults. Gordon (2001), indicated that the teacher has the opportunity to create a learning environment that is kind and respectful in order to meet the nurturing needs of pupils. In addition, pupils' behaviour can be managed when teachers know the clues to the antecedents which will enable them to change the antecedents in order to minimize and or avoid such problem behaviours. Loving and caring for pupils is another way of demonstrating love and nurturing needs. MacFarlane (2010) stated that there are many ways in which caring can be demonstrated. Some teachers love their pupils as they love their family members (Hawk, Tumama-Cowley, Hill, & Sutherland, 2002). This suggests that successful teachers genuinely appreciate the importance that families place on a pupils' wellbeing and their value in society. Hawk et al. (2002) suggest that teachers who engage in extra-curricular activities with their pupils and their communities have the opportunity to form better personal relationships. Furthermore, if a teacher has cultural and family experiences that are

the same or similar to those of their pupils, they have an advantage, and they can facilitate establishing appropriate relationships (Gill, 2013).

The Canters', (2001) theory of classroom management is centralized on the idea that pupils have rights and needs that must be met in order to effectively learn. One such need that all pupils have is the need for a teacher who cares. A caring teacher strives to achieve what is best in the interest of the pupils. They also encourage teachers to reach out to ―difficult" pupils and interact with them personally to establish a relationship of respect and rapport (Canter & Canter, 2001). By creating a caring community for pupils, the teacher is able to instil a love of learning that focuses on the pupils' underlying motives (Canter & Canter, 2001). It is important for teachers to have empathy, being flexible and understanding of pupils' situations help to manage pupil behaviours in a way that was beneficial for pupils. They also mentioned that taking time to learn who your pupils are, as well as recognizing the positive aspects they bring to the classroom community, assist in building an environment conducive to pupil learning and growth (McCready and Soloway, 2010).According to Wilson-Hill (2006), respect helps in forming an effective relationship between teacher and pupil. However, respect is not necessarily the same as liking (Hawk et al., 2002). The respect that pupils give their teachers reflects the way teachers treat their pupils and speak to their pupils. Demonstration of respect can also be seen in the way that a teacher models appropriate attitudes and behaviour (Rogers, 2000).

Teachers who have strong positive relationships with their pupils are better able to manage non-compliant behaviours. Edwards and Raikes (2002), suggested that positive relationships between early childhood educators and children provide a potential classroom management tool. Teachers who show a genuine interest in pupils

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and what they learn and do are more likely to build strong positive relationships with their pupils. As a result, they are better able to manage challenging behaviours in their classrooms. According to Weinstein (2002), most pupils respond positively to a well-organised classroom led by an enthusiastic teacher who is willing to understand their pupils and be flexible in their approach. Weinstein (2002), was of the opinion that unfortunately, there is no magical formula for managing non-compliant behaviours of pupils, but noted that strong and positive relationships are a central factor in establishing a good safe classroom environment. Successful teachers place a high value on forming mutually respectful, trusting and positive relationships with their pupils which allows for a stronger focus on realizing potentials, encourage learning and manage pupil behaviour effectively (McNaughton, 2002).

Effective pupil-teacher relationship is one of the most significant practices for classroom management. This relationship is manifested in all aspects of classroom management from the choice of teaching methods to behaviour management. For some children, the pupil-teacher relationship created while managing behaviour issues provides emotional security and a model for future social interactions (Wolk, 2003). For this reason, fostering good rapport (supportive, empathic, warm, and caring teacher-pupil relationships) is one of the simplest and most effective practices a teacher can use to moderate pupil behaviour.

When pupils have warm relationships with their teachers, they are more likely to work hard and put forth effort to please their teachers (Abidin, Greene & Konold, 2004). Developing rapport with pupils may be as simple as taking some time each day to engage pupils in a warm conversation (Ducharme, 2007). Teachers may also foster good rapport and improve pupil behaviour by taking time to play with a child for just a few minutes a day (Ducharme, Davidson and Rushford, 2002). Even an action as

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simple as welcoming pupils with an individualized greeting and positive statement each morning has been shown to improve on-task behaviour (Allday and Pakurar, 2007). Research studies suggest that high quality teacher-pupil relationships characterized by strong emotional support and sensitivity may moderate academic failure and behaviour problems (Pianta, 2009). A good relationship between teacher and pupil is extremely important for the success of both teachers and pupils. Many teachers will probably agree that classrooms today are very different places to what they were twenty years ago, and pupils, even young learners, seem to no longer respect their teachers as in the past.

Social skill training is another preventive strategy for preventing non-compliant behaviours. Social skills can be explained as socially appropriate learned behaviours that facilitate effective communication and positive interactions with others. These skills serve as the backbone of social competence, allowing an individual to develop meaningful relationships and function successfully in a wide range of social situations (Gresham, Sugai and Horner, 2001). The development of appropriate social skills is a key ingredient for school success. However, not all children succeed in learning these important skills, placing them at risk of poor psychosocial antisocial behaviour (French & Conrad, 2001; Segrin, 2000). Furthermore, mutual respect arising from strong teacher pupil relationships should be ongoing, not just something that a teacher does at the beginning of the year (Rogers, 2000). Training pupils in effective communication skills is also a proactive approach to managing non-compliant behaviour. Communication refers to the ability to express oneself and share information with others (Rosengren, 2000). Effective communication and connectedness are other ways to deepen relationship between teachers and pupils. Communication is a two -way process, teachers who show and

model respectful communication are more likely to receive the same. Respectful communication provides strong opportunities for reciprocal dialogue between the pupil and teacher. Hawk et al. (2002), stated that improving communication skills often leads to decreases in non-compliant behaviour. In fact, functional communication training, in which an individual is taught functionally equivalent communicative responses, is an empirically supported treatment for non-compliant behaviour (Mancil, 2006).

Given that children and adolescents with non-compliant behaviours show impairments in social communication, language skills, and verbal ability (Nigg and Huang-Pollock, 2003; Hill, 2002) developing communication skills in these pupils may be an effective form of intervention. In school settings, communication skills play a vital role in pupils' academic and social success, allowing them to exchange information with teachers and peers and to access desired outcomes in an effective manner. Teachers should also exhibit the cardinal principal of congruent communication, which is that they should address the situation and never the pupils' personality or character. The ability for a teacher to do so instils the mind-set that the pupil is capable of making decisions that are good and appropriate (Manning and Bucher, 2001).

Hawk (2002) suggested that there needs to be a sense of connectedness between teacher and pupil which are equally shared and which develop through mutual respect. Such connectedness allows for the pupil to develop an understanding of their own responsibility for controlling their own actions. Teachers should only have to remind pupils of their responsibility to maintain effective discipline in the classroom. Many teachers develop signals that direct pupil behaviour. These are effective because they are quiet confrontational and often directed at individual pupils

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without others being aware (Hawk, 2002). The use of private hand signals to allow pupils to identify when behaviours need attention can be a good example of a non-discriminating and non-threatening approach to curbing the action before the behaviour escalates (Rogers, 2000).

The fourth category of needs, namely; self-esteem, self-confidence, a sense of purpose and empowerment will directly relate to love and acceptance (Gordon, 2001). If a pupil feels cared for and can express those emotions and behaviours, the pupil will continue to build self-esteem and confidence. The need of self-actualization can be fulfilled when the more basic needs have been met. Holding and improving pupils' attention can minimize non-compliant behaviour of pupils. It is generally agreed that teachers should not start a new task or activity without getting the attention of all pupils in the class. According to Hendy, (2002), teachers need to face pupils whenever they speak. This is especially true of young learners, as they need to be able to see the teacher's face as this makes it easier to hear (2005). Teachers can also use special signals or gestures to begin a new task such as ringing a bell, dropping their voice, flicking the light switch or clapping hands (Shelby, 2009). Varying the intonation and pace of the voice can help teachers generate enthusiasm and excitement in the classroom (Cohen, Manion and Morrison, 2005).

When teachers speak, they do not only use their voice, but they also use their hands to clarify and support their words. It is said that more than half of all human communication takes place non-verbally. Thus, gestures are a very beneficial form of non-verbal communication that reinforces the message and helps reduce unnecessary teacher talking time in the classroom and increase pupils" understanding and participation during lessons. Teachers should use physical movement such as gestures and mime and facial expressions during their teaching to convey the meaning of

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language, reinforce information and increase pace. This is particularly essential in young learners' classrooms where long verbal explanations can be difficult and confusing (Gower, Phillips and Walters, 2008, p. 11). Scrivener (2005) suggested developing a set of gestures in order to avoid repeating basic instructions and to increase pupils' talking time. It is believed that using gestures in the classroom can improve communication between the teacher and pupils and encourages pupils learning (Davies, 2003). However, teachers should avoid unclear, ambiguous and excessive gestures.

Another strategy for managing non-compliant behaviours of pupils is to praise instead of blame or punish. Praising pupils for just about everything they do may make pupils respond more favourably to praise rather than punishment (Doidge, 2017). The use of rewarding appropriate behaviour with positive outcomes such as certificates, free time and prizes appears to be a regular happening in most schools. Russek, (2004) suggested the discriminating use of praise, and the ability to remain relentlessly positive will help one a great deal with managing behaviour. This motivates pupils to engage in appropriate behaviours. Davies (2003, 2007) stated that effective praise needs to be given sincerely and enthusiastically and should focus on the pupils' effort rather than on what was actually achieved. Harmer claims, ―praise is better than blame" (p. 157). It is generally agreed that praise is more effective than punishment since punishment ―does not address the causes of misbehaviour, only the symptoms. Genuine, spontaneous and specific praise encourages positive self-esteem and acceptance of both self and among other pupils in the classroom.

Additionally, teacher praise and commendation may be a more potent source of positive reinforcement when good rapport has been established (Levine and Ducharme, 2007). Moreover, good rapport may help to manage ecological variables,

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as positive teacher-pupil relationships help to create an environment where pupils are comfortable discussing personal difficulties with their teacher (Ducharme, 2007). Truthful evaluation provides pupils with the opportunity to understand their strengths and weaknesses and to feel strong, confident and independent (Davies, 2003). Therefore, it is vital to work on a positive approach rather than on a negative one (Cohen, Manion and Morrison, 2005).Once pupils begin to demonstrate high levels of successful responding by means of moderating techniques, teachers need to maintain these pro-social behaviours through the use of praise and other forms of positive reinforcement (Ducharme, 2007). Therefore, reinforcing successful responding is a proactive strategy of dealing with problem behaviour. Although praise and commendation may be effective at maintaining pro-social behaviour for many pupils, especially when a teacher makes efforts to establish rapport with them, some may require more potent forms of reinforcement (Ducharme, 2007). Teachers may choose to reward pro-social behaviour through tangible rewards (activities, treats) or reward systems such as points, stickers, star charts (Ducharme, 2007).Praising a pupil is a form of motivation. It is suggested that teachers should rather dislike the behaviour, not the pupil Battaglia (2006). Cohen, Manion and Morrison (2005) corroborated this statement by cautioning that that teachers should not criticise the pupils, but their behaviour. Hence, it is extremely important to avoid labelling a pupil in a negative way.

According to Cohen, Manion and Morrison (2005, p. 304), it is also important to avoid negative criticism and making hostile remarks. If necessary, it is wise to speak to the disruptive pupil later outside of class or privately and ―try to explore what led to the confrontation and avoid repeating these circumstances" Teachers should be aware of disrespect and rudeness since they might be one of the roots of

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bullying. Although bullying is mostly a discipline problem of secondary schools, in some cases it may occur in the classrooms of young learners.

Besides praise which is a form of motivation, the giving of token economies can make children engage in appropriate behaviours. Token economies are programmes in which pupils (entire classrooms or individuals) earn points or tokens for appropriate behaviour and, at a later time, trade them for preferred activities, objects, or privileges (Boisjoli and Matson, 2009). It is a tool which strives to modify inappropriate behaviour and achieve specific goals. These goals can be behavioural (that is, staying in seat during class time, raising hand and waiting to be called on before speaking, being on time for class) as well as academic (that is, finishing at least 80% of homework, handing in work when it is completed, mastering 30 new vocabulary words).

Dealing with non-compliant behaviours of pupils may also be supported by effective classroom management. Wong (2001, p.84) defined classroom management as ―all the things that a teacher does to organize pupils, space, time, and materials so that instruction in content and pupil learning can take place". Along with management comes the process of guiding and teaching young people to make wise choices about their behaviour (Nelson, 2002). Effective classroom management involves effective instruction. This implies that, problem behaviours of pupils can be dealt with by means of effective instructional design and delivery. Teacher‘s instruction within the classroom, aid at the acquisition of pupil‘s and non- academicals skills. Decker and Rimm-Kaufman (2008) emphasizes on preventing disruptive behaviours by means of instructional design allowed for a view of the subject matter as an activity tangent to the instructional activities, which do not require reflectivity and planning, and in

which the teacher may use his discretionary status within the schooling system in order to block any behaviour interfering with teaching and learning.

Johnson, Rice, Edgington, and Williams (2005, p.2), defined classroom management as ―a wide-array of proactive, well-established, and consistent techniques and practices teachers employ to create an atmosphere conducive to learning". Proactive classroom management involves teacher use of a range of positive interaction and intervention practices for managing pupil behaviour in the classroom. This approach to classroom management has been shown to positively influence pupil academic achievement, behaviour, and social-emotional well-being, as well as teacher job satisfaction, stress levels, and turnover rate. Unfortunately, teachers often receive minimal training in such practices, leading them to use more reactive forms of classroom management as a means of controlling problematic pupil behaviour. Effective instructional time management is another strategy for dealing with non-compliant behaviours of pupils. Timing is an important classroom-management tool and a crucial skill for teachers to practice effective time management. When planning lessons, it is advisable to use time-controlled activities such as group work, role-plays and individual presentations (McKenzie, 2006). In addition, transitions from one activity to another need to be smooth enough for pupils to easily follow (McKenzie, 2006). These authors opined that teachers should be aware of using time in their classes efficiently since effective timing is one of the essential keys to successful learning. Thus, it is vital that teachers need to be able to gain control over the activities they do, organize the classroom well, plan their lessons carefully and set realistic times for the completion of tasks. Good pacing minimizes the time spent on disruptions and disciplinary situations and helps keep the classroom

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running smoothly. Especially in young learners' classrooms, teachers should keep ―the pace of the lesson fairly upbeat" (Thornbury, 2010).

Effective classroom management is also dependent on effective lesson management. Here, the teacher should demonstrate ‗wittiness' (awareness of what is going on in all parts of the classroom at all times), overlapping (attending to two or more issues at the same time), effective transitioning between activities, and well-paced, varied, and challenging lessons" (Roskos, 2012).It is also suggested that teachers should create routines that pupils recognise easily (Thornbury, 2010). Even though it may take some time to establish these routines, this act and also the ability of teachers to give specific, clear and understandable instructions, may save a lot of time by eliminating subsequent explanations, minimizes confusion and may avoid inefficient loss of lesson time. Cohen, Manion and Morrison (2005, p. 285), recommended not spending too much time ―on easy or trivial points". McKenzie (2006) pointed out that teachers should keep in mind hidden time demands such as administrative activities, setting up technical equipment or rearranging seating. This implies that grouping and seating arrangement can be a proactive strategy of dealing with problem behaviours. Grouping and seating arrangement involves forming groupings, arranging and rearranging seating. For each activity teachers undertake in class, they should consider what grouping, seating and standing arrangements are most suitable. It is difficult for pupils and especially for young learners to sit still for a long time. It is essential to include activities that involve some movement. However, teachers should be aware of a constant movement every five minutes which might be, for most pupils, uncomfortable (Scrivener, 2005).

There are a number of approaches to seating arrangements in the classroom. They include the following types of seating: orderly rows, circles and horseshoe and separate tables. Scrivener (2005), stated that changing pupils' arrangements has many advantages and help pupils cooperate with different people. He also opined that in a circle or a horseshoe there is a much greater sense of equality and it increases pupil interaction. Moreover, in these seating arrangements weaker pupils have less chance of hiding themselves and therefore the stronger pupils dominate less (Scrivener, 2005). Classroom placements is also a strategy for dealing with behavioural problems of pupils. In other words, differentiation in the classroom another strategy focused. It discusses different classroom grouping practices that they think should be used to ensure achievement for different types of learners (Roskos, 2012). There have been a number of rationales for placing pupils with severe behavioural disorders in specialized classroom settings (Simpson, 2012). First, placement in self-contained classrooms allows the provision of specific programme to address the problem behaviour and social difficulties of these pupils (Kauffman, Bantz and McCullough, 2002). For example, pupils in behavioural classrooms can often participate in formal programmes designed to enhance problem-solving abilities, social skills, communication, or anger management (Kauffman, McGee and Brigham, 2002).

Another strategy for dealing with non-compliant behaviours is making the ambience of the kindergarten classroom so comfortable for pupils. This includes the organization of the kindergarten environment, the curriculum, the attitude that teacher presents towards the variety of behaviours, and the family– school relation. This is because it can affect the preschool child's social behaviour either positively or negatively (Gouriotou, 2008). Changing the room's physical layout may make the classroom a more attractive place to study since it may also make cooperative work

easier, revitalize fatigued pupils, reduce stress within the classroom and facilitate learning. Good discipline occurs best in a democratic classroom. A democratic classroom can be defined as a classroom in which pupils and the teacher collaborate to make decisions on how the class will best function. Effective teachers invite cooperation from their pupils rather than dictating or bossing them around (Manning and Bucher, 2001). Another responsibility is completing class work. It is recommended by Jones, Jones and Jones (2000, p. 58), that when pupils demand attention for independent work, the teacher should, ―praise, prompt, and leave". This allows the pupils to be redirected quickly and take responsibility for their learning (Jones, Jones, and Jones, 2000). When pupils understand that they are considered as equal participants in the classroom, there is a sense of community (Manning and Bucher, 2001).

Counselling is another strategy of dealing with non-compliant behaviours. Time must be spent counselling and teaching children better ways to handle anger, stress and frustration. Investing time and resources to create this sort of school-wide approach to behaviour is the most efficient approach for decreasing the possibility of problems. Oftentimes, the breakdown of families causes poor self-esteem and result indiscipline problems. Horner (2004), suggested that the key messages from this model are that schools need multiple behaviour support systems to create safe and encouraging environments. This could be because of its inflexible but perceived ―no nonsense" or ―zero tolerance" approach. This approach concerns those who prefer to utilise other approaches such as those teachers who see the importance of using pupil voice supported by a behaviour recovery approach as suggested by Rogers, (2000). Restrictive or punitive practices for dealing with non-compliant behaviours include punishment, negative reinforcement, chastisement, reprimands, timeouts, and

response cost, frowning, signalling, shaming, expulsion, suspension, embarrassment, striking head with fist, slapping, caning and other forms of corporal punishment. These practices employ aversive consequences (Stormont, Reinke and Herman, 2011). Punishment practices can also be more intrusive such as physical contact (for example, slapping, caning), or seclusion [for example, timeout] (Woodcock and Reupert, 2012). A number of teachers react to inappropriate behaviour by shaming, verbally reprimanding, threatening, embarrassing, suspending, and expelling the pupil (Geiger, 2000). Zeki (2009), in his research on verbal and nonverbal communication in classroom management suggested that, use of eyes and facial expressions are considered as having a disciplinary function in most of the sources and are reported as having many related functions which help teachers in managing classrooms. As classroom managers, teachers use prompts (Krantz and Scarth, 1979), motivational messages, structured transitions (Arlin, 1979), positive questioning techniques (Borg and Ascione, 1979), and other teacher strategies to promote students' on-task persistence. Faul, Stepensky, and Simonsen (2011) stated that, the easiest pre-correction to implement is a verbal prompt, or reminder, of appropriate social behaviour

The concept of _timeout' is a practice in which teachers try to either re-direct the pupil's attention or physically remove them from the distracting environment are used constantly by not only by teachers but also by parents of emotional and behaviour disorder (EBD) pupils. However, this method of behaviour management is criticized constantly for its disruptive nature. Classroom behaviour management is an increasing problem for teachers and administrators in schools because of changes in educational environments. Hence, managing challenging behaviour in a classroom setting is a problem faced by many teachers (Emerson, 2001). Regrettably, many

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teachers do not have the skills required to maintain classroom order and often feel unprepared to effectively handle pupil problem behaviour (Hardman and Smith, 2003). Moreover, many pre-service teacher education programs place minimal emphasis on the development of effective classroom management skills (Wubbels, 2011). A successful behaviour management strategy is the use of positive reinforcement to discourage negative behaviour. Teachers are encouraged to reward their pupils for their correct behaviour so that the misbehaving pupils will stop their negative actions because they want to be rewarded. Wong and Wong (2009), supported the viewpoint that classroom management is the most important aspect of teaching. The authors emphasized that, being able to manage a classroom must come before teachers attempt to instruct pupils.

Classroom behaviour management practices are vital to kindergarten teachers in order to maintain sanity in their classroom. The use of successful classroom and behaviour management practices is so vital. This is because it would make teachers maintain control of their classrooms. This study assumes that without effective methods of both classroom management and behaviour management, teachers would not be able to successfully achieve the goals of the curriculum and maintain a positive learning environment. Behaviour management is a plan or an approach to disciplining pupils. There are many different ways to do so, but the main goal is to manage pupils' behaviour whether it is positive or negative. Most schools have school wide behavioural management plans to create positive learning environments and to help back up their teachers in their own plans. All behavioural management plans differ by teacher and by class. This is because of the vast differences between individual pupils and classrooms as a whole, there is not one correct or standard way that all classrooms should be managed (Department of Education, 2009).The use reward and punishment

as a means of correcting children noncompliant problem on the spot Chapman and Zahn-Waxler (1982), found that physical coercion was effective alone or when combined with verbal reasoning and verbal prohibition. However, although physical punishment may increase compliance in the short-run, research suggests that in the long run it may actually lead to an increase in noncompliance and may even place a child at risk for more serious behaviour problems (Chapman and Zahn-Waxler, 1982).

Straus (1991) agreed that, classroom behaviour management involves much more than rules that pupils are asked to follow. Managing the classroom involves knowing the pupils well enough to be able to understand their thought processes to effectively instruct them. Understanding what motivates pupils in and outside of the classroom will have a monumental effect on management practices. But, an immense part of classroom management is behaviour management and this is one of the most feared aspects of teaching and teachers discuss how the most difficult part of their job is managing the pupils' behaviour (Broome, 2013). Effective behavioural management practices are so important and essential in all classrooms. Classroom behaviour management is dependent on many factors which could be different in every classroom. Some of these factors include the age of the pupils, the size of the classroom, the parent support of the pupils, the majority socioeconomic status of the pupils, and the funds of the school. All of these factors can play a major part in the management of the classroom as a whole. The age and grade level of the pupils will make a big difference in the type of behavioural management strategy used. The overall maturity of the class will affect the strategy choice, the experience of the teacher, the culture of the school, school location (rural, suburban, urban setting), the dominant class of the school (low, middle, high class), the size of the school and the classrooms, and the classroom set up. No group of pupils will be exactly alike nor will

they need the exact same strategy. Therefore, every teacher will have to modify these practices to fit the needs of their own classroom. Successful behavioural management practices should be changed and tweaked to fit the specific needs of pupils. Walters and Frei, (2007) who agreed that, in order to be effective, rules should be introduced on the first day of class, and the teacher should continue to teach and reinforce them throughout the school year. Engaging your students in establishing overall classroom rules and procedures is often a successful way to encourage pupil involvement (Marzano, Marzano, & Pickering, 2003).

Literature maintains that, to prevent noncompliant behaviours in the classroom, it is often necessary for teachers to change their own behaviours (Vaughn, Bos & Schumm, 2000). The same strategies and procedures will not necessarily be equally effective with all children. Classroom routines can positively affect children' academic performance as well as their behaviour (Cheney, 2009; Vallecorsa, de Bettencourt, & Zigmond, 2000); therefore, one proactive strategy is for teachers to adopt a consistent classroom routine. According to Mayer (2005), a well-defined rule in the classroom can prevent many behavioural difficulties. When children are involved in the development of the rules, they are more likely to adhere to them and understand why they have been put into place.

Managing pupil behaviour has always been a primary concern of teachers for pupils' misbehaviours have interfered with a positive learning environment (Shin and Koh, 2007). From the beginning of teaching experience, teachers commonly express their concern about controlling the pupils and creating a disciplined environment in order to create a proper atmosphere for learning; and classroom management is commonly mentioned as the most intricate aspect of teaching. Marzano, Marzano and Pickering (2003, p.1) observed that, ―Well managed classrooms provide an

environment in which teaching and learning can flourish, and that the teacher is probably the single most important factor affecting pupil achievement". Using effective behaviour management techniques is extremely important for teachers to have successful classroom environments. In addition to managing individual pupil behaviours, if a teacher is able to effectively manage the classroom, there will be fewer behaviour problems; thus, pupils may have a greater chance at overall academic and social success. Marzano and Marzano (2003, p.2) concluded that of all the variables, classroom management has the largest effect on pupil achievement. Pupils cannot learn in a chaotic, poorly managed classroom. Effectively managing of behaviour in a classroom is a cornerstone to successful teaching, as is individual pupil behaviour management.

Kiro (2007) stated that schools that manage behaviour well have deep seated values about the safety and well-being of all members of the school community. Effective classroom management practices have been shown to positively affect several factors such as school achievement and schoolwork attitudes (Lewis, Romi, Katz and Qui, 2008), social competence among peers (Webster-Stratton, Reid, and Stoolmiller, 2008) and general emotional-behavioural functioning (Piko, Fitzpatrick, and Wright, 2005). Classroom management is directly tied to levels of pupil involvement and academic achievement, in that it can help to decrease disruptive classroom behaviours and increase pupil engagement in academic tasks. Poor classroom management has been linked to long-term negative academic, behavioural, and social outcomes for pupils (Reinke and Herman, 2002). Disruptive and antisocial behaviour exhibited by pupils with problem behavioural may compromise the safety and education of other pupils (Kauffman, Tanre, and Boucher, 2002). Thus, educating these pupils in separate classes may be advantageous for pupils who have no conduct

issues. When all pupils in a classroom demonstrate challenging behaviour, the potentially hectic environment may limit opportunities for learning (Wehby, Lane and Falk, 2003).

Effective classroom management skills are indispensable for teachers, as they allow for the maintenance of a supportive, stimulating, and orderly learning environment (Reinke, Herman and Sprick, 2011), and have been positively linked to pupils' academic success, pro-social behaviour, and social-emotional wellbeing (Webster-Stratton, Reid, and Stoolmiller, 2008; Shernoff and Kratochwill, 2007; Somersalo, Solantaus, and Almqvist, 2002). Moreover, a teacher's ability to maintain a well-controlled classroom with few problem behaviours has positive effects on their job satisfaction, stress levels, and turnover rate (Adera and Bullock, 2010; Clunies-Ross, Little, and Kienhuis, 2008; Kyriacou, 2001).Practicing positive discipline today helps pupils develop the inner strength and life skills that will help them become successful adults (Nelsen, Escobar, Ortolano, Duffy and Sohocki, 2001). Research shows that during this time, effective management practices are linked to academic achievement (Roskos and Neumann, 2012). ―Well managed classrooms provide an environment in which teaching and learning can flourish. Research tells us that the teacher is probably the single most important factor affecting pupil achievement…" (Marzano, Marzano and Pickering, 2003, p. 1).

2.8   Summary of Literature Review

This chapter reviews the literature. Essentially, the review was underpinned by the Kounin's classroom management theory, the Assertive Discipline classroom management model by the Canters, and Logical Consequences model by Dreikurs. To summarizes, it is clear from the review that a definition of non-compliant behaviours is complex and can also be confusing. Regardless of the label given it is reasonable to say that non-compliant behaviour is that which affects not only the pupil presenting non-compliant behaviours but the behaviours of others within close proximity. Within the classroom this will include the learning environment and all those within it. The literature review discusses different types of non-compliant behaviours which are frequently observed in classrooms and schools in order to better understand the notion non-compliant behaviour.

It unfolds from the review that a complexity of factors predicts and influence the occurrence of non-compliant behaviours. They include biological, home/family related, school/class related, teacher related, pupil related and societal and technological related factors. No single factor is isolated as a cause of non-compliant behaviour. It also becomes evident from the review that non-compliant behaviours negatively affect pupils, teachers, teaching and learning process, the school, families and society at large. The review indicates that teachers use several practices to manage non-compliant behaviour in their classrooms and schools. These practices can be grouped by the purpose of their implementation, such as preventing or correcting non-compliant behaviour. For example, reactive management practices are often used to correct non-compliant behaviours and focus on immediate termination of non-compliant behaviours. Conversely, proactive management practices establish clear rules of pupil behaviour, allow pupils to practice the appropriate behaviours in the

settings the behaviours will be used in, and reinforce the use of the appropriate behaviours.

Classroom behaviour management is an increasing problem for teachers and administrators in schools because of changes in educational environments. Regrettably, many teachers do not have the skills required to maintain classroom order and often feel unprepared to effectively handle pupil problem behaviour. Over all, there are best practices in problem behaviour management. Classroom management in the 21st century has changed immensely along with dynamic society. Accordingly, teachers need to have a plethora of proactive interventions at their fingertips. This is because corporal punishment and yelling are classroom management approaches of the past. Today's teachers need to be professional and caring. The rituals and routines of the classroom need to be set and should include pupil's input.
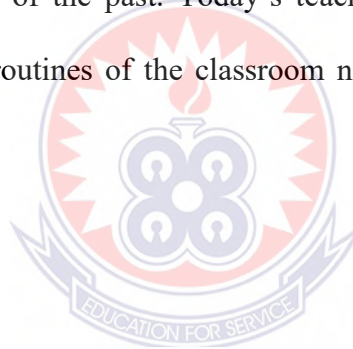
CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter covers the methodology used in the study. The discussion in the chapter is on the research design, study area, population of the study, sampling size and sampling strategy, instrumentation (validation of the qualitative instrument, validity of the quantitative instrument, and reliability of the quantitative instrument) ethical consideration and concludes with a summary of the chapter.

3.1 Research approach

Research approach is essential as it enables the researcher to focus and look at in-depth of the problem and make a decision on how to solve the problem, naming, and approaching the research topic (Saunders et al 2007). In doing research the approach may be qualitative or quantitative. This research employed both the qualitative and the quantitative approach. The former involves collecting data that is mainly in the form of words, and the latter involves data which is either in the form or can be expressed in numbers. It is often assumed that quantitative approaches draw on positivist ontologies whereas qualitative approaches are more associated with interpretive. A quantitative research is based on a positivist philosophy which tends to be based on deductive theorising, where a number of propositions are generated for testing, with empirical verification then sought (Creswell, 2003). According to Creswell, a considerable data are often required as a positivist study would favour the use of quantitative method to analyse large-scale phenomena. Inherent in this overall approach to research is the view that it is possible to measure social behaviour independent of context and that social phenomena are ‗things‘ that can be viewed objectively.

Qualitative research emphasises on subjective interpretation (Bryman, 2001) and facilitates effective and in-depth understanding of the research topic (Easterby-Smith, Golden & Locke 2008). The qualitative research method provides a deeper understanding, knowledge and insight into a particular phenomenon, by providing answers to questions of how rather than what? (Miles & Huberman, 1994).

3.2 Philosophical underpinning

Based on the two perspectives of the two main paradigms, the philosophical approach underpinning this study is the ideologist of both the interpretivist and the positivist, which is pragmatism as philosophical approach for this research. The nature of this research problem, the purpose, research objectives and research questions raised as well as the research methodology was the reason for picking pragmatism philosophical approach. Bryman (2001) noted that when these two approaches (qualitative and quantitative) are combined, they help in supporting each other.

Pragmatism as a worldview arises out of actions, situations, and consequences rather than antecedent conditions such as those in post positivism. There is a specific concern with applications, that is, what works as well as a solution to problems (Patton, 1990). Instead of focusing on methods, researchers emphasize the research problem and use all approaches available to understand the problem. As a philosophical underpinning for mixed methods studies, its importance is in focusing attention upon a research problem in social science research and then using pluralistic approaches to derive knowledge about that problem. Pragmatism is typically associated with mixed-methods research (Creswell & Plano Clark, 2007; Tashakkori & Teddlie, 2009).

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Also as stated in the above, Creswell and Plano Clark (2007) and Tashakkori and Teddlie (2009), were on the view that pragmatism embraces features associated with both positivism- postpositivism and constructivism worldviews. However, Tashakkori and Teddlie (2009) stated that both pragmatism and transformative-emancipatory paradigms reject ―the dogmatic either-or choice between constructivism and postpositivism and the search for practical answers to questions that intrigue the investigator" (Tashakkori & Teddlie, 2009, p. 86).

3.1   Research Design

The study adopted the explanatory mixed method approach. The term ‗mixed methods' applies to research that combines alternative approaches within a single research project. It refers to a research strategy that crosses the boundaries of conventional paradigms of research by deliberately combining methods drawn from different traditions with different underlying assumptions. At its simplest, a mixed methods strategy is one that uses both qualitative and quantitative methods (Denscombe, 2007).

The explanatory mixed method is also known as the sequential explanatory (Creswell, 2012). It occurs in two distinct interactive phases. This approach starts with the collection and analysis of quantitative (numeric) data, which has the priority for addressing the study questions. This beginning stage is accompanied by the subsequent collection and analysis of qualitative (text) data. The second, qualitative phase of the study is designed so that it follows from the results of the first, quantitative phase (Creswell, 2012). The researcher interprets how the qualitative results help to explain the initial quantitative results. Thus, the qualitative data are collected and analysed second in the sequence and help explain or elaborate on the quantitative results obtained in the first phase (Creswell, & Plano-Clark, 2007). The

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rationale for this approach is that the quantitative data and their subsequent analysis will provide a general understanding of the research problem (Creswell, & Plano-Clark, 2007; Creswell, 2009). The weakness in the use of mixed method approach is the requirement of expertise and great effort to adequately use the two methods at the same time. It can be difficult to compare results of two analysis using data of different forms

Researchers can improve their confidence in the accuracy of findings through the use of different methods to investigate the same subject. In line with the principles of triangulation, the Mixed Methods approach provides the researcher with the opportunity to check the findings from one method against the findings from a different method. The use of more than one method can enhance the findings of research by providing a fuller and more complete picture of what is being studied. The benefit of the mixed methods approach in this instance is that the data produced by the different methods can be complementary (Denscombe, 2007).

3.2   Study Area

The Jomoro Municipal is one of the 260 Metropolitan, Municipal and District Assemblies (MMDAs) in Ghana and forms part of the 14 MMDAs in the Western Region. Jomoro Municipal, which used to be part of the then Nzema East Municipal was created by Legislative Instrument 1394 in 1988 with the administrative capital of the Municipality **as** Half Assini. The Jomoro Municipal is located in the southwestern corner of the Western Region of Ghana and covers a total land area of 1,495 square kilometres. It is bounded on the south by Latitude 4, 80 N and the Atlantic Ocean {Gulf of Guinea} (DANIDA, 2013). It is bounded in the north by Latitude 5, 21 N and the Nini River. It also lies between Longitude 2, 35 W to the East and 3, 07 W to the West. The Municipality shares boundaries with Amenfi West Municipal and

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Aowin Municipal to the north, Nzema East Municipal to the east and La Côte D'Ivoire to the west and the Gulf of Guinea to the south (CIDA 2013).

With respect to the employed population, about 39.0 percent are engaged as skilled agricultural, forestry and fishery workers, 20.7 percent in service and sales, 20.1 percent in craft and related trade, and 2.6 percent are engaged as managers, professionals, and technicians. (Ghana Statistical Service [GSS], 2014). The population of Jomoro Municipality is 150,107 representing 6.3 percent of the region's total population. Males constitute 49.0 percent and females represent 51.0 percent. There are almost equal proportions of the population living in urban and rural areas. The municipal has a sex ratio of 96.1. The population of the district is youthful (40.0%) depicting a broad base population pyramid which tapers off with a small number of elderly persons (4.4%). The total age dependency ratio for the District is 79.8, the dependency ratios for the males and females are 82.8 and 77.1 respectively (Ghana Statistical Service [GSS], 2014).

The researcher chose the study area as a results of his personal observations and interactions with KG teachers indicate the excessive use of corporal punishment and restrictive behaviour management practices by KG teachers, thereby ignoring non-punitive and corrective measures. This poses a threat to a conducive classroom atmosphere for effective instruction, learning and child development

3.3   Population of the Study

Population of this study comprised KG. teachers of the following schools; Elubo Roman Catholic primary, Ezinlibo M/A primary school, Nawulley Catholic primary school, Nuba Catholic primary school , Mpataba M/A primary school, Amokwa-Compound M/A primary school, Adu-Suazo M/A primary school, Half-

Assini Catholic primary school, Tweako-Navorogo M/A primary school, Kabenla-Suazo M/A primary school, Half-Assini Methodist primary school, Elubo Roman Catholic primary, Cocoa Town primary school, Nungua Basic school, Allowuley M/A primary school, Tikobo No 1 Basic ‗A' school, Swodadzem M/A primary school, Compound M/A primary school, Edobo M/A primary school, Anglican Basic school Half-Assini, Bonyere Catholic primary school, Azuleti M/A primary school, Ahobre Roman Catholic Basic school, Takinta M/A primary school. The estimated target population of the study was 266 and the accessible population was 100 comprising of 79 females and 21 males.

Table 1: Sample distribution of population

Gender	Target population		Accessible population	
	f	**%**	**f**	**%**
Male	69	25.9	21	21
Female	197	74.1	79	79
Total	**266**	**100**	**100**	**100**

Source: Field data (2019)

3.4 Sample and Sampling Techniques

The study employed stratified random sampling and purposive sampling to the sample for the study.

Stratified sampling is a probability sampling technique in which each stratum is properly represented so that the sample drawn from it is proportionate to the stratum‗s share of the population. For the quantitative phase of the study, the stratified random sampling technique was used in selecting the following twenty-five (25) schools; ; Elubo Roman Catholic primary, Ezinlibo M/A primary school, Nawulley Catholic primary school, Nuba Catholic primary school , Mpataba M/A primary

school, Amokwa-Compound M/A primary school, Adu-Suazo M/A primary school, Half-Assini Catholic primary school, Tweako-Navorogo M/A primary school, Kabenla-Suazo M/A primary school, Half-Assini Methodist primary school, Edobo M/A primary, Cocoa Town primary school, Nungua Basic school, Allowuley M/A primary school, Tikobo No 1 Basic _A' school, Swodadzem M/A primary school, Compound M/A primary school, Ankasa primary school, Anglican Basic school Half-Assini, Bonyere Catholic primary school, Azuleti M/A primary school, Ahobre Roman Catholic Basic school, Takinta M/A primary school.

In using stratified sampling technique, the population was subdivided into smaller homogeneous groups" in order to ―get more accurate representation" (Best & Kahn, 1995, p. 89). Based on this, each circuit was represented as a stratum from which a number of respondents was selected based on proportional representation. By default, the schools within the Jomoro municipality were grouped into five circuits. There were 25 schools in all, representing five strata (that is five circuits, Half-Assini, Bonyere, Tikobo NO. 1, Mpataba and Elubo circuit). Five (5) schools were selected from each circuit.

The simple random sampling with the lottery method was adopted to select the teachers. The lottery method was where the researcher used numbers corresponding to the schools, wrote them on pieces of papers and put them in a box, thoroughly mixed and picked one after the other. In the selection of the schools in each stratum, the names of the schools were put in a box and schools were picked one after the other until the desired number required was selected.

The simple random sampling was used to select four (4) out of the eight teachers from each school to respond to the questionnaire. Pieces of paper which equal the total number of teachers in each school was designed by the researcher. In

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the first school, for instance, two pieces of paper with the inscription ―Yes" whilst the other one piece of paper was captioned ―No". The pieces of paper were folded and put in a box. The box was turned repeatedly to ensure that the pieces of paper were well mixed to guarantee that each teacher had an equal opportunity of being selected. The teachers were needed to pick the pieces of paper at random. Teachers, who selected the pieces of paper which had ‗yes' responses were enrolled as study respondents for this study. Four teachers were selected from each school. This process was then repeated in the other schools. Hundred teachers were selected from the population. In each school four out of the eight teachers were included in the study.

Purposive sampling was also used to sample 20 teachers (respondents) who formed part of the respondents sampled for the one-on-one interview. All the 20 teachers were purposively selected and included in the study. This was because the teachers had bachelor or master's degree in early childhood education and had attended a lot of workshops on children. Moreover, they were class teachers and had more than five years working experience at the K.G. level. These teachers were sampled because they formed part of the first respondents for the quantitative study. Again, they were sampled to confirm the findings of the quantitative survey to triangulate the data. This was to ensure that later quantitative data is triangulated with qualitative data. With purposive sampling the sample was ‗handpicked' for the research. The term was applied to those situations where the researcher already knows something about the specific teachers or events and deliberately selected particular ones because they were seen as likely to produce the most valuable data (Denscombe, 2007) because of their knowledge content and experience with the study population and the study setting.

3.5 Instrumentation

3.5.1 Questionnaire

Likert scale questionnaire was adopted to aid in the quantitative data collection which was self-developed. The questionnaire consisted of four sections, the first section focused on the demographic characteristics of the respondents, the second section dealt with items relating to the various forms of pupils' noncompliant behaviour. The third section focused on items relating to the factors that account for the development of pupils' noncompliant behaviour. The fourth section dealt with items relating to the effects of noncompliant behaviour on class activities. The fifth section focused on items relating to classroom management practices and programmes employed to manage pupils' behaviour.

This was a Likert scale questionnaire with options presented in four-point scale ranging from: Strongly agree (SA), Agree (A), Disagree (D) and strongly Disagree (SD) respectively. Correspondingly each of those options were rated the following: SA (4), A (3), D (2) and SD (1). The researcher chose questionnaire because all the respondents were literate, and therefore could read and respond to the items. The questionnaire items were generated from the data collected and analysed from the qualitative phase.

3.5.2   Semi-structured interview

The study used a semi-structured interview guide for data collection which was self-developed. Interviews and question asking are considered the principal data collection methods for this kind of research. Yin (2004) argued that it is very important to consistently ask why events appear to have happened or to be happening. The researcher conducted one-on-one interviews by letting the respondents give answers without interrupting them. The semi structured interview was divided into

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five sections, the first section focused on the demographic characteristics of the respondents, the second section dealt with items relating to the various types of children's problem behaviour. The third section focused on items relating to the factors that influence the development of children's problem behaviour. The fourth section dealt with items relating to the effects of children's problem behaviour on class activities. The fifth section focused on items relating to classroom management practices and programmes in managing children's problem behaviour.

3.6   Validity of the Questionnaire

3.6.1   Face validity

Face Validity can be described with a sense that the interview guide and the questionnaire look like it measures what it was intended to measure. For example, were the questions phrased appropriately? (Cohen, Manion & Morrison, 2011). The face validity of the instruments for this study was established by giving the prepared instruments to the researcher's colleagues, friends and supervisor to scrutinise and make constructive criticisms. The necessary adjustments were made to the instrument to achieve the face validity.

3.6.2   Content validity

Content validity is the extent to which the questions on the instrument and the scores from these questions are representative of all the possible questions that could be asked about the content or skills (Creswell, 2012). The content validity of the question was determined by experts in measurement and evaluation and the supervisor of the researcher in the Department of Early Childhood Education in the University of Education, Winneba.

3.7   Reliability of the Questionnaire

Reliability means that individual scores from an instrument should be nearly the same or stable on repeated administrations of the instrument and that they should be free from sources of measurement error and consistent (Creswell, 2012). Reliability is concerned with consistency, dependability or stability of a test (Cohen, Manion & Morrison, 2011). The semi-structured instrument was scrutinized by colleagues of the researcher before it was given to the supervisor for consideration. The instrument was further pilot tested to identify potential deficiencies before using it for the actual study. Bonyere Methodist primary school was used as the population for the pilot test since they exhibit similar characteristics with the actual population of the study. Arthur and Nazroo (2003) affirm that, when assessing the scope of the guide, it is important to review whether it allows respondents to give a full and coherent account of the central issues and incorporate issues they think are important.

To establish the reliability of the questionnaire, the Cronbach Alpha co-efficient was adopted for the study. The data that was generated from this pilot test was entered into the Statistical Package for Social Sciences (SPSS version 25) to compute the reliability co-efficient. The Cronbach Alpha reliability co-efficient was .840. According to Kvale (2007), for consistency to be present, the alpha must be above 0.7, but not higher than 0.9. Therefore the reliability coefficient achieved in the work is 0.840 which makes it highly reliable.

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3.8   Trustworthiness of the Qualitative Data

Speziale and Carpenter (2011) describe trustworthiness as ―establishing the validity and reliability of qualitative research". Qualitative research is trustworthy when it accurately represents the experiences of the study respondents. Four criteria were used to measure the trustworthiness of data: credibility, dependability, transferability and conformability. The semi-structured interview used after the questionnaire confirmed the response in the questionnaire and that gave a proper document for objective data analysis. Guba's model for establishing trustworthiness of qualitative research was used because it is well developed conceptually and has been extensively used by qualitative researchers.

3.9   Data Collection Procedure

The researcher obtained an introductory letter from the Department of Early Childhood Education in the Faculty of Educational studies in the University of Education, Winneba to facilitate the process of data collection. Permission was sought from the appropriate Municipal Educational Office and the school authorities to enable the researcher to conduct the study.

The consent of the respondents was sought after which respondents were given two days to answer the questionnaires to the best of their knowledge. The purpose of the study was explained to the respondents with the various difficulties of the respondents rectified by the researcher. The researcher interviewed each respondent for about 30 minutes. A Samsung Tablet 2.0 was used to record the interview between the respondents and the researcher. The data was then played and transcribed for analysis.

3.10   Quantitative Data Analysis

The research questions one, two, three and four were analysed using descriptive statistics, specifically, mean and standard deviation. The Statistical Product for Service Solution version 23 was used to facilitate the process of analysis.

3.11   Qualitative Data Analysis Procedure

The researcher used thematic approach to establish meaning from the data collected. Morse and Field (2006), explains that, thematic analysis involves the search for and identification of common trends that extend throughout an entire interview or set of interviews. Themes are usually quite abstract and therefore difficult to identify. Often the theme does not immediately jump out of the interview but may be more apparent if the researcher steps back and considers. The researcher transcribed the tape-recorded interviews, then read and reread the interviews in their entirety, reflecting on the interviews as a whole. Then, the researcher summarized the interviews, keeping in mind that more than one theme might exist in a set of interviews. Again, recorded interviews with related items or ideas were grouped under the same theme. Once identified, the themes that appeared to be significant and concepts linking substantial portions of the interviews were written down and entered on computer (Morse & Field 2006). Data analysis was done thematically with the aid of Atlas.ti 7.5.18 version, a qualitative research data analysis software.

3.12   Ethical Considerations

The researcher has a moral obligation to strictly consider the rights of the respondents, who were expected to provide knowledge for this investigation (Streubert & Carpenter, 2011). The researcher requested for permission to conduct the study. A written permission was obtained from the Department of Early Childhood

Education, in the Faculty of Educational Studies in the University of Education, Winneba. Written permission (informed consent) was sought from respondents for the questionnaire administration and interviewing (Lo- Biondo Wood & Haber, 2002).

Polit and Hungler (2004) state that confidentiality means that no information that the respondent divulges is made public or available to others. The anonymity of a person or an institution is protected by making it impossible to link aspects of data to a specific person or institution. Confidentiality and anonymity were guaranteed by ensuring that data obtained were used in such a way that no one other than the researcher knows the source (Lodico, Spaulding & Voegtle, 2006). In this study no, actual respondent names were attached to the information obtained Serial numbers were used.

According to De Vos, (2002) privacy refers to agreements between persons that limit the access of others to private information. In this study, the researcher ensured that when respondents described their experiences, the information was not divulged. The respondents were informed that they could withdraw from the study at any time if they wished to (Hallow, 2005). This right was explained to them prior to engaging in the study, before the interview.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.0   Overview

This study investigated children's problem behaviour and classroom management practices among public KGs in the Jomoro Municipality, Half-Assini. This chapter presents the results, interpretation and analysis of quantitative and qualitative data in an attempt to answer the stated research questions. This chapter is structured into three sections. The first section focused on the demographic characteristics of the respondents, the second section deals with the presentation of quantitative data, the third section focused on the presentation of qualitative data relating to the research questions according to their order of appearance

4.1   Demographic Characteristics of Respondents

This section presents the demographic information of the respondents of the in selected public KGs in the Jomoro Municipality. The demographic information of the respondents was based on gender, age range, educational level and years' of experience. For the purpose of the quantitative data analysis, the four-point Likert scale was reduced to a two-point Likert scale. Strongly agree and agree were merged to be agree while strongly disagree and disagree were also merged to be disagree.

Table 2: Gender of Respondents

Gender	Frequency	Percentage (%)
Male	18	18.0
Female	82	82.0
Total	**100**	**100.0**

Source: Field data (2019)

Table 2 depicts the description of the demographic characteristics of the sampled respondents for the study. Table.2 shows that few of the respondents totalling 9 (18%) were males while the remaining of the respondents 41(82%) were females. It could be inferred from the table that there were more female respondents than males.

Table 3: Level of Education of Respondents

Qualification	Frequency	Percentage (%)
Diploma	90	90.0
Degree	10	10.0
Total	**100**	**100.0**

Source: Field data (2019)

Table 3 shows the level of education of the respondents sampled for the study. It reveals that a total of respondents 90 (90%) respondents have University Diploma, 10 respondents representing (10%) were degree holders it could be concluded that there was larger number of diploma holders working at the preschool level than Degree Holders.

Table 5: Years of Experience

Experience	Frequency	(%)
1-4	26	26.0
5-9	36	36.0
10 and above	38	38.0
Total	100	100.0

Source: Field data (2019)

Table 4 shows the years of experience of the respondents sampled for the study. The table shows that 26 (26%) have a working experience ranging from 1-4 years, 36 (36%) have a working experience from 5-9 years whiles the majority of 38 (38%) had their experience ranging from 10 above years This indicate that there are

higher levels of experienced respondents numbering 38 (38%) from 10 and above years working at the preschool level.

4.2   Presentation of Quantitative and Qualitative Data

This section presents quantitative and qualitative data collected from the field in an attempt to achieve the stated research objectives.

4.3   Research Question One

What are the prevalent forms of non-compliant behaviours among pupils in public KG schools in the Jomoro Municipality?

Table 5 shows the description of respondents' responses to items relating to prevalent forms of non-compliant behaviours among pupils

Table 6: Forms of Non-compliant Behaviour

Premise	N	Mean	Std. Deviation
Oppositional defiance is a common non-compliance behaviour	100	3.0200	.81917
Children refusal to take instruction from their teachers is a problem behaviour among pre-schoolers	100	3.1800	.91896
Behaviours such as not completing tasks or activities during teaching sessions	100	3.1200	.89534
Off-task behaviour is considered as non-compliant behaviours	100	3.1200	.91785
Non-compliant behaviour in the classroom may take the form of property destruction	100	3.1000	.95298

Source: Field data (2019)

Table 5 revealed that the assertion ―Oppositional defiance" is a common non-compliance behaviour" resulted in (M=3.20 SD= .82) signals that majority of the respondents attested to the fact that oppositional insolence is a form of non-complaint

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behaviour among KG children suggesting that such form of attitude is rarely exhibited by the children.

In addition, ―Children refusal to take instruction from their teachers is a problem behaviour among pre-schoolers" resulted in (M=3.18 SD= .92) respondents agreed to the fact that the pre-schoolers hesitate not to take instructions from their teachers suggests that the infants fail to behave otherwise when they are being asked to exhibit something.

It further came into light that the statement ―Behaviours such as not completing tasks or activities during teaching sessions" (M=3.12 SD= .89) opines that the children often exhibit lackadaisical behaviours towards effectively carrying out their expected responsibilities in their classroom setting.

Moreover, the Table established that ―Off-task behaviour is considered as non-compliant behaviours" ended up with (M=3.12 SD= .92) elucidates that the children often loss focus of control especially when they are in the classroom setting making it challenging to instructors with regards to their age.

Finally, ―Non-compliant behaviour in the classroom may take the form of property destruction" produced (M=3.10 SD= .95) spells out clearly that the infants behaviour on numerous occasions result in the demolition of certain properties within the institutional setting especially in their classrooms.

The following themes emerged from the qualitative data collected. The themes were related to inattentiveness, refusal to take instruction, and intentional destroying of property (vandalism).

Inattentiveness/Inattention

A major theme that emerge from the interview data was related to respondents experiencing children attention. Firstly, the data suggested that most of the respondents were of the view that children refused to obey or take instructions as well as ignoring because they are not paying attention. Some begin to talk to peers instead of sitting and refused to submit the exercise books given to them by their teachers simply because they were doing something else.

A respondent shared her experience by saying that:

> *Sometime, when you tell the children to bring their exercise books and go for break others will still be writing. When you ask them why are they still in the classroom, they will not even mind you. Afterwards anything you ask them to do, they don"t do it.* **(KG. T-6)**

Another respondent expressed her frustration by sharing her experience that:

> *As a teacher, any time I am teaching. I tell my pupils to raise their hands for them to call before talking. Some of pupils in the classroom don"t even care and will talk without being called to answer a question. I even go to the extent of telling them „I will beat you if you do that again" the children decide to do their own things and do not pay attention to what I tell them.* **(KGT-1).**

Another respondent said;

> *For my children in the classroom are difficult to handle oo. Anytime I am teaching and I tell them not to disturb the class they don"t listen. That will be time you see them shouting, jumping and moving from one table to the next. Even, after warning them or telling them to stop, they will not stop. They actively do it more so I sometimes become angry at them.* **(KG. T-7)**

The foregoing data presented, proposed that, non-compliance behaviour is characterized by refusal to take instruction or follow rules and as well ignore instruction. The data also suggested that, children sometimes choose to ignore instructions given to them by their teacher in the classroom.

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Refusal to Take Instruction

Another major theme emerged from the interview data was related to respondents experiencing children's refusal to take instruction. This findings support the quantitative analysis Firstly, the data suggested that most of the respondents were of the view that children refuse to obey or take instructions because they needed attention. Some begin to walk around instead of sitting and refused to submit the exercise books given to them by their teachers.

A respondent shared her experience by saying that:

> *Whenever I am teaching, I remind my children of the need to raise their hands before talking or answering a question. There is a boy called Kwame who is always fond of refusing instruction by talking and answering questions before I call someone to give the answer. This boy refuses to take every instruction I give in the classroom. Very often I shout at him or cane him* **(KGT-5).**

Another respondent expressed her frustration by sharing her experience that:

> *As a teacher shouting on top of my voice has become my hobby in the K.G. classrooms. Most often I shout „"Kæp quiet"‟ „Keep quiet‟" or bring your books before the children do the right things. They often refuse to submit their exercise books for marking when the period is over. When I notice that they are refusing my instructions I gave them, I shout at them* **(KGT-10).**

The foregoing data presented, proposed that, non-compliance behaviour is characterized by refusal to take instruction or follow rules. The data also suggested that, children sometimes choose to ignore instructions given to them by their teacher in the classroom.

Intentional Destroying of Property (Vandalism)

Another major finding from the qualitative analysis was related to respondents experiencing destruction of property within the classroom setting. Firstly, the data suggested that most of the respondents were unhappy because of the multiple

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destructive activities the children were engaged in. The data revealed that respondents sometimes destroy other children's items like pencil, books, erasers, pushing tables and chairs etc. while teaching and learning were in progress.

A respondent shared her experience by saying that:

> *Most often, I hide behind the scenes with the intention of observing what will happen in my classroom. Anytime I do that, I see a lot of things. Often, I will see that, one of the children will throw a blackboard ruler at another and it will fall on the ground and break. In another scenario, I will see two of the boys fighting one another and the one who will be beaten then moves to take anything belonging to the other boy and destroy it by hitting it on the floor. This damaging behaviour can happen even when the teacher is in the classroom.* **(KGT-8)**

Another respondent expressed her frustration by sharing her experience this way:

> *OH! There was a situation, I saw two boys straggling over a school bag so I shouted at them „hey stop‟,„hey stop‟! „Hey, stop‟! When I got closer to them, one of them said to me that, madam, this girl has torn my book and I have also taken a book from her bag and to destroy it. When I saw that book has got torn, I went for a glue to mend the book for the other girl* **(KGT-14).**

Furthermore, a respondent also agreed that, children who are engage in destructive behaviour are found kicking and throwing things. They throw anything that they see within their environment. Some even go to the extent of throwing theirs school bags and other objects at peers who make them angry without considering what they have in their bags before throwing them at their peers. In this situation, the objects the children throw may be destroyed in the process.

A respondent claimed that:

> *During break periods at school, I move to see what children do. In the process I will see that, one of the girls will be hit by another and in respond the other girl will throw her leg to hit the food flask which is containing food and the food in the flask poured out of the flask. So, I*

go to the school canteen to buy rice and beans for that child to compensate her. **(KG.T-11).**

Another respondent noted:

At times, I see children kicking their launch boxes and throwing bags which have their food. One ime in the classroom a child kicked someone"s bowl and the other boy destroyed his pencil by breaking them into pieces. **(KG.T-12).**

Another respondent also articulated that:

Personally, anytime I interact with the children in class. They share with me what they have seen their peers doing. One of children who always observe what others do and come to report to me that, Madam a Boy has destroyed the black board ruler. When it happens like this, I become worried. **(KG. T-4).**

The data presented suggests that, a considerable number of the respondents were of the view that the various forms of non-compliance behaviour such as oppositional defiance, refusal to take instruction from teachers, not completing task, off-task behaviour and destruction of property do not help in any classroom situation.

4.3 Research Question Two: What factors account for non-compliant behaviours among KG pupils in public KG schools in the Jomoro Municipality?

Table 7 shows the description of respondents' responses to items relating factors that account for non-compliant behaviours among KG pupils.

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Table 7: Factors that Account for Non-Compliant Behaviours

Premise	N	Mean	Std. Deviation
Non-compliance may be triggered by peers, teachers and parents	10 0	3.4010	.69885
The interaction between negative environmental (both physical and social)	100	3.2700	.81331
Children might have increased noncompliant behaviour when they are sick	100	3.2110	.81812
Biological, and psychological factors may influence the occurrence of non-compliant behaviours	100	3.1900	.81026
Children lack self-regulation influences non-compliant behaviour	100	3.3210	.76872
Non-compliance can be associated with a child's temperament, skills deficit	100	3.3300	.82835
Variety of prenatal difficulties influence children problem behaviour	100	3.2400	.79338
Parental lifestyle can influence children problem behaviour	100	3.3200	.78441
Maternal mental state influences children problem behaviour	100	3.6200	.41039
Low parental warmth predicts non-compliant	100	3.5400	.61341
The inability of parents, teachers to satisfy the needs of children is an important predictor of non-compliant behaviour	100	3.0140	0.9843
Children's noncompliance is the result of a skill deficits	100	2.6400	1.3722

Source: Field data (2019)

─Non-compliance may be triggered by peers, teachers, and parents" from Table 7 resulted in (M=3.40 SD= .70) pinpoints that rebelliousness among KG children is usually fuelled by their age mates, instructors likewise their parents which in turn makes them to show up all sorts of behaviours.

With regards to this same assertion, ─The interaction between negative environment (both physical and social)" yielded (M=3.27 SD= .81) enlightens the fact that KG children non-compliance attitudes they exhibit at school is as a result of their collaboration with unpleasant ecological niche.

To add, the statement ―Children might have increased non-compliant behaviour when they are sick" came out with (M=3.21 SD= .82) signals that when KG children are not feeling well, they frequently feel reluctant to demonstrate non-conforming behaviours within school settings.

The Table further revealed that ―Biological, and psychological factors may influence the occurrence of non-compliant behaviours" came out with (M=3.19 SD= .81) spells out that KG children's biotic dynamics especially those of their genetic origin and psychosomatic features have a direct bearing on their uncooperative behaviours in class.

It was further established that ―Children lack self-regulation influences non-compliant behaviour" produced (M=3.32 SD= .79) eludes that pre-schoolers that cannot control themselves as a result of a particular problem on numerous occasions feel reluctant to make complains at school even when wronged by his/her colleagues.

Furthermore, it was unveiled that ―Non-compliance can be associated with a child's temperament and skills deficit" yielded (M=3.33 SD= .83) pinpoints that an infants' character and the psychomotor skills he/she can display has a direct bearing on his/her unenthusiastic manner to respond to a stimuli that is deemed to the infant as of no biological significance.

―Variety of prenatal difficulties influence children problem behaviour" had (M=3.24 SD= .79) eludes that all forms of circumstances that resulted in children's foetal stages of development have a tremendous impact on the manner in which they respond to actions within the immediate environs they find themselves after birth.

Moreover, ―Parental lifestyle can influence children problem behaviour" established (M=3.32 SD= .78) implies that the standard of living of the parents of a KG child significantly affect the way he/she corporate with others at school.

It was further established that ―Maternal mental state influences children problem behaviour" yielded (M=3.62 SD= .41) spells out that the psychological well-being of an infant's mother affects the actions he/she shows-off.

In addition, ―Low parental warmth predicts non-compliant" came out with (M=3.54 SD= .61) suggests that the warm attitudes parents exhibit towards their KG children plays a tremendous role in how they cooperate with others.

The statement ―The inability of parents, teachers to satisfy the needs of children is an important predictor of non-compliant behaviour" produced (M=3.62 SD= .41) establishes the fact that infants whose wants are not fulfilled by parents leaves them with no option than to show off lackadaisical attitudes on many occasions.

Finally, ―Children's noncompliance is the result of skill deficits" resulted in (M=2.64 SD= 1.37) suggests that infants lukewarm attitudes towards a new stimuli is as a result of their lack of certain significant skills.

From the interview data, the following themes emerged; Child's relationship with the environment and parent behaviour. The interview data revealed that respondents, parent behaviour appeared as one of the factors contributing to non-compliance among pupils. Primarily, the data gathered from respondents revealed that, parents of non-compliant behaviour children had extremely limited knowledge about their child's needs. Most of the respondents believed that, some parents fail to supply their children's needs.

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Child's relationship with the environment

Conferring to the interview data, many of the respondents were of the view that child's relationship with the environment, appeared of the themes. According to the interview data, most of the respondents emphasized that the child interactions with the parent, peers' teachers and family and the influence of the immediate surroundings could account for the child's level of relationship. The interaction between the child and other factors may determine the child's level of relationship the child will go through. Some respondents commented that, some of these could shape the child's conduct positively or negatively

A respondent shared her experience by saying that;

> *As a teacher, I have a good rapport with my school children. Though, I am older than some of them, but I do not take the age gap into account. Most often I share stories that create laughter with them. This enables them to participate fully anytime I am teaching them in the classroom* **(KG.T-3).**

A respondent shared her experience by saying that:

> *For myself I know that children learn from what they see in their environment when children play with others in their environment who are aggressive and noncompliant then they also learn to be aggressive or otherwise. Sometimes I see children refusing to take instruction from adults simply because those within their environment they play or interact with exhibit such behaviours. So, they also copy it. This may trigger off their behaviour in the classroom during lessons (KG.T-17).*

The data presented suggested that, the child's relationship with the environment (i.e. parent's behaviour, peers, and the family environment) influence his/her behaviour

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Parenting behaviour

Another major theme from the qualitative analysis that supports the interview data was related to parenting styles. Firstly, the data suggested that most of the respondents were unhappy because of the multiple defiance activities the children were engaged in. The data revealed that some parents are hostile to their children and reject them which trigger off their anger, this frustrate the children in the classroom leading to their refusal to take instructions, and testing limits etc. while teaching and learning were in progress. One of the respondents articulated that:

Hmm, I know that some parents to don"t even care of what their children do at home. Some parents are hostile to their children and as well rejecting their needs. Even the smallest thing the children do, they will beat them aaahh!! When children are treated in this way, they will not feel happy anytime they come to school. This alone can trigger off their frustration leading to other behavioural issues such as aggression and noncompliance. **(KG. T-7).**

Another respondent commented.

> *One day I was teaching, and I gave the children a group work. At a point in time all children have moved away from Kwaku. When I asked the class why they have separated themselves from that boy, they replied by saying, madam he has been insulting and beating us. So, when I noticed that then I went close to Kwaku to find out why he did that to his friend, he responded by saying that anytime his friends see him, then they will be laughing at him simply because his mother has always been beaten him and that was why he also wants to beat them when they tease him themselves* **(KG. T-19).**

The data also showed that, children with noncompliant behaviour experience very good interaction with their peers. Data also suggested that behaviour problem children, mostly play with their peers during any group gathering. The respondents elucidated that, such children were able to communicate and mingle with peers. One respondent expressed her experience that;

> *I always see some of the children been brought to school by their parents. The parents even hold their children hands till they reach the door steps of the classroom. Others parents and guardian also visit their ward in school during break time. All these help to bring happiness and good behaviour pattern in the children. (KG.T-15)*

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The interview data presented suggested that, parenting style and attitude could influence pupil's non-compliance behaviour. This negatively affect their participation in academic activities in the classroom.

4.5 **Research Question Three:** What are the effects of non-compliant behaviours on teaching and learning in public KG schools in the Jomoro Municipality?

Table 8 shows a description of the response concerning the effects of pupil's non-compliant behaviour.

Table 8: The Effects of Pupil's Non-Compliant Behaviour

Premise	N	Mean	Std. Deviation
Non-compliant behaviour of school pupils is a possible threat to effective teaching and learning.	100	3.4000	.69985
Behaviour such as non-compliant is a predictor of teacher stress	100	3.2600	.80331
Non-compliance behaviours in the classroom cause disruptions which adversely impact teachers	100	3.2000	.80812
Behaviours like non-compliance are often associated with serious academic deficiencies	100	3.1800	.80026
Pupils with non-compliant behaviours in the classroom are impediments to a teacher's ability to teach in their classrooms	100	3.3200	.76772
Direct physical, emotional, and educational consequences for educators	100	3.4200	.75835
Non-compliant behaviours in childhood have been linked to a range of adverse outcomes, including poor educational achievement, school dropout	100	3.3400	.82338
Non-compliant behaviour may develop into patterns of behaviour that can follow the child throughout their life	100	3.3000	.81441
Most problem behaviours are powerful indicators of delinquent behaviour at age eleven	100	3.4200	.81039
Non-compliant behaviour in children can predict conduct problems in the future	100	3.2200	.81541
Externalized behaviours such as aggression present in early childhood	100	3.3400	.74533
Non-compliant behaviours present in young children can have detrimental effects like disruption during adolescence stage as well	100	3.3400	.77222

Source: Field data (2019)

―Non-compliant behaviour of school pupils is a possible threat to effective teaching and learning" from Table 8 resulted in (M=3.40 SD= .70) pinpoints that the lackadaisical attitudes of children is a probable way that hinder efficient teaching and learning.

With regards to this same assertion, ―Behaviour such as non-compliant is a predictor of teacher stress" yielded (M=3.26 SD= .80) enlightens the fact that non-complaint behaviours among infants have a direct bearing on instructors anxieties they go through within the classroom settings.

To add, the statement ―Non-compliance behaviours in the classroom cause disruptions which adversely impact on teachers" came out with (M=3.20 SD= .81) signals that these conducts children exhibit results in troubles which unpleasantly affect teachers.

The Table further revealed that ―Behaviours like non-compliance are often associated with serious academic deficiencies" came out with (M=3.18 SD= .80) spells out that non-complaint behaviours are frequently severely affect the educational outcomes of pupils that show off such attitudes.

It was further established that ―Pupils with non-compliant behaviours in the classroom are impediments to a teacher's ability to teach in their classrooms" produced (M=3.32 SD= .77) eludes that learners that show non-compliant attitudes within the classroom settings results in obstructions in the instructors capacity to deliver to expectations within the classroom.

Furthermore, it was unveiled that ―Direct physical, emotional, and educational consequences for educators" yielded (M=3.42 SD= .76) pinpoints that when children exhibit such behaviours, it has a straight forward educational challenges for educationists in a physical and a psychological way.

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‑Non-compliant behaviours in childhood have been linked to a range of adverse outcomes including poor educational achievement and school dropout" had (M=3.34 SD= .82) eludes that when children behave in such manner, it results in serious consequences ranging from reduces academic outcomes and school dropout among them.

Moreover, ‑Non-compliant behaviour may develop into patterns of behaviour that can follow the child throughout their life" established (M=3.30 SD= .81) implies that this dissenting ways children put up can track them during the course of their lives.

It was further established that ‑Most problem behaviours are powerful indicators of delinquent behaviour at age eleven" yielded (M=3.42 SD= .81) spells out that issues that confront individuals later in their life is as a result of their antisocial deeds at age eleven.

In addition, ‑Non-compliant behaviour in children can predict conduct problems in the future" came out with (M=3.22 SD= .82) suggests that selfish conduct of children is capable of prophesizing that they might face problems in the near future.

The statement ‑Externalized behaviours such as aggression present in early childhood hinders effective lifestyle" produced (M=3.34 SD=.75) establishes the fact that when children goes to the extreme of exhibiting behaviours such as unfriendliness early in life, it impedes their lifestyle.

Finally, ‑Non-compliant behaviours present in young children can have detrimental effects like disruption during adolescence stage as well" resulted in (M=3.34 SD= .77) suggests that the hostile attitudes present in young children can negatively affect them when they become teens.

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From the interview data, the following themes emerged

Waste of instructional time

Conferring to the interview data, many of the respondents were of the view that pupil's non-compliance wasted a lot of instructional time in the classroom. The data further showed that, respondents were affected pupils off task activities/ behaviour which wasted precious classroom instructional time. A respondent claimed that, during class's hours, children engage in different activities which calls for the teacher's attention to redirect the children's activities before continuing the lesson. One of the respondents mentioned that:

> *Hmm, any time I am teaching these children in the classroom I make sure all of them participate in the lesson. But upon all the efforts I make, I still see some of the children doing their own things. Instead of writing the exercises given them. You will see the children drawing, others will be roaming about in the classroom. When these happen, I organize them and take them through the whole exercise again and allow them to finish before taken another lesson. And this waste a lot of time in the classroom.* **(KG. T-1)**

One of the respondents commented that:

> *Oh! It is not easy handling such situations in the Kindergarten classroom. Even during an outdoor activity, the situation is worse off. You will see pupils throwing objects and moving from the activity premises and be throwing stones and others will be fighting and picking items from the ground. In all these situations, I will be shouting and screaming at the children. I use half of the instructional to control the children on the field before the activity begins.* **(KG. T-3)**

Another respondent added*;*

> *Some of the things the children do sometime hurt them. In some instances, the children get injured and I have to stop teaching and get a taxi to take the child to the hospital. By the time I will return from the hospital the period for that lesson will be over and I have to reschedule the lesson. (KG. T-12)*

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On the contrary a respondent was of the view that, some of the children do behaviour well in and outside the classroom. And this helps to manage instructional time profitably.

A respondent commented that:

> *As for me, my children behave well in the classroom and even outside. Anytime lessons are ongoing you will see them so active. Some even help me to share the teaching and learning materials for that particular lesson. When this happens, the classroom becomes lovely and no time goes waste*. (KG. T-2)

The data presented suggested that, the children engage in several activities which intend to waste instructional time. The data further suggest that, some children become injured in the process and teachers take off the instructional period to attend to the situation which waste classroom time for academic purpose.

Threatening and Violent Behaviour

Among the themes which emerged from qualitative data was threatening and violent behaviour. According to the interview data, respondents were motivated to give the needed information about aggressive behaviour. They were of the view that children's aggression is characterized by threatening attitude and has a serious impact on the classroom activity Respondents were of the view that frightening behaviour among children breeds disruption during learning process and waste instructional time.

One of the respondents commented:

> *There was one incident in the school after the school feeding had been introduced. A boy known as Nyarko was found pushing another boy when they were all in the queue to collect their food. In return the boy who was pushed endangered to hit the one who pushed him. When I got to the scene, I took my time to calm them down.* (KGT-13)

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Another respondent added that;

> *In my classroom, one girl took another girl"s pencil and broke it. Afterwards she threatened to beat her if she decides to inform the teacher. So, when I saw the girl whose pencil has been broken crying and I called her to find out and she told me what the other girl has said* (KGT-5).

Interestingly, the data revealed that, some respondents were of the view that children also display violence act when they are aggressive. They think that children were violent any time they become aggressive. The respondents highlighted that, they felt aggrieved behaviour among children makes them violent even to the extent of damaging peers/ school item.

One respondent said that:

> *As a teacher, any time I see children fighting one another, they end up destroy items in the classroom. One serious thing about such children is that, they become violent to the level that they damage classroom TLMs, push tables here and there and brake items,* (KGT-4).

The forgoing comments suggest that; children become aggressive when violent. It could also be deduced from the data that, children exhibit frightening/threatening behaviour like young child kicks, bites or fights with other children, throw stones, run after another child when it comes to issues of aggression.

Interfering/ Interruptive Activity

It appeared that, disruptive behaviour was among the associated themes of the interviewed data. It seemed from the interview data that, one of the main effects of engaging in noncompliant behaviour was disturbance Firstly, the data from respondents indicated that most children engage in activities which interfere the class whenever the teacher is teaching. The respondents added that children who exhibit interruptive behaviour engage in excessive activities which interfere with teaching and learning .Respondents further highlighted that, some of the children make noise

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with objects that they would be holding, roaming in the classroom and throwing objects to interrupt the attention of those learning.

A respondent claimed that:

> *Throughout class''shours, I see some pupils either playing with objects or drumming with the objects and some even throw any objects they find around them. When this happens, the other children will come and report to me what their friends are doing to disturb them teaching is in progress.* **(KG. T-10).**

Another respondent added that:

> *I wonder what some of my pupils want to do whenever I am teaching them. A boy known as Opoku is always looking elsewhere whenever lessons are ongoing. Sometime he will be roaming in the classroom. He will be moving from table to table and causing troubles.* **(KG. T-6).**

Over all the qualitative data analysis confirmed and support the quantitative data. The interview data presented suggested that, children display interfering attitude during teaching. This negatively affected their participation in the learning process in the classroom.

4.6 **Research Question Four:** What behaviour management practices can be used in dealing with non-compliant behaviours of pupils in public KG schools in the Jomoro Municipality?

Table 9 shows the description of respondents' responses to items relating to management practices of non-compliance behaviour.

Table 9: Management Practices used in dealing with Non-Compliant Behaviours

Premise	N	Mean	Std. Deviation
I use classroom rules	100	3.3000	.76265
I provide standards of behaviour and penalties for bad behaviour	100	3.2200	.91003
I provide specialized individual intervention to pupils who display severe antisocial behaviour	100	3.1600	.79179
I use collaborative approach that involves pupils, parents, teachers, administrators, and school support staff	100	3.2400	.84660
I use visual and verbal cue	100	3.3000	.78895
I establish strong positive relationships with their pupils	100	3.4600	.70595
I use praise instead of blame or punish	100	3.3600	.85141
I use reinforce appropriate behaviour and prevent inappropriate behaviour	100	3.2600	.77749
I have designed behaviour intervention plans	100	3.4600	.73429
I teach playground rules, routines, and desired behaviours	100	3.1600	.84177
I have reduced transitional time	100	3.3400	.74533
I train pupils in effective communication skills	100	3.3400	.77222
I use functional behaviour assessments	100	3.2200	.86402
I have put in place Individualized Education Plans	100	3.2000	.85714
I use universal, school-wide intervention	100	3.2200	.76372

Source: Field data (2019)

─I use classroom rules" from Table 9 resulted in (M=3.30 SD= .76) pinpoints that when instructors employ classroom regulations, it shall help to eradicate the hostile attitudes in children.

With regards to this same assertion, ─I provide standards of behaviour and penalties for bad behaviour" yielded (M=3.22 SD= .91) enlightens the fact that when behavioural criterions and punishments that accompany ruthless behaviour is being provided by instructors it helps to combat children's non-compliant attitudes at school.

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To add, the statement ―‖ provide specialized individual intervention to pupils who display severe antisocial behaviour" came out with (M=3.16 SD= .79) signals that when children who are hostile are provided with some sort of motivations and persuasions one-on one basis, it shall help solve the problem.

The Table further revealed that ―‖ use collaborative approach that involves pupils, parents, teachers, administrators, and school support staff" came out with (M=3.24 SD= .85) spells out that in dealing with this situation, combined strategies such as involving pupils, parents, teachers, administrators, and school support staff readily yield fruitful results.

It was further established that ―‖use visual and verbal cues" produced (M=3.30 SD= .79) eludes that employing optical and verbal means within the classroom setting plays a tremendous role in down-playing the problem.

Furthermore, it was unveiled that ―‖establish strong positive relationships with their pupils" yielded (M=3.46 SD= .71) pinpoints that creating a warm attitude with pupils in all occasions helps to thwart the unfriendly attitudes among children.

―‖ use praise instead of blame or punish" had (M=3.36 SD= .85) eludes that using reinforcement either in a negative or positive manner plays a major role in curbing the lukewarm attitudes among children rather than punishing them.

Moreover, ―‖ reinforce appropriate behaviour and prevent inappropriate behaviour" established (M=3.26 SD= .78) implies that buttressing on what behaviours are due of children and what they should not among pupils have a direct bearing in reducing their hostile attitudes.

It was further established that ―have designed behaviour intervention plans" yielded (M=3.46 SD= .73) spells out that planning ahead of how to deal with pupils unfriendly attitudes helps in solving the problem when it arises.

In addition, ― teach playground rules, routines, and desired behaviours" came out with (M=3.16 SD= .84) suggests that when children are made aware of the rules and regulations especially when they are to take a sporting activity, it shall help to eradicate the notions of children who are unwilling to associate themselves from their colleagues to change when they readily want to participate in the event.

The statement ―have reduced transitional time" produced (M=3.34 SD=.75) establishes the fact that when the children who exhibit lukewarm attitudes are bridged in a manner within the classroom it shall help solve the situation.

To add, the statement ―train pupils in effective communication skills" came out with (M=3.34 SD= .77) signals that when all children are trained to express themselves fluently with their colleagues, it shall help put an end to the problem since most children usually feel reluctant to interact with their school mates with regards to the fear of being made mockery at due to their ineffective communication skills.

The Table further revealed that ― use functional behaviour assessments" came out with (M=3.22 SD= .86) spells out that when a well-designed attitudes of conduct ways of examining pupils such as frequently observing them even during break time is being employed it shall help the teacher to examine all the pupils weaknesses and to help solve them.

It was further established that ⊣have put in place Individualized Education Plans" produced (M=3.20 SD= .86) eludes that to help put an end to the problem, it is essential to put in place educational plans that cater for individual differences.

Conclusively, it was unveiled that ⊣ use universal and school-wide intervention" yielded (M=3.22 SD= .76) pinpoints that when a general and the norms governing schools are put in place with how to deal with issues that emanate from hostile children, it helps to put an end to the problem.

The following themes emerged from the qualitative data collected. The themes were related, breaking of rules and routines, reward and punishment and reminders

Breaking rules and routines

Regarding the interview conducted, one other theme which came up was that, respondents break rules and routines into steps. According to the interview data, respondents practice breaking rules and routines down into smaller steps. This was used in teaching playground rules, routines, and desired behaviours. The interview data revealed that, respondents made every effort to explain playground rules, routines to children using simple language to the children in the classroom.

A respondent commented that:

> *From time to time, when I enter the classroom, I help the children to set rules in the classroom. I also breaking down the rules and routine into smaller step for them to understand and follow. If I do not explain or break the rules into smaller step, they will do something to make me angry. Anytime I want my children to understand what I am teaching I have to break it into steps* (KG.T-3).

Another respondent added that:

> *In my classroom, when I am teaching the children, I take my time to give them instructions and rules to follow. Yet still I sometime see some of the children doing a different thing. When it happens like that, I break the rules into steps using simple language. Even the rules and routine in the classroom I break them into steps using simple steps. Very often, I tell them anything and I do not break them down into smaller steps, they will not understand and they will be looking at your face (*KG.T-2)

It could be deduced from the data analysis that majority of the respondents emphasized that they usually break rules and routines into smaller steps for children in the classroom. The data revealed that the essence of breaking the rules into smaller steps was to help control children behaviour.

Reminders/prompts

Reminders surfaced as one of the practices during the one-one interview process. According to the interview data, prompts responses were used as major management practices by the respondents. Most of the respondents emphasized that, they always managed children rule violations with the use reminders.

One respondent expressed her consent that:

> *As a teacher anytime I enter the classroom, I use some cues to remind the pupils of the class rules. I have a picture card which contains the classroom rules. Each morning I review the rules with the children and I help them to model the behaviour for the day*. (KG. T-12)

Another respondent added that:

> *Hmm, anytime I see Ekua torching her peers at the dining hall, I quickly tap her shoulders and put her hands behind her back and wiggles her hands like the "duck tail" to remind her to keep her hands behind his back at the dining hall.* (KG. T-7)

A respondent also added:

> *For the children, sometimes the classroom rules seem confusing for them. Rules such as no biting, no hitting change based on the situation. For example, running and jumping could be ok outside but not ok*

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inside. In this situation, the children become easily confuse regarding what they can do and when. So, I use the cues to remind them. And this has become very efficient strategy in the classroom (KG. T-9).

On the contrary, a minority of the respondents argue that verbal warning alone may not be effective. Therefore, it will be more appropriate to apply the consequences of that behaviour.

A respondent shared her view:

> *As for me, whenever a child in my class misbehaves or fail to respect the rules in the classroom. I apply that behaviour consequences like time out or standing in front of the whole class. I do this to the extent that, that the child will not do that again (KG. T-8).*

Another respondent added:

> *It is not enough to shout at the child or warn him/her verbally. In my classroom, some of the consequences of the behaviour is time out, you put your finger on your lips. So instead of shouting, I will choose to enforce some of these consequences which will help me. (KG. T-5).*

Inferring from the responses, it could be suggested that, most of the respondents use reminder to respond to children non-compliance behaviours. It could also be deduced that a minority respondent applied the consequences of the behaviour to deter the children. This afford the respondents some opportunity to control the children behaviour in the classroom. And this significantly helped to manage the classroom.

Reward and punishment

One of the areas of importance which came up during the interview schedule was reward and punishment. It seemed from the interview data that, respondents used reward and punishment to manage non-compliant behaviour. The interview data indicated that, because of the nature of pupils, they reinforced the use reward and punishment as a means of correcting children non-compliant problem on the spot.

One respondent claimed that:

> *I always make sure that, children who do the right things in the classroom are rewarded. Sometimes I reward them with a token, such as points, stickers etc. Similarly, I also punish those who do wrong things. Most often when I give group work, the group which will do well, I reward their group with a point (KGT-18).*

Another respondent added that:

> *Sometimes I reward pupils by giving them a mark, sticker. Mostly I give them simple comments of praise. On the other hand, I chastise pupils by informing their parents and deliberating their behaviour of their children with them. This ensures that the children do not disturb or misbehave in class again. I do this to discourage the undesirable behaviours in them. And this contributed to the well-being of the children (KG. T-1)*

Nevertheless, other respondents highlighted that, apart from using reward as a management strategy, they were motivated to correct children misbehaviour on the spot. Respondents claimed that, although their roles as teachers were demanding, they were willing to do their best to help their children put up a desired behaviour.

One of the respondents claimed that:

> *Although sometimes teaching children gets tough, I always ensure eye contact with the pupils. I try to do well to keep my eyes on them. I do that, so I can see the pupils who will be doing their own things in the classroom or those who will not be attentive in class. I have seen that any moment I punish one of the pupils, the rest exercise caution. (KG. T-9).*

It could be inferred from the responses that, most of the respondents used reward and punishment to manage the children problem behaviour. Also, it could be deduced that the reward took the form of verbal praise, token and the punishment taken the form of informing the parents.

Regarding the interview conducted, one other theme which came up was that, respondents break rules and routines into steps. According to the interview data, respondents practice breaking rules and routines down into smaller steps. This was

used in teaching playground rules, routines, and desired behaviours. The interview data revealed that, respondents made every effort to explain playground rules, routines to children using simple language to the children in the classroom.

A respondent commented that:

> *Whenever I enter the classroom, I help the children to set rules in the classroom. I also break down the rules and routine into smaller step for them to understand and follow. If I do not explain or break the rules into smaller step, they will do something to make me angry. Anytime I want my children to understand what I am teaching I have to break it into steps (K.GT-13).*

Another respondent added that:

> *In my classroom, when I am teaching the children, I take my time to explain instructions and rules to pupils to follow. Yet still I sometime see some of the children doing a different thing. When it happens like that, I break the rules into steps using simple language. Even the rules and routine in the classroom I break them into steps using simple steps (KGT-20)*

It could be deduced from the data analysis that majority of the respondents emphasized that they usually break rules and routines into smaller steps for children in the classroom. The data revealed that the essence of breaking the rules into smaller steps was to help control children behaviour.

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CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0   Overview

This chapter discusses the data with reference to relevant literature in an attempt to explore the deeper meanings of the responses, and understand the phenomenon. In this chapter, the findings of the questionnaire and the interview were grouped to answer the following relevant research questions posed in chapter one.

1. What are the prevalent forms of non-compliant behaviours among pupils in public KG schools in the Jomoro Municipality?

2. What are the views of teachers on the factors that account for non-compliant behaviours among KG pupils in schools in the Jomoro Municipality?

3. What are the effects of non-compliant behaviours on teaching and learning in schools in the Jomoro Municipality?

4. What behaviour management practices can be used in dealing with non-compliant behaviours of pupils in schools in the Jomoro Municipality?

5.1 Discussion

5.1.1   Prevalent Forms of Non-Compliant Behaviours

It emerged from the study that, the common children's non-compliant behaviours were related to not completing tasks or activities during teaching sessions, breaking established rules, off-task behaviour and disrupted sleeping and eating routines. Findings from Schachter (2004) conceptualized that when compliance is promoted through established rules and other interventions; many behavioural improvements occur. Non-compliant behaviours are inappropriate or undesirable behaviours which are contrary to rules and regulations (Schachter, 2004; Anastasiow,

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Gallagher& Kirk, 2003). Kochanska Aksan and Koenig (2013) refers to non-compliance as overt behaviours such as temper tantrums and whining in response to parental requests, whereas non-compliance is a broader term that can include children's ignoring of parental commands or wishes.

In relation to not completing tasks or activities, Karrie, Almeda, Megan, Baker and Fisher (2013) conducted a study to find out the frequency of children inability to complete task and off task behaviour. The findings of the study indicated that, there were variety of reasons why loss of instructional time occurs in schools. These reasons include but are not limited to: weather (e.g., snow days), sudden onset interruptions (e.g., announcements over the loudspeakers), and special events. However, it has been shown that student inattentiveness (i.e., engagement in off-task behaviour during instructional time) is the biggest factor that accounts for loss of instructional time (Karweit & Slavin, 1981). Prior research examining the frequency of off-task and inability to complete task behaviour has estimated that children spend between 10% and 50% of their time off-task in regular education classrooms (Lee et al., 1999; Karweit & Slavin, 1981). Classrooms employing cognitive tutors report similar results with estimates of off task behaviour constituting 15% to 25% of instructional time (e.g., Baker, Corbett, & Koedinger, 2004; Baker, 2007). Godwin and Fisher, (2011) found that classroom environments that contained relatively large amounts of visual displays (e.g., charts, posters, manipulatives) elicited more off-task behaviour in kindergarten children as compared to visual environments that are more streamlined. These design choices were found to hinder children's ability to complete task/ activities or to attend to the content of the lesson and reduced learning outcomes.

It was evident from the analysed data that, majority of the respondents agreed that children inability to complete task was as a result of not been able to complete instructions. According to the interview data, respondents were motivated to give the needed information about pupils' inability to complete activities. They were of the view that children's inability to complete activities is characterized by their inability to follow or complete instruction and has a serious impact on their classroom activity. Respondents also argued that pupils' inability to finish/complete instructions during learning process waste instructional time. Sands, (2017) contend that, not all time-wasting occur outside the classroom. If you're not careful and fail to manage your classroom time, you may find yourself wasting your own time, as you move from one activity to the next. According to Sands, (2017) introducing smoother and more efficient transitions can also help with student behaviour. She further stated that when left with nothing to do, students can easily become bored and start looking for trouble. Walberg, Niemic and Frederic, (1994) made a distinction between allocated, engaged, and productive time. Allocated time is the time assigned by curricula for learning. Engaged time means time on task. Productive time is the proportion of engaged time in which the student is really learning with high success. Yair, (2000) observed in a study of 865 participants that the students were engaged with their lessons about half the total class time. Weinstein and Mignano, (2003, 158) estimated that productive learning time cannot be more than 33% of the total time used in school. Smith, (2000) studied the fragmentation of annual instruction time in United States schools. She reported that the percentage of lesson time that classes spent on non-instructional activities was 23%. She also found great differences between teachers.

With regards to, breaking established rules it emerged from the study that majority of the respondents agreed that it has been of one of the commonly exhibited problem behaviour in the classroom. Sun and Shek, (2012) conducted a study aimed to examine the conceptions of children and junior secondary school student misbehaviours in classroom, and to identify the most common, disruptive, and unacceptable student problem behaviours from teachers' perspective. Twelve individual interviews with teachers were conducted. A list of 17 student problem behaviours was generated. Results showed that the most common and disruptive problem behaviour was talking out of turn, followed by non-attentiveness, daydreaming, and idleness. The most unacceptable problem behaviour was disrespecting teachers in terms of disobedience and rudeness, followed by talking out of turn and verbal aggression. The findings revealed that teachers perceived children problem behaviours as those behaviours involving rule-breaking, violating the implicit norms or expectations, being inappropriate in the classroom settings and upsetting teaching and learning, which mainly required intervention from teachers.

The analysed data from respondents suggests that children breaking rule behaviour resulted from their inattentiveness. The data suggested that most of the respondents were of the view that children refused to obey or take instructions because they are not paying attention. The data also suggested that, children sometime choose to ignore directions. Some begin to talk to peers instead of sitting and refused to submit the exercise books given to them by their teachers simply because they were doing something else and this could affect their academic achievement and learning outcomes. Cooley and Lohnes, (1976) and Bloom (1976), who argued that although students may differ in their aptitude for learning, the different amounts of time needed to achieve a given level of proficiency are a direct function of the amounts of

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attention or effort invested by an individual in a learning task. Findings from their research on student learning in classroom settings provide strong support for this view, indicating that attentive behaviours are directly related to achievement outcomes (e.g., Fisher et al., 1980; Keeves, 1986, Lahaderne, 1986). Rowe, (1994) work suggested that attentiveness (defined as purposeful activity showing a sustained attention span, perseverance, and not easily distracted) is a crucial variable associated with student behaviour at school, through which the effects of learning experiences are mediated to influence learning outcomes. Students whose behaviours are regarded as inattentive, disruptive or maladjusted have been shown to be at risk of poor educational attainment (Cantwell & Baker, 1991, Rowe, 1992) Findings also indicated that, in addition to the consequences for an individual, such behaviour problems in the classroom diminish educational opportunities for other students and contribute to teacher stress (Brenner, Sˆrbom & Wallius, 1985; Otto, 1986; Wearing, 1989). McGee and Share (1988) in a longitudinal study in Dunedin, New Zealand, McGee and Share consistently found poor reading achievement to be strongly related to high ratings of inattention.

Concerning property destruction, the study revealed that there was high rate incident of property destruction among children According to Smith & Fox, (2003) others of forms of noncompliant behaviour include bullying, aggression, petty theft or stealing, noise making, fighting, revenge and inattention among others. Non-compliant behaviour in the classroom may take the form of disrupted sleeping and eating routines, physical and verbal aggression, property destruction, severe tantrums, self-injury and withdrawal (Smith & Fox, 2003).Tian (2018) indicated that, Occasional stomping on toys, throwing their stuff around in anger or pulling their hair can be considered a normal part of growing up and all children engage in such

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behavioural traits once in a while. However, if your child is exhibiting some of the following behavioural characteristics on a regular basis, it could be indicative of destructive behaviour (Tian, 2018).

With regard to intentionally destroying property (vandalism), it emerged that respondents had challenges with their pupils who engaged in such a behaviour. They were unable to find immediate solution to such a behaviour. Respondents also expressed their frustration that, they had to tell parents of such children to intermittently monitor their children, for these children were mostly found tempering with other children's play materials and destroying them.' which leaves the owners with cry and discomfort.

5.2   Views of teachers on the factors that account for non-compliant behaviours

Numerous themes relating to the pupils noncompliant behaviour emerged from the questionnaire data. The study revealed that, interaction between negative environment (both physical and social), parental lifestyle Child's relationship and parent behaviour.

To begin with, it emerged from the analysis that, interaction between negative environment (both physical and social) was found to be one of the contributing to non-compliant behaviour. In a relational context, non-compliance may be triggered by peers, teachers and parents (Davis, 2003). The interaction between negative environment (both physical and social), biological, and psychological factors may influence the occurrence of non-compliant behaviours. Gordon (2001) presented a list of global causes of misbehaviour that describe the specific roots of classroom non-compliant behaviour. A child's temperament can influence the experience the child has with adults and may be related to a child's compliance; his temperament may

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clash with that of the teacher or may cause him to be somewhat difficult. Some children may exhibit noncompliant behaviour because of a skills deficit and may require additional assistance (Matthews, 2011). Children may not know how to interact with the materials in the classroom, which could lead them to display inappropriate play behaviours such as throwing materials (Kaiser & Rasminsky, 1999).

Again the data revealed that respondent's child's relationship appeared as one of the factors contributing to potential noncompliant behaviour. According to the interview data, most of the respondents emphasized that the child interactions with the parent, peers' teachers and family and the influence of the immediate surroundings could account for the child's level of relationship resulting in the behaviour he or she exhibit. This is inconsistent with Aufseeser, Jekielek, and Brown (2006) notion that, the family environment can be a strong source of support for developing adolescents, providing close relationships, strong parenting skills, good communication, and modelling positive behaviours. Aufseeser, Jekielek, and Brown, (2006) further argued that, it could also be a problematic environment when those supports are lacking, or when negative adult behaviours like smoking and heavy drinking are present. Parent-child relationships characterized by low levels of warmth and supportiveness have been linked with child insecurity and emotion regulation difficulties, including frequent child temper tantrums, whining, stubbornness and noncompliance, behaviours that are part of the oppositional—defiant narrowband problem dimension (Keenan & Shaw, 1994; Pettit, Bates, & Dodge, 1997). Sen, (2010) observed that family meals could lead to creating a closer relation between parents and adolescents, by strengthening a positive relationship and avoiding certain risk behaviours, such as substance use amongst girls and alcohol consumption, physical violence and

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robberies, amongst boys. These differences between genders may be due to a greater importance that girls attribute to family activities, but they do not reveal that boys are indifferent to them, only that the relation between genders may differ.

Huebner and Howell, (2003) verified that parental monitoring and communication with parents protected adolescents of both genders from being involved in risk behaviours theories. Boadu, (2015) contends that, the Attachment theory seeks to preserve some of Freud's insights (about relationships and early experiences in which infant behaviour is organized around managing ever-growing instinctual drives) by casting them in a more scientific framework. Conceptually, the theories assumed that, children behaviour are as a result of the relationship which exist between the child and the parents or other significant adults.

Concerning parental lifestyle, , the analysed data revealed that respondents were of the view that, the child interactions with the family and the influence of the immediate surroundings could influence the behaviour of children .Another predictor of non-compliant behaviours among children is home/family related factors such as authoritarian and permissive parenting styles, poor parent-child relationships, and many others (Epstein 2001). According to Epstein (2001), the type of home climate either negatively or positively affects the emotional functioning of pupils. Parenting styles are patterns for children's training that is formed by the normative interaction of parents and how they respond to children's behaviour (Ermisch, 2008). That is, parents who rely on physically aggressive discipline to gain control of their children are likely to have children who are engaging in more severe forms of aggressive behaviour (George & Main, 1979; Salzinger, Feldman, Hammer, & Rosario, 1993; Salzinger, Kaplan, Pelcovitz, Samit, & Kreiger, 1984). Indeed, previous researchers have documented links between physically aggressive parenting practices and

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elevated levels of child aggression in home and school settings Parents play an influential role in moulding and shaping the behaviour of adolescents and children Sarwar (2016). Baumrind (1971) identified three parenting styles based on parental demandingness and responsiveness, which included authoritative parenting, authoritarian parenting, and permissive parenting. Juvenile delinquency is directly linked to the behaviour of parents they adopt to treat their children (Coste, 2015).). Hoeve, Dubas, Eichelsheim, Van der Laan, Smeenk, W., & Gerris, (2009) point out that young people's parents are more frequently blamed for the criminal or delinquent behaviour displayed by their children. Sarwar, (2016) also concluded that, some of the courts even penalize parents for the inconsiderate or antisocial conduct of their children. Nevertheless, Moitra and Mukherjee (2012) argue that there is a noteworthy role of parents in shaping the delinquent behaviour of adolescents. For example, they point out that home is the place where a normal and healthy development of any child starts and the family constitutes the backbone of an individual. From this perspective, family is considered to be a basic ecology in which the behaviour of children are manifested in their childhood by way of negative or positive reinforcement. Talib, Abdullah, and Mansor (2011) argue that the family of a child is a socio-cultural-economic arrangement that has a significant influence on not only the behaviour of the children, but also on the development of their characters. Therefore, ignorance in their parenting can lead them towards unwanted damaging effects that ultimately create behavioural problems in children. In addition, authoritarian parents tend to be punitive, emotionally detached, critical, and sarcastic, and thus, were perceived by their children as restrictive (Baumrind et al., 2010). Ngwiri (2008) regarded these types of parents, who lack their own belief systems, as immature. He asserted that

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their parenting is dogmatic and cruel, and that they themselves risk having delinquency problems (Ngwiri, 2008).

The analysed data revealed that, parenting behaviour was amongst the predominant factors that accounted for children behaviour. From the interview data was related to respondents experiencing was the parenting styles. Firstly, the data suggested that most of the respondents were unhappy because of the multiple defiance activities the children were engaged in. The data revealed that some parents are hostile to their children and reject them which trigger off their anger and frustration in the classroom leading to the children's refusal to take instructions, and testing limits parenting exerts an important influence on children's developmental outcomes. A wide range of outcomes can be affected including brain development, socioemotional, motor, cognitive, and behavioural development, psychopathology, school adjustment, and later delinquency (Belsky & deHaan, 2011; Hoeve et al., 2009; McLeod, Weisz, & Wood, 2007). Many early intervention programs target parenting behaviours to improve children's behavioural outcomes. Despite the evidence that parenting behaviours contribute to child outcomes (Totsika, Hastings, Vagenas, & Emerson, 2014).

Maternal criticism is related to higher levels of child behaviour problems like noncompliant, aggression, defiance (Baker, Smith, Greenberg, Seltzer, & Taylor, 2011; Hastings & Lloyd, 2007), and more positive parent-child relationships are associated with lower levels of later behaviour problems (Smith, Greenberg, Seltzer, & Hong, 2008), as is limit setting (Osborne, McHugh, Saunders, & Reed, 2008). In a recent study, harsh/angry parenting emerged as the most significant predictor of concurrent and persistent conduct problems, even after accounting for the effects of deprivation, child, and parental characteristics (Emerson, Einfeld, & Stancliffe, 2011).

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5.3 **Effects of non-compliant behaviours on teaching and learning**

In relation to the research question three, several themes emerged from the analysed data. The data revealed that, effects of children's problem behaviour on class activities were; often associated with serious academic deficiencies, externalized behaviours such as aggression and detrimental effects like disruptive behaviour during adolescence stage, waste of instructional time, interfering/ interruptive activity and threatening and violent behaviour.

To begin with, it emerged from the data that, noncompliant behaviour impacted on children's learning. Firstly, the analysed data from respondents suggested that most children with problem behaviour engaged in activities which draws their attention from what the class activity thereby affecting their academic activities. Rodgers, (2004) that non-compliant behaviours are often associated with serious academic deficiencies. Garner, Moses and Waajid, (2013) buttressed how non-compliant behaviour affects pupils' social endeavours and how the social aspect of their education in turn impact on their academic success. They found out that non-compliant behaviours of pupils affect their own learning and the learning of their classmates. Other studies by Rones and Hoagwood, (2000) indicated that behaviour problems in the school context interferes with the pupil's own and/or other pupils' learning; disrupts the day to day functioning of the school; jeopardizes the rights of staff and pupils to a safe and orderly environment; has a duration, frequency, intensity or persistence that is beyond the normal range that schools tolerate; and is less likely to be responsive to the usual range of interventions used by the school to address pupil misbehaviour. Non-compliant behaviours of children in the classroom have detrimental influence on teachers. For instance, it may impair a teacher's life in the classroom (Raggi, Evans, Hackethorn, & Thompson, 2003).

The analysed data also pointed out that, pupils with noncompliant waste a lot of instructional time. Many of the respondents were of the view that pupil's noncompliance wasted a lot of instructional time in the classroom. The data further showed that, respondents were affected pupils off task activities/ behaviour which wasted precious classroom instructional time. A respondent claimed that, during class's hours, children engage in different activities which calls for the teacher's attention to redirect the children's activities before continuing the lesson. This aggress with the study results of Rogers & Mirra, (2014) findings that, that time spent with misbehaviour is time subtracted to instruction in general, therefore lessening students' opportunity to learn (Shen, 2009). This supports Lopes, Silva and Oliveira, (2017) finding that, the more time spent with misbehaviour, the fewer opportunities to learn for students and the more wasted energy for teachers, pre-service and in-service teacher education must instruct teachers on how to protect classroom allocate time from disciplinary and from any other interruptions; (3) it is vital for teachers to develop effective classroom management behaviours that can prevent misbehaviour more than reacting to it; (4) time and sense of efficacy although important predictors of misbehaviour are not directly trainable variables. Lopes, & Oliverira (2017) further concluded that, to save time spent with misbehaviour and to become more confident about their actions, teachers must learn the specific behaviours that more likely optimize the available instructional time and reduce time and energy wasted with students' misbehaviour. Yair (2000) observed in a study of 865 participants that the students were engaged with their lessons about half the total class time. Weinstein and Mignano, (2003, 158) estimated that productive learning time cannot be more than 33% of the total time used in school. Smith (2000) studied the fragmentation of annual instruction time in United States schools. She reported that the percentage of

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lesson time that classes spent on non-instructional activities was 23%. She also found great differences between teachers. Because of the difference between engaged time and productive time, the relation between learning outcomes and engaged time has remained at a moderate level, rising to an effect size of .38 (Hattie, 2009, 184). However, the connection between learning time and learning is well established, and several methods have been sought to extend the time available for meaningful learning (Walberg, Niemic & Frederic, 1994).

The study revealed that there were some effects of externalized behaviours such as aggression. Goddard (2010) conducted a study to explore the factors associated with aggressive behaviour in children. The findings of the study showed that, aggressive behaviour displayed by children is a growing and common problem of concern. The study found out that aggression was associated with behaviours that lead to harm; such as behaviours intended to harm even if the attempt fails, such as when a person attempts to shoot, but misses a human target and that Aggression is a prominent feature in childhood, often labelled as tantrums in some cases. Kalb and Loeber, (2003) Correlational evidence suggest that noncompliance is concurrently associated with both aggression and antisocial behaviour throughout childhood. The importance of investigating unwanted behaviours that appear early in development, longitudinally, and that noncompliance in a minority of children is a precursor to more serious disruptive and delinquent behaviour including aggression, violence, and covert acts such as theft(Loeber , Lahey & Thomas(1991) .There has been a substantial amount of evidence to support this model (Loeber ,Stouthamer-Loeber, 1998).There is a very close relationship between noncompliance, aggression, and norm-breaking behaviour in older children. Ha¨ma¨la¨inen and Pulkkinen (1996) found that disobedience at age 8 was correlated. The study even concluded that

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violence is aggression, but not all aggression is violence. One theory which backs aggression was the Social Learning Theory by Bandura, (1977) this theory appreciates the significance of the fact that children can learn aggression from parents and caregivers who are aggressive. Children pay attention to some of these people (models) and encode their behaviours accordingly. The Social Learning Theory to a greater extent shows how the environment influences our behaviours in our everyday lives.

In relation to violent behaviour, it emerged from the study that majority of the respondents agreed that it has been of one of the commonly exhibited behaviour in the classroom. According to the interview data, respondents were motivated to give the needed information about aggressive behaviour. They were of the view that children's aggression is characterized by threatening attitude and has a serious impact on the classroom activity Respondents were of the view that frightening behaviour among children breeds disruption during learning process and waste instructional time.). This has been indeed, supported by a research which has shown that aggressive children are at high risk of later serious and chronic violent behaviour and suggests that there is stability in aggression from adolescence to middle age (Kokko & Pulkkinen, 2005; Loeber & Stouthamer-Loeber, 2008; Nagin & Tremblay, 2004). For example, correlational findings from research have shown that, in young male, physical aggression at year 8 was moderately stable to physical aggression at age 30 ($r = .25$) (Huesmann, Eron, Lefkowitz, & Walder, 1984) and weakly stable from age 8 to severe physical aggression at age 48 ($r = .15$) (Dubow ., 2006).Nagin and Tremblay (2009) found that aggressive behaviour at age six predicted self-reports of violence and serious delinquency during adolescence among boys, nearly one-half of all children who exhibited moderate levels of aggression at age six showed notably lower

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levels of aggression by ages 10 to 12. Little, Henrich, Jones & Hawley, (2003) in their study, remarked that, on the one hand, with the term *aggression* we refer here to a behavioural pattern involving direct or manifest acts of violence, as well as indirect or relational aggression towards others (Little, Henrich, Jones & Hawley, 2003).

With regards detrimental effects like disruptive behaviour, studies by Thompson and Webber (2010) affirmed that non-compliance behaviours in the classroom cause disruptions or distractions which adversely impact on teachers. In support of this statement, Read and Lampron, (2012) confirmed that behavioural issues lead to classroom disruptions, and this negatively affects learning conditions for all pupils in a number of ways. In other words, disruptive pupil behaviours make teaching more challenging for teachers to meet the instructional demands of the classroom (Emmer &Stough, 2001). Disruptive behaviours in early childhood (including oppositional, aggressive, and hyperactive behaviours) are often stable and predictive of negative mental health outcomes in later life, ranging from school failure to substance abuse and criminality (Campbell & Ewing, 1990; Loeber & Dishion, 1983; West & Farrington, 1973). Research have postulated that many children follow a standard progression in the development of disruptive behaviour problems (Patterson, 1986; Stormshak, & Bierman, 1998). The developmental sequence begins with child oppositional behaviours (e.g., whining, noncompliance, talking back), which, in some cases, progress to more escalated forms of child aggression and defiant acting out (e.g., hitting, physical fighting). Research on disruptive behaviour problems has emphasized negative parenting practices, low levels of parental warmth, and positive involvement may also contribute to the development of problem behaviours (Capaldi, 1991; East, 1991). Kuhlenschmidt & Layne, (1999) generated step by step approach to deal with disruptive behaviour as follows: [1] describing the

problem as clear as possible (through questioning about the kind of misbehaviour, situation, time, preceding case, condition during and after misbehaviour, people involved, state of harmfulness, feeling etc.). This effort of clarification must be done with the doer and other students. [2] Understanding reasons (such as physical cause, emotional challenges, environmental factors); [3] modifying instructor and students behaviour. Ali & Gracey, (2013) can be dealt through [1] making written policies; [2] empowering teachers (faculties) role; [3] building good and effective conflict management

It was evident from the analysed data that, majority of the respondents were of the view that children with disruptive behaviour engage in activities which interfere or interrupt with classroom lessons and routines. The data from respondents indicated that most children engage in activities which interfere the class whenever the teacher is teaching. The respondents added that children who exhibit interruptive behaviour engage in excessive activities which interfere with teaching and learning. Respondents further highlighted that, some of the children make noise with objects that they would be holding, roaming in the classroom and throwing objects to interrupt the attention of those learning. Levin & Nolan, (1996) chosen to define the concept of disruptive behaviour through four rubrics; [1] interfering activity of teaching and learning; [2] intruding rights of other students; [3] psychologically and physically unsafe and; [4] causing destruction of property. Stadler, (2017) elaborated a range of children disruptive behaviour. Feldman, (2001) described it as every single action intrudes harmonies and positive learning atmosphere in the classroom. However, in specific case, what is considered as disruptive can't be merely condemned. Guardino, and Fullerton, (2010) also maintain that, interruptive behaviour would comprise behaviour that did not follow classroom rules: speaking

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without permission, getting out of seat, making unwanted physical contact, or noncompliance to teacher direction. For example, a student was interruptive if he did not follow the teacher's request to sit down at his desk and work on the assigned task (Guardino, & Fullerton, 2010).

5.4   Management practices in dealing with non-compliant behaviours

In relation to the research question four, several themes emerged from the questionnaire and one- on-one interview. These themes were related to: the use of visual and verbal cue, use praise instead of blame or punish, and use classroom rules use of rules, reward and punishment and reminders were seen to be the major management practices.

To start with, it emerged from the findings that, respondents adopted the use of visual and verbal cues. Cues can be used to promote good classroom behaviour. Teachers and their students can create prearranged cues that you deliver to them to prompt them to engage in positive behaviours (Conroy, Asmus, Ladwig, Sellers, & Valcante., 2005).Cues also can indicate acceptable or unacceptable behavioural levels in the classroom (Lien-Thorne & Kamps, 2005).For example, red can signal that the noise is too high, yellow that moderate noise is appropriate, and green that there are normal restrictions on the noise level. Verbal and nonverbal cues such as physical gestures can be used to prompt group or individual responses (Bucalos & Lingo, 2005; Marks , Scales, Benson, Leffert, 2003) These cues also can establish routines, remind students of appropriate behaviours, or signal to students that their behaviour is unacceptable and should be changed. For example, individualized eye contact, hand signals and head movements can be used to indicate affirmation, correction, or the need to refocus on appropriate behaviour, and verbal reminders can be used to alert students to the need for them to engage in appropriate behaviour. When working with

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students from different cultural and language backgrounds, you should use culturally appropriate cues. Mackay, (2006) further examines the development and use of non-verbal cues in the classroom. He agreed that, students often respond first to the non-verbal body langu age used by the educator or teacher. Zeki, (2009) in his research on verbal and nonverbal communication in classroom management suggested that, use of eyes and facial expressions are considered as having a disciplinary function in most of the sources and are reported as having many related functions which help teachers in managing classrooms.

The analysed data also suggested that, reminders surfaced as one of the practices during the one- on-one interview process. According to the interview data, prompts responses were used as major management practices by the respondents. Most of the respondents emphasized that, they always managed children rule violations, off-task with the use reminders/ prompts. As classroom managers, teachers use prompts (Krantz & Scarth, 1979), motivational messages, structured transitions (Arlin, 1979), positive questioning techniques (Borg & Ascione, 1979), and other teacher strategies to promote students' on-task persistence. Faul, Stepensky, and Simonsen, (2011) stated that, the easiest pre-correction to implement is a verbal prompt, or reminder, of appropriate social behaviour.

It was further revealed that; a minority of respondent apply the verbal prompt of the behaviour in order to deter the children. This afforded them some opportunity to control the children behaviour in the classroom. Verbal prompts require minimal training and effort to implement, and have the potential to positively affect student behaviour. Faul, et al. (2011) further stated that, there was minimal research focusing specifically on verbal prompts given to ―typical‖ students and children in a general education setting. However, emerging research suggests that various prompts (verbal,

visual, gestural, and physical) may be effective with students of various age and ability levels across a variety of settings (`Faul, et al, 2011). Specifically, prompts have been demonstrated to effectively increase appropriate behaviour, decrease inappropriate behaviour, or both for preschool students without disabilities (Wilder & Atwell, 2006), preschool students with autism (Gena, 2006), elementary school students with Attention-Deficit/Hyperactivity Disorder (Flood, Wilder, Flood, & Masuda, 2002).Researchers have demonstrated that prompting is an effective strategy for increasing appropriate, and decreasing inappropriate, behaviour across a range of individuals (preschool students, individuals with disabilities, and adults) and settings (school and community) (Faul, et al, 2011). The most effective prompts are specific (Hunsaker, 1983) and frequent (Lancioni, Stadler, Sophia 2001; Lombard, Van Cleave, Bush., 1995), with the actual frequency determined by characteristics of the learner and desired behaviour(s).

Reward and punishment strategies emerged as one of the management strategies adopted to manage pupil's noncompliant behaviour. Rewards, like consequences, should be in proportion to students' correct choices. They should have a legitimate educational purpose, and the return offered should be sufficient to motivate the child to continue making correct decisions. Contingent rewards are privileges or favoured activities earned by following the rules and performing well in other areas (―Managing Inappropriate Behaviour," 1990). Reflect on who earns rewards. While some earn rewards for doing great things, others might earn rewards for not doing negative things (―Managing Inappropriate Behaviour," 1990). According to Straus, (1991) physical punishment as a means to gain compliance has been the centre of much controversy over the last decade. Approximately 90% of

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American parents use physical punishment, and research indicates that when parents use it, child compliance increases immediately (Straus, 1991).

The interview data indicated that, because of the nature of pupils, they reinforced the use of reward and punishment as a means of correcting children noncompliant problem on the spot Chapman and Zahn-Waxler, (1982) found that physical coercion was effective alone or when combined with verbal reasoning and verbal prohibition. However, although physical punishment may increase compliance in the short-run, research suggests that in the long run it may actually lead to an increase in noncompliance and may even place a child at risk for more serious behaviour problems (Chapman & Zahn-Waxler, 1982). Straus, (1991) found physical punishment to be associated with delinquency in adolescence and criminal behaviour in adults. Physical punishment has also been shown to be associated with future increased substance use, attention-deficit/hyperactivity disorder symptoms, conduct problems, aggression, and depression symptoms. Achenbach, (1981) suggest that, the use of physical punishment as a way of decreasing noncompliance is strongly cautioned against.

To start with, it emerged from the findings that, respondents adopted the use classroom rules. This is inconsistent with Walters and Frei, (2007) who agreed that, in order to be effective, rules should be introduced on the first day of class, and the teacher should continue to teach and reinforce them throughout the school year. Engaging your students in establishing overall classroom rules and procedures is often a successful way to encourage pupil involvement (Marzano, Marzano, & Pickering, 2003). However, pupils/children must understand that they cannot negotiate with school wide rules or classroom policies essential for managing the learning process, such as care of classroom equipment and attentiveness (Wong & Wong, 1998). It is

essential to evaluate the method you choose to create and post rules, as well as the rules themselves for grade-level appropriateness. Without rules and procedures, transitions can cause chaos that takes away from learning (Marzano, Marzano, & Pickering, 2003)

In relation to breaking rules and routines into steps, it could be deduced from the data analysis that majority of the respondents emphasized that they usually break rules and routines into smaller steps for children in the classroom. The data revealed that the essence of breaking the rules into smaller steps was to help control children behaviour. Literature maintains that, to prevent noncompliant behaviours in the classroom, it is often necessary for teachers to change their own behaviours (Vaughn, Bos & Schumm, 2000). The same strategies and procedures will not necessarily be equally effective with all children. Classroom routines can positively affect children' academic performance as well as their behaviour (Cheney, 2009; Vallecorsa, de Bettencourt, & Zigmond, 2000); therefore, one proactive strategy is for teachers to adopt a consistent classroom routine. According to Mayer, (2005) a well-defined rule in the classroom can prevent many behavioural difficulties. When children are involved in the development of the rules, they are more likely to adhere to them and understand why they have been put into place.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.0   Overview

This final chapter comprises major of findings, conclusions and recommendations of the study and suggested areas for future research.

6.1   Summary of the Study

The purpose of the study was to investigate pupil's noncompliant behaviour and management practices employed by Kindergarten teachers in selected public KGs in the Jomoro Municipality in the western region of Ghana. To achieve this purpose, the following research objectives were formulated to guide the study:

1.   Find out the prevalent forms of non-compliant behaviours among pupils in public KG schools in the Jomoro Municipality.

2.   Ascertain teachers' views on the factors that account for non-compliant behaviours among KG pupils in schools in the Jomoro Municipality.

3.   Examine the effects of non-compliant behaviours on teaching and learning in schools in the Jomoro Municipality.

4.   Explore the behaviour management practices that public KG teachers use in dealing with non-compliant behaviours of pupils in schools in the Jomoro Municipality.

Research questions

The following research questions are formulated to guide the study:

1.   What are the prevalent forms of non-compliant behaviours among pupils in public KG schools in the Jomoro Municipality?

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2. What are the views of teachers on the factors that account for non-compliant behaviours among KG pupils in schools in the Jomoro Municipality?

3. What are the effects of non-compliant behaviours on teaching and learning in schools in the Jomoro Municipality?

4. What behaviour management practices are employed to manage non-compliant behaviours of pupils in schools in the Jomoro Municipality?

The conceptual framework of the study explored pupils' noncompliant behaviour and management practices employed in the selected schools in the Jomoro Municipality. The conceptual framework discussed four main concepts; forms of non-compliant behaviours factors that account for non-compliant behaviour. Afterwards, the effects of the factors that account for non-compliant and management practices. This information acquired from the conceptual framework directed and influenced the process of data collection and analysis, which also guided the development of themes for the findings. The conclusions answer the four key research questions stated. The following key findings emerged from the study.

6.2 Key Findings

The following key findings emerged from the study:

1. It emerged from the analysed data that, the prevalent forms noncompliant behaviour pupils displayed were off task behaviour, breaking established rules and property destruction. The analysis revealed that pupils refused to take instruction when they want to break established rules. The analysed data further indicated that destructive children had the intent to plan deliberate activities or destroying of property (vandalism).

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2. The study revealed that the factors that account for the non-compliant behaviour were environmental (both physical and social), parental lifestyle and inability of parents, teachers to satisfy the needs of children. The analysed data revealed that environment (both physical and social) influence the pupil's behaviour.

3. It was noted from the analysed data that effect of non-compliance impacts negatively on effective teaching and learning, often associated with serious academic deficiencies, externalized behaviours such as aggression and detrimental effect like disruptive behaviour. Additionally, analysed data suggested that children exhibited disruptive behaviour has a detrimental effect and as well as other distractive activities which impede their participation in academic activities thereby affecting their learning. The analysed data revealed that children faced external behaviours, threatening and violent behaviour in the classroom. It was further revealed that pupils exhibited interruptive behaviour which resulted to poor participation in learning.

4. It emerged from the analysed data that the use of visual and verbal cues, use of praise instead of blame or punishment, and use of classroom rules were the dominated management practices. The analysis suggested that reminders were used as visual and verbal cues. Additionally, it was discovered that respondents used breaking rules into smaller steps as practices in teaching rules to assist learners to comply with stated rules.

6.3 Conclusions

The following conclusions were drawn based on the findings;

1. The predominant forms of pupil's non-compliant behaviours were related to off task behaviour, breaking established rules and property destruction, refusal to take instruction and destroying of property (vandalism) and this behaviours affects their personal learning and classroom activity.

2. Pupils non-compliant behaviour were related to environmental (both physical and social), parental lifestyle, inability of parents, teachers to satisfy the needs of children, child's interaction with the environment, parent behaviour and this influence their behaviour in the classroom and within the environment.

3. Threat to effective teaching and learning was often associated with serious academic deficiencies, externalized behaviours such as aggression and detrimental effect like disruptive behaviour.

4. Practices adopted by the respondents were related to use of visual and verbal cues, use praise instead of blame or punish, and use classroom rules. Reminders, breaking rules into smaller steps, teaching rules were the dominated management practices used by the respondents.

6.4 Recommendations of the Study

The following recommendations have been made based on the findings of the study:

1. It is recommended that, the Jomoro Municipal Assembly, Half Assini Educational Directorate and the head teachers of the sampled schools should organize behaviour guidance and outreach programmes for their teacher on the

various forms' of pupils noncompliant behaviour and educate the teachers on the various aspects of the children behaviour and its corresponding demands. The above-mentioned institutions should organize field trips to preschool and institutions in the nation to expose teachers to the various early childhood working environment.

2. The Jomoro Municipal Assembly, Half Assini Educational Directorate and the head teachers of the schools should organize programmes geared towards educating parents and teachers on the factors that account for pupil's noncompliance problem. The Assembly should collaborate with the education service directorate to institute scholarship schemes for teachers to facilitate their higher learning in children behaviour.

3. Head teachers should educate parents should also be educated on the environment (both physical and social), parental lifestyle and parent behaviour factors to be better informed on the preparation to be made to facilitate their wards behaviour wellbeing.

4. The Jomoro Municipal Assembly, Half Assini Educational Directorate and the head teachers of selected schools for the study should organize programmes in collaboration with the early childhood unit on how to cope, prevent and improve on the problem behaviour to ease the burden of parents and teachers.

5. The Jomoro Municipal Assembly, Half Assini Educational Directorate and the head teachers of the schools should organise programmes on effective behaviour management practices for respondents to equip them with proper management skills. Jomoro Educational Directorate and the head teachers of the schools for the study should institute policies which would protect the rights children with problem behaviour.

6. The Jomoro Municipal Assembly, Half Assini Educational Directorate and the head teachers of the schools should also provide facilities that would enable teachers better manage or cope with the situation.

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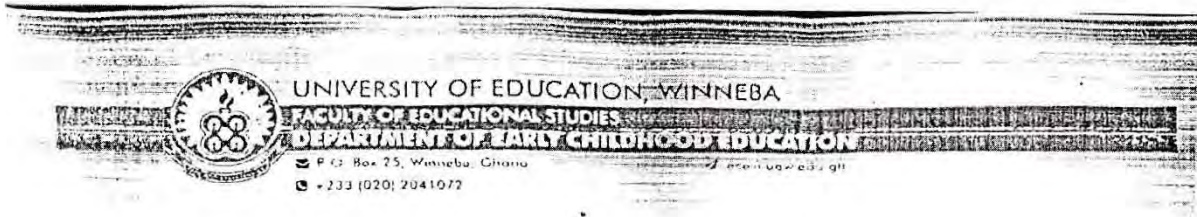
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APPENDIX A

Letter of Introduction

UNIVERSITY OF EDUCATION, WINNEBA
FACULTY OF EDUCATIONAL STUDIES
DEPARTMENT OF EARLY CHILDHOOD EDUCATION
P. O. Box 25, Winneba, Ghana
+233 (020) 2041072

FES/DECE/S.6

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

Dear Sir/Madam,

INTRODUCTORY LETTER

The bearer of this letter, Ms./Mr./Mrs./Rev./Sis/ *Raymond Adonle Asare* with index number *8170190085* is a Second Year M.Phil student in the Department of Early Childhood Education, University of Education, Winneba.

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

Thank you.

Yours faithfully,

DEPT. OF EARLY CHILDHOOD EDUCATION
UNIVERSITY OF EDUCATION
P. O. BOX 25
WINNEBA

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

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APPENDIX B

Questionnaire for Teachers

UNIVERSITY OF EDUCATION WINNEBA

FACULTY OF EDUCATIONAL STUDIES

DEPARTMENT OF EARLY CHILDHOOD EDUCATION

This research Instrument is structured to obtained information with the objective of the thesis writing at the University of Education, Winneba. The research is being conducted on the; Managing non-compliance behaviour in kindergarten classroom. A study in selected public schools in Jomoro municipal. The information you provide will be treated confidential and anonymity

Thank you for your cooperation and assistance.

SECTION A: DEMOGRAPHIC INFORMATION

Please place a tick (√) in the appropriate box.

1. Gender
a. Male   [ ]
b. Female   [ ]

2. Age Range
a. 20-29   [ ]
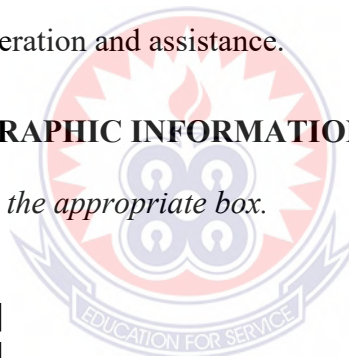b. 30-39   [ ]
c. 40-49   [ ]
d. 50-59   [ ]

3. Educational Level
a. Diploma   [ ]
b. Degree   [ ]
c. Master's in Education [ ]

4. Years' experience
a. 0-4   [ ]
b. 5-9   [ ]
c. 10 and above   [ ]

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SECTION B

MAIN DATA

Forms of noncompliance behaviour

Instruction: Please, read each of the following statements carefully and indicate how you feel about each of them. For each item, please answer using the following scales 4= Strongly Agree (SA), 3 = Agree (A), 2 = Disagree (D) or 1= Strongly Disagree (SD) with the following statements.

No	Items	SD	D	A	SA
1	Oppositional defiance is a common non-compliance behaviour				
2	Children refusal to take instruction from their teachers is a problem behaviour among pre-schoolers				
3	Behaviours such as not completing tasks or activities during teaching sessions				
4	Off-task behaviour is considered as non-compliant behaviours				
5	Non-compliant behaviour in the classroom may take the form of property destruction				

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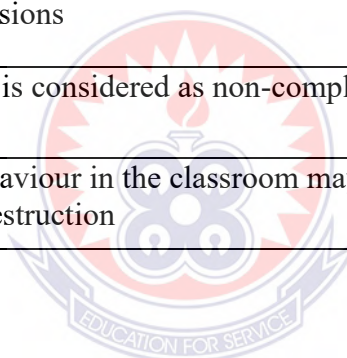
SECTION C

Some Factors Influencing Non-compliance Behaviour

Instruction: Please, read each of the following statements carefully and indicate how you feel about each of them. For each item, please answer using the following scales 4= Strongly Agree (SA), 3 = Agree (A), 2 = Disagree (D) or 1= Strongly Disagree (SD) with the following statements.

No	Items	SD	D	A	SA
1	Non-compliance may be triggered by peers, teachers and parents				
2	The interaction between negative environmental (both physical and social).				
3	Children might have increased noncompliant behaviour when they are sick.				
4	Biological, and psychological factors may influence the occurrence of non-compliant behaviours				
5	Children lack self-regulation influences noncompliant behaviour				
6	Noncompliance can be associated with a child's temperament, skills deficit				
7	Variety of prenatal difficulties influence children problem behaviour				
8	Parental lifestyle can influence children problem behaviour				
9	Maternal mental state influences children problem behaviour				
10	Low parental warmth predicted non-compliant				
11	The inability of parents, teachers to satisfy the needs of children is an important predictor of non-compliant behaviour				
12	Children's noncompliance is the result of a skill deficit				

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SECTION D

Effect of non-compliance Behaviour

Instruction: Please read each of the following statements carefully and choose the response that best describes how true each statement is for you. For each item, please answer using the following scales 4= Strongly Agree (SA), 3 = Agree (A), 2 = Disagree (D) or 1= Strongly Disagree (SD) with the following statements.

N^O	Items	SD	D	A	SA
1	Non-compliant behaviour of school pupils is a possible threat to effective teaching and learning.				
2	Behaviour such as non-compliant is a predictor of teacher stress				
3	Non-compliance behaviours in the classroom cause disruptions or distractions which adversely impact on teachers				
4	Behaviours like non-compliance are often associated with serious academic deficiencies				
5	Pupils with non-compliant behaviours in the classroom are impediments to a teacher's ability to teach in their classrooms.				
6	Direct physical, emotional, and educational consequences for educators				
7	Non-compliant behaviours in childhood have been linked to a range of adverse outcomes, including poor educational achievement, school dropout				
8	Non-compliant behaviour may develop into patterns of behaviour that can follow the child throughout their life.				
9	Most problem behaviours are powerful indicators of delinquent behaviour at age eleven				
10	Non-compliant behaviour in children can predict conduct problems in the future				
11	Behaviours present in early childhood, more specifically externalized behaviours such as aggression				
12	Non-compliant behaviours present in young children can have detrimental effects like disruption during adolescence stage as well				

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SECTION E

Management strategies for non-compliance Behaviour

Instruction: Please, read each of the following statements carefully and indicate to the extent to which you agree to the items by choosing to the following responses: 4= Strongly Agree (SA), 3 = Agree (A), 2 = Disagree (D) or 1= Strongly Disagree (SD) with the following statements.

N^O	Items	SD	D	A	SA
	Proactive Interventions				
1	I use classroom rules				
2	I provide standards of behaviour and penalties for bad behaviour				
3	I provide specialized individual intervention to pupils who display severe antisocial behaviour				
4	I use collaborative approach that involves pupils, parents, teachers, administrators, and school support staff				
5	I use visual and verbal cue				
6	I establish strong positive relationships with their pupils				
7	I use praise instead of blame or punish				
8	I use reinforce appropriate behaviour and prevent inappropriate behaviour				
19	I have designed behaviour intervention plans,				
10	I teach playground rules, routines, and desired behaviours				
11	I have reduced transitional time				
12	I train pupils in effective communication skills				
14	I use functional behaviour assessments				
14	I have put in place Individualized Education Plans				
15	I use universal, school-wide intervention				

THANK YOU.

APPENDIX C

Semi-Structured Interview

UNIVERSITY OF EDUCATION WINNEBA

FACULTY OF EDUCATIONAL STUDIES

DEPARTMENT OF EARLY CHILDHOOD EDUCATION

This research Instrument is structured to obtained information with the objective of the thesis writing at the University of Education, Winneba. The research is being conducted on the; Investigating non-compliance behaviour in kindergarten classroom. A study in public schools in Jomoro municipal, Half-Assini. The information you provide will be treated confidential and anonymity

Thank you for your cooperation and assistance.

SECTION A

DEMOGRAPHIC INFORMATION

Please place a tick (√) in the appropriate box.

5. Gender

c. Male   [ ]

d. Female   [ ]

6. Age Range

a. 20-29 years   [ ]   c. 40-49 years [ ]   e. 60 and above [ ]

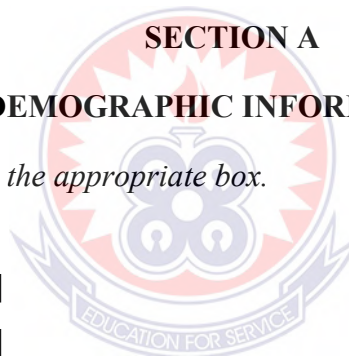b. 30-39years   [ ]   d 50-59 years [ ]

7. Educational Level

d. Diploma   [ ]

e. Degree   [ ]

f. Master's in Education [ ]

8. Years of experience
d. 0-4   [ ]
e. 5-9   [ ]
f. 10 and above   [ ]

Types of problem behaviour among children.

1. What are the forms of non-compliant behaviour children exhibit?

2. Why is/are this/these behaviours of interest to the children?

3. What motivated the children to put up such non-compliant behaviours?

4. What are the characteristics of the various forms of non-compliant behaviour?

Factors that account for the non-compliant behaviour

1. What factors account for the non-compliant behaviour?

2. Does the environment play a key role in non-compliant behaviour?

3. What is the nature of the factors that account for the non-compliant behaviour?

The effects of children's problem behaviour.

1. What's effects are associated with the children non-compliance behaviour?

2. What are the effects of non-compliance behaviour on children's learning?

3. What is the nature of effects on the children's social life?

4. Does the non-compliant affects pupil's behaviour through adolescence?

Management strategies adopted to manage children's problem behaviour

1. What management strategies did you employ for non-compliant behaviour?

2. What is the nature of the strategies you have employed?

3. What happens after applying the strategies?