

**UNIVERSITY OF EDUCATION, WINNEBA**

**TEACHER TECHNIQUES IN MANAGING PUPILS' DISRUPTIVE  
BEHAVIOUR AT KINDERGARTEN CENTRES WITHIN THE  
SAGNARIGU SCHOOLS IN THE NORTHERN REGION OF GHANA**



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**UNIVERSITY OF EDUCATION, WINNEBA**

**TEACHER TECHNIQUES IN MANAGING PUPILS' DISRUPTIVE  
BEHAVIOUR AT KG CENTRES: A CASE STUDY OF SAGNARIGU  
SCHOOLS IN THE NORTHERN REGION OF GHANA**



**A dissertation in the Department of Early Childhood Education,  
Faculty of Educational Studies, submitted to the School of  
Graduate Studies in partial fulfillment  
of the requirements for the award of the degree of  
Master of Education  
(Early Childhood Education)  
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**OCTOBER, 2023**

## DECLARATION

### Student's Declaration

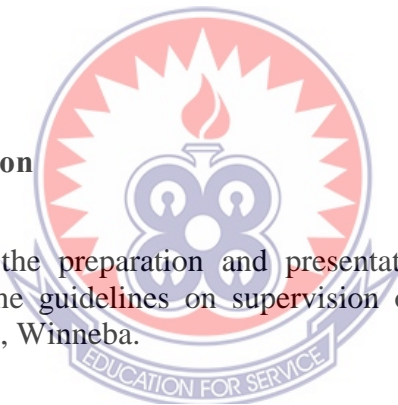
I, Helen Kaba Felipe hereby declare that except for references to people's work which have been duly cited, this project work is the result of my own originality and creativity and that it has neither in part nor in whole been submitted elsewhere.

**Signature:**.....

**Date:** .....

### Supervisor's Declaration

I hereby declare that the preparation and presentation of the project work was supervised following the guidelines on supervision of thesis as laid down by the University of Education, Winneba.



**Name of Supervisor:** Dr. Michael Subbey

**Signature:**.....

**Date:** .....

## **DEDICATION**

I dedicate this work to the Kaba Felipe family for their inspiration, motivation, love, and confidence in me and to all persons who value education.





## ACKNOWLEDGEMENTS

To God be the glory and all thanks to Him for his goodness and successful research. To my supervisor, Dr. Michael Subbey, I appreciate your efforts for this work to see the light of day, your constructive and positive analysis has been crucial. To all the lecturers of my department and all those whom I have learned from, I appreciate you. I sincerely acknowledge the entire Kaba family for their unconditional support, inspiration, and love, God bless you. I wish to use this opportunity to express my heartfelt appreciation to all individuals and authorities who have contributed in diverse ways to my studies.



## TABLE OF CONTENTS

<b>Contents</b>	<b>Page</b>
DECLARATION	iii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS	vi
LIST OF TABLES	ix
LIST OF FIGURES	x
ABSTRACT	xi
<b>CHAPTER ONE: INTRODUCTION</b>	<b>1</b>
1.1 Background to the Study	1
1.2 Statement of the Problem	4
1.3 Purpose of the Study	6
1.4 Objectives of the Study	6
1.5 Research Questions	7
1.6 Significance of the Study	7
1.7 Delimitations	8
1.8 Limitation of the Study	8
1.9 Organization of the Study	8
<b>CHAPTER TWO: LITERATURE REVIEW</b>	<b>10</b>
2.0 Overview	10
2.1 Theoretical Framework	10
2.2 Concept of Disruptive Behaviour	15
2.3 Classroom Management	18
2.4 Empirical Review	26
2.5 Behavior Management Strategies	31

2.6	Effect on Academic Performance	32
2.7	Effect on Student Well-Being	32
2.8	Impact on School Climate	33
2.9	The Need for a Balanced Approach	33
2.10	Challenges in the Management of Disruptive Behaviors	34
2.11	Summary of Literature Review	37
<b>CHAPTER THREE: METHODOLOGY</b>		<b>38</b>
3.0	Introduction	38
3.1	Research Paradigm	38
3.2	Research Approach	39
3.3	Research Design	40
3.4	Population of the Study	41
3.5	Description of the Area Study (Setting)	41
3.6	Sample and Sampling Techniques	42
3.7	Research Instruments	43
3.8	Validity and Reliability of the Instrument	45
3.8	Data Collection Procedure	46
3.9	Data Processing and Analysis	47
3.10	Ethical Consideration	48
<b>CHAPTER FOUR: DATA ANALYSIS AND PRESENTATION</b>		<b>50</b>
4.0	Overview	50
4.1	Description of Respondents	50
4.2	Analysis of the Main Data	52
4.3	Research Question One	52
4.4	Research Question Two	56
4.5	Research Question Three	60

4.6	Research Question Four	63
4.7	Research Question 4	65
<b>CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS</b>		68
5.0	Introduction	68
5.1	Summary of Findings	68
5.2	Conclusion	69
5.3	Recommendation	70
5.4	Suggestion for Future Studies	71
<b>REFERENCES</b>		72
<b>APPENDIX: Introductory Letter</b>		77



## LIST OF TABLES

<b>Table</b>		<b>Page</b>
1:	Demographic characteristics of the teachers	51
2:	What is the teachers' knowledge on the management of disruptive behaviours among learners in KG centres?	53
3:	Effects of disruptive behaviors in early childhood centers in the Sagnarigu Municipality	56
4:	Effectiveness of teacher techniques in managing disruptive behaviors in the Sagnarigu Municipality	60
5:	What are the challenges teachers encounter in managing disruptive behaviors in the kindergarten classroom in the Sagnarigu Municipality?	64



## LIST OF FIGURES

Figure	Page
2.1 Social ecological theory	13
3.1: Map of Sagnerigu Municipality	42



## ABSTRACT

The study investigated teacher techniques in the management of disruptive behaviors of pupils in the Sagnarigu Municipality. It investigated the disruptive behaviors of pupils, the forms of disruptive behavior and its associated effect. The study employed the mixed methods approach with explanatory sequential as the research design for the study. Census sampling techniques as well as convenient sampling were the main sampling techniques that was used to select 117 respondents for this study. The data collection instruments used were questionnaire and interview. Descriptive statistics were used to analysed the quantitative data whiles data from the interview were analysed thematically. The study revealed that lack of parental support and cooperation, home and cultural factors, limited legal provisions for child protection at local level and teacher competences where key challenges in managing disruptive behavior of pupils. Also, the findings revealed that, most teachers at the kindergarten early childhood centres were not trained to handle and manage disruptive behaviors of learners in their classroom settings. Effective classroom management, especially controlling disruptive behavior was essential factor in optimizing learning. The study recommended capacity building for teachers and innovation from the school in handling pupil isolation (sacking) which was a major disruptive behavior of pupils.



## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

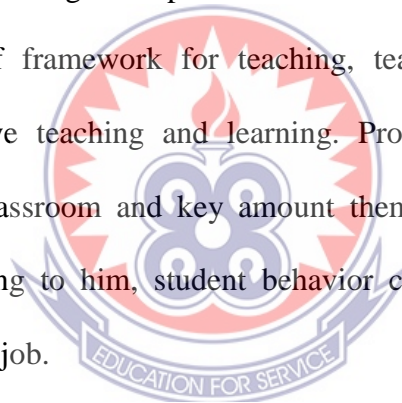
Over time, stakeholders in Ghana's educational system have turned their attention to promoting efficient teaching and learning. The ability of class teachers to approach their lesson in a way that reduces the likelihood of children misbehaving is crucial if successful learning and teaching are to be achieved. Thus, it is essential that educators have skills that will help them address circumstances where challenging conduct does occur. The risk of issues arising or developing into events will be significantly reduced where the educator is skilled at responding fast and averting issues. Effective teaching, learning, scaffolding revisited. Globally, there had been growing concerns on teaching and learning and how to achieve effectiveness and goals of teaching and learning. For example, Danielson group 2023 and Joan bliss etc. They indicated that, school do have particular constraints and technological demands (Joan, 2010).

Common disruptive behaviors exhibited by children in the classroom can significantly impact the learning environment, making it essential to identify and address these issues effectively. One common disruptive behavior is excessive talking. Students often engage in conversations with their peers during class, diverting their attention from the teacher and the lesson. This behavior can be distracting to both the talkative learners and their classmates (Harrington, 2017). Another common disruptive behavior is inattentiveness, which may manifest as daydreaming, fidgeting, or repeatedly shifting focus away from the task at hand (Maag, 2019). Inattentive students struggle to engage with the material and participate in classroom activities, affecting their own learning and potentially disrupting the class.



Furthermore, physical aggression, such as hitting, pushing, or engaging in fights, can disrupt the classroom environment and create safety concerns (Oswalt, 2018). Noncompliance with classroom rules and instructions is another prevalent disruptive behavior, where students refuse to follow directions or complete assigned tasks (Sutherland & Wehby, 2012). These behaviors challenge a teacher's ability to maintain an organized and productive learning atmosphere.

Framework for teaching (FFT) was designed to facilitate professional practice in United States and subsequently implemented in other countries. Studies and the implantation of the framework for teaching was said to had accelerated teacher growth, create a rewarding and professional environment and improve student outcomes. As part of framework for teaching, teachers plan and prepare their classroom for effective teaching and learning. Prodigy identified ten challenges teacher face in the classroom and key amount them was behavior and classroom management. According to him, student behavior can be difficult for teachers to manage on top of their job.



Danielson Group had identified a number of domains for effective teaching and learning and the second primary talks about learning environments and as well described qualities and condition of environments conducive for learning. It equally focuses on establishing of a safe and respectful classroom environment which should be sensitive and responsive to teaching and learning as well individual success. Domain explain basic attribute's that support student success positive relationship and behaviors. At large, the domain seeks to support positive student behavior as means to achieving student goal and success (Prodigy, 2023).

The quickly evolving high technologies have an inherent influence on today's advanced and dynamic society, needing a framework of adaptation and agility built on trustworthy services and capabilities. This occurrence should serve as a reminder of the importance of classroom management strategies for achieving the objectives of each learning activity and serve as the impetus for a fundamental reformation of the educational paradigm in schools. The idea of active learning should be correlated with that of an active and "changing trend" adaptive teacher, who can go above and beyond to ensure smooth and successful achievement of the intended educational outcomes even with students exhibiting challenging behaviour. This is because the transfer of knowledge is currently shifting away from the traditional approach where the teacher is seen as a central unit and where knowledge is transferred to students as receivers to a more pupil centred approach (Bliss, 2010).

A number of behaviour problems exist in different schools and different location which could contribute a major challenge to effective teaching and learning at almost all levels of school. Some common behaviour problems have been identified by some authorities for example: classroom disturbances, impatience, disrespect, defiance, achievement anxiety, external reliance, inattentive or withdrawn and irrelevant responsiveness

Managing disruptive behaviors in kindergarten (KG) classrooms is a critical aspect of early childhood education. Effective classroom management techniques not only create a positive learning environment but also promote students' social and emotional development. Positive reinforcement is a widely used technique in KG classrooms. Teachers reward good behavior with praise, stickers, or small incentives to encourage

students to exhibit positive conduct (Berk, 2013). This technique helps to reinforce desired behaviors while minimizing the occurrence of disruptive ones.

According to Walker and Walker (2015) establishing clear and consistent rules and expectations is essential for classroom management. Young children thrive in predictable environments. Teachers often create visual cues, such as charts or posters, to remind students of these rules. When disruptive behavior occurs, teachers can use redirection by gently guiding the child's attention to a different task or activity (Sugai et al., 2019). This technique minimizes the focus on disruptive behavior and provides an alternative, more appropriate activity. Time-out is a technique in which the disruptive student is temporarily removed from the classroom environment until they can rejoin the class calmly (Simonsen et al., 2008). It allows the child to reflect on his/her actions and provides a brief break from the disruptive behavior.

### **1.2 Statement of the Problem**

The management of disruptive behaviors in kindergarten classrooms is a pivotal concern for educators, parents, and policymakers, impacting the quality of early childhood education and the well-being of young learners. Within the Sagnarigu Municipality in Northern Ghana, the issue of managing disruptive behaviors in kindergarten classrooms has gained prominence due to its potential to hinder children's educational and social development (Adams, MacDonald, & Keen, 2019).

Disruptive behaviors encompass a wide range of actions, including non-compliance, tantrums, aggression, and inattentiveness, which can disrupt the learning environment and compromise the educational experience for both teachers and students (Goodall & Montgomery, 2014). Kindergarten teachers within the Sagnarigu Municipality are facing formidable challenges in effectively addressing and preventing these disruptive

behaviors, which can negatively impact children's academic performance and socio-emotional development (Nyame, 2019).

One of the key problems is the limited research on the specific teacher techniques used for managing disruptive behaviors in kindergarten classrooms within the Sagnarigu Municipality. While existing literature on classroom management strategies is abundant, the cultural, social, and economic context of Sagnarigu presents unique challenges that demand region-specific insights (Kwame & Tetteh, 2020). It is crucial to explore and identify effective, contextually relevant strategies that address the distinctive needs of kindergarten students in this municipality.

Moreover, the lack of standardized guidelines and training programs tailored to the local context exacerbates the issue. The dearth of professional development opportunities and resources leaves teachers ill-equipped to handle disruptive behaviors effectively, leading to frustration and potential burnout (UNESCO, 2021). This problem ultimately affects teacher job satisfaction and retention rates, further compounding the challenges in the early childhood education sector.

Understanding the specific teacher techniques employed in managing disruptive behaviors at kindergarten classrooms within the Sagnarigu Municipality is vital for various stakeholders. It not only directly impacts the educational experiences of young children but also influences the future human capital and socio-economic development of the region (World Bank, 2017).

To address this issue comprehensively, future research should investigate the current strategies used by kindergarten teachers in Sagnarigu, assess their efficacy, and identify any cultural, contextual, or resource-related barriers to effective behavior

management. Such research will contribute valuable insights to the development of region-specific, evidence-based strategies that can improve the quality of early childhood education in the Sagnarigu Municipality and serve as a model for similar regions facing comparable challenges.

### **1.3 Purpose of the Study**

This study sought to establish the management techniques employed by teachers in managing behavioural problems of pupils in KG Centres within the Sagnarigu Municipality, Tamale in the Northern Region of Ghana.

### **1.4 Objectives of the Study**

The objectives of the study is guided by the following;

1. Examine kindergarten teachers views on disruptive behaviors among pupils in their classrooms in the Sagnarigu Municipality.
2. Assess the efficacy of teacher techniques that are implemented in addressing disruptive behaviors that exist in kindergarten classrooms in the Sagnarigu Municipality.
3. Find out the effects of disruptive behaviors among kindergarten learners academic performance.
4. Identify challenges that teachers encounter in the management of disruptive behaviors among kindergarteners in the Sagnarigu Municipality.

### **1.5 Research Questions**

The following are the research questions that guided the study:

1. What are the teachers views on the management of disruptive behaviours among learners in Sagnarigu KG centres?
2. What are the effects of disruptive behaviors among kindergarten learners in the Sagnarigu Municipality?
3. What is the efficacy of teacher techniques in managing disruptive behaviors in kindergarten classrooms in the Sagnarigu Municipality?
4. What are the challenges teachers encounter in managing disruptive behaviors in the kindergarten classroom in the Sagnarigu Municipality?

### **1.6 Significance of the Study**

This study would be of immense significance to policy makers, practitioners, teachers and researcher. It would help policy makers especially the Ministry of Education, with valuable information for enhancing policy guidelines and procedures to motivate teachers to develop effective skills in classroom management. In addition, the findings of this study were expected to have implications for professional development, teacher training, and curriculum modification. It is anticipated that, the results would be particularly beneficial to the Ministry of Education and GES, being the main drivers of educational programmes in the country.

Furthermore, the findings of the study would guide instructional leaders as they make choices related to teacher growth and specific types of classroom adaptations and modifications that students need in the general or regular education classroom. Again,

the results from this study poses a strong potential to provide valuable information for proper management of individual pupils with diverse needs within the same classroom.

### **1.7 Delimitations**

This study is based on teacher's management practice techniques in managing pupils behavioral problems in kindergarten centres in the Sagnarigu Municipality in the Northern Region of Ghana. It focuses on practical techniques currently known and used by the teacher in his/her classroom and the challenges being confronted in the management of disruptive behaviors in the classroom. As such the geographical boundary of the study is restricted to the Northern Region, particularly kindergarten centres within the Sagnarigu Municipality.

### **1.8 Limitation of the Study**

The study is limited by time and limited resource in the execution and completion of the study. Finding ample time for teaching and undertaking the research work had been a difficult task and the researcher required more resources in order to cope with her regular classroom work and data collection for the study at the same time. Thus, limited the depth at which the researcher could have gathered data for more general and comprehensive analysis on the subject matter.

### **1.9 Organization of the Study**

Chapter one of the study comprises the background to the study, statement of the problem, purpose of the study, objectives of the study, the research questions, significance of the study, delimitation, limitation of the study, and organization of the study. Chapter two presents a synthesis of interconnected previous studies and scholarly writings linked to the concept of classroom and behaviour management, techniques employed by teachers and the challenges confronting teachers in the

management of pupils with behaviour problems. Chapter three discusses the methodology of the study. Areas covered in this chapter include; the research design, sample and sampling techniques, the population and data collection methods. Chapter four presents the results of the survey and the findings from the study. Finally, Chapter five, summarizes the study, makes conclusion and proffer recommendation.





## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Overview**

This chapter focuses on a review of the literature on classroom and behaviour management and looks significantly at different management approaches which teachers use in relation to the success and general job satisfaction in their classrooms. Both behaviour management and classroom management are discussed in this overview as essential elements of a successful classroom and are assumed to be the process of modifying student behaviour to support the creation of a conducive learning environment.

#### **2.1 Theoretical Framework**

##### **2.1.1 Social learning theory (Bandura 1977)**

Understanding the management of disruptive behaviors in kindergarten classrooms within the Sagnarigu Municipality requires a comprehensive theoretical framework that encompasses the dynamic interactions among students, teachers, and the environment. Albert Bandura's Social Learning Theory provides a valuable lens through which to examine the acquisition and modification of behaviors in a social context. This theory posits that individuals learn by observing others and that cognitive processes play a crucial role in the acquisition, retention, and replication of observed behaviors (Bandura, 1977). In the context of managing disruptive behaviors in kindergarten, the Social Learning Theory offers insights into the ways young children learn, model their behaviors, and adapt to the classroom environment.

### **2.1.2 Observational learning**

According to the Social Learning Theory, children in kindergarten classrooms actively observe and imitate the behaviors of their peers, as well as their teachers (Bandura, 1986). This observation extends to the manner in which disruptive behaviors are managed by both adults and fellow students. Teachers' approaches to handling disruptive behaviors serve as a model for students. Hence, the techniques and strategies employed by teachers play a pivotal role in shaping students' own behaviors. When teachers effectively manage disruptive behaviors through positive reinforcement, conflict resolution, or other appropriate strategies, students are more likely to internalize these methods and apply them to their own conduct.

### **2.1.3 Reinforcement and punishment**

Social Learning Theory highlights the importance of reinforcement and punishment in the acquisition and modification of behaviors (Bandura, 1977). In kindergarten classrooms, teachers utilize a range of reinforcement strategies, such as praise, rewards, and positive feedback, to encourage desired behaviors and discourage disruptive actions. Conversely, punishment techniques, if not administered judiciously, can have unintended consequences, potentially reinforcing disruptive behaviors. The study considered the role of reinforcement and punishment in the management of disruptive behaviors and assessed their effectiveness within the local cultural and social context of the Sagnarigu Municipality.

### **2.1.4 Cognitive processes**

Social Learning Theory emphasizes the role of cognitive processes, such as attention, retention, and reproduction, in the learning and adoption of behaviors (Bandura, 1977). In the context of managing disruptive behaviors, children must pay attention to

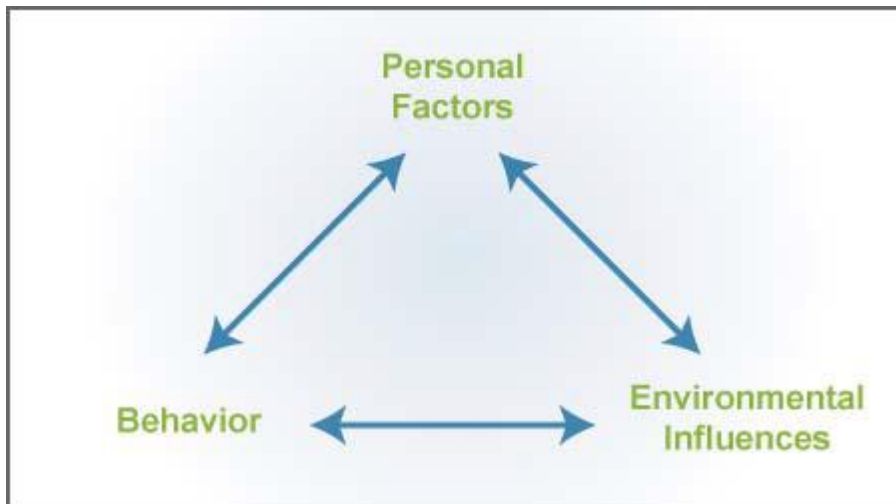
how their teachers and peers handle disruptions, retain the information, and be able to reproduce those strategies when needed. Understanding the cognitive abilities of kindergarten students within the Sagnarigu Municipality is essential to determine the feasibility of specific behavior management techniques.

### **2.1.5 The role of modeling**

Modeling, a central concept in Social Learning Theory, asserts that individuals are more likely to adopt behaviors they witness if the models are perceived as credible and attractive (Bandura, 1986). In the kindergarten classroom, teachers serve as primary models for behavior management. Hence, the study should explore how the characteristics and credibility of teachers influence their effectiveness in managing disruptive behaviors. Additionally, understanding the influence of cultural role models and the media in shaping children's behaviors can provide valuable insights into the broader social context.

In conclusion, Albert Bandura's Social Learning Theory offers a robust framework for investigating the management of disruptive behaviors in kindergarten classrooms within the Sagnarigu Municipality. It underscores the significance of observational learning, reinforcement and punishment, cognitive processes, and modeling in understanding how children acquire and modify their behaviors. By applying this theory to the study, researchers can gain a deeper understanding of the specific teacher techniques used, their effectiveness, and the sociocultural factors that influence behavior management in this context. Ultimately, such insights can inform evidence-based strategies for enhancing the quality of early childhood education in the region and promoting positive socio-emotional development among kindergarten learners.

Bandura illustrated his theory diagrammatically as shown below.



**Figure 2.1 Social ecological theory**

**Source:** Bandura, 1977, 1986

The social ecological theory focuses on factors affecting behavior after a guidance for designing prepare and successful programme using social environment. The social ecological model helps to understand factors affecting behaviour and also provides guidance for developing successful programs through social environments. Social ecological models emphasize multiple levels of influence (such as individual, interpersonal, organizational, community and public policy) and the idea that behaviours both shape and are shaped by the social environment. The model considers the various sources of influence inducing organization, organization, individual and interpersonal and social environment the theory model focuses on public policy, community organization, interspersion and individual. It as well considers the complexity that exist between individual, relationship, community, and societal factors and allow understanding the range of factors that put people at risk for violence or protect them from experiencing or perpetrating violence (Park, 2022).

The social ecological model established that, the first level of the theory thus individual outlined biological and personal history factors that increase the risk of

becoming a victim or perpetrator of violence. The individual stage of the theory identified income, age, education, substance use, or history of abuse as factors of the individual social ecological factors (Park et al., 2022). The second level of social ecological model examines relationships that could increase people risk of experiencing violence as a victim or perpetrator. In this stage, a person's closest social circle-peers, partners and family members-influences their behaviour and contribute to their experience.

The third level of the theory which seeks to explore the settings, such as schools, workplaces, and neighbourhoods and community groupings, where social relationships occur and seeks to identify the characteristics of these settings that are linked with becoming victims or perpetrators of violence. The final level explores the broad societal factors that help create an atmosphere and a climate where violence is promoted and incubated. Example of societal factors of social ecological model are social and cultural norms that support violence as an acceptable way to resolve conflicts. Other large societal factors include the health, economic, educational, and social policies that help to maintain economic or social inequalities between groups in society (Park et al., 2022).

The choice of multiple theory thus the social cognitive theory and social ecological model has been based on the need to enhance understanding of disruptive behavior and most importantly, to develop strong strategies and intervention to addressing the problem. This has been justified by a scholar when the indicated that, the strongest intervention may be built from multiple theories. The assumptions and principles of social ecological models were said to be consistent to that of social cognitive theory

ideas suggested that, providing an enabling environment to change was essential to making it easier to adjust and adopt positive and healthy behaviors.

## **2.2 Concept of Disruptive Behaviour**

Conceptual literature review had been viewed as the methodology wherein study or research is conducted by observing and analyzing an already present information on a given subject or topic. It was said to be related with abstract concepts and ideas on a particular topic (Bhat, 2023).

Another scholar shared similar view by expressing that, conceptual review was a comprehensive background of the literature written regarding an interested topic area. In addition, Oigorman and Macintosh as cited by Kimmers et al. (2022) indicated that, conceptual review was a written document that present logical debate or argued better case foundation on a comprehensive understanding of the current state of knowledge about a topic (Kimmers, 2022). One important that was common among these explanations was that, conceptual review focuses on understanding and making use of existing knowledge and ideas shared by scholars to informed a study. In this regard, the study would consider the literature review based on thematic areas such as; disruptive behavior, causes of disruptive behaviors among pupil, measures and practice to address disruptive behavior.

Various scholars have offered their views in an attempt to explain disruptive behaviour among pupils. For example, disruptive behaviour was said to be characterised by minor behaviours such as talking out of turn, calling out, and ignoring adult instruction (Armstrong, 2016). In a similar way, another authority stated that, disruptive behaviour was a group of behavioural problems and that, they

are termed “disruptive” because affected children literally disrupt the people and activities around them (Angelo, 2023).

Persistent and consistent tardiness, leaves early in class causing excessive disruption to classroom teaching and learning and proceedings. Also, incessant talking while teachings ongoing, Loud and frequent interruptions to the flow of class with questions or interjections. A pupil becoming belligerent when you confront the student’s inappropriate behaviour in class, comments that are offensive in nature (racist, homophobic, etc.), student posting non-relevant spam or advertising material in the forum discussion board and a pupil arrogant, entitled, rude or disrespectful emails or messages to other students or the instructor (Angelo, Disruptive Behavior Disorder , important Measure, 2023). Disruptive behaviour had been said to be characterised by minor behaviours such as talking out of turn, calling out, and ignoring adult instruction (Armstrong, 2016). In addition, Armstrong identified the following as classical examples of disruptive behaviors among learners. untimely talking/laughing/cryings, snoring in class, treats of violence, aggression toward other students or faculty, unyielding argument or debate, listening to music at a volume disruptive to others, yelling inside or outside of the classroom and engaging in content on a laptop that others find disruptive.

A group of scholars namely Johansen, Little and Akin-Little (2011) were said to have conducted a study on teachers’ perceptions regarding the cause of disruptive behaviour. Their findings were that teachers’ external factors including home life and parenting were critical cause of disruptive behaviors. Furthermore, their study revealed that, disruptive student was in control of his or her behaviour and was making a deliberate ‘choice’ to behave badly. This implies that, disruptive behavior of



pupil had been influenced by parental and socialization of the pupil at home and society. Equally, it implies that, pupils' disruptive behavior had bearing on the individual pupils where the gains and benefits could be derive from (Johansen et al., 2011). Another school of thought that emerged on the causes of disruptive behaviours was from a functional perspective. Chandler and Dahlquist (2015, p. 12) of the functional understanding shared that, regards to widely held assumption on reason for behaviour such as disruptive behaviour. This thought outlined causes of disruptive behaviour such as trauma are not important, but it is the current behaviour that is happening in the current situation that needs to be addressed (Armstrong, 2016).

Disruptive behavior was said to be a challenging issue because it hinders achieving efficient and effective classroom management hence the reason to exploring the causes of disruptive behavior so as to generate possible measures to resolve it. For example, the following had been outlined as cause of disruptive behavior among pupil. Not meeting the needs of pupils, pupil with medical issues, lack of confidence and skills, wrong relationships, pupil seeking attention of adults or classmates, power needs, lack of confidence and skills, the curriculum related issues, issues of the classroom environment, testing boundaries, behaviour works for them (Armstrong, 2016).

The Boston Children Hospital categorised the causes of disruptive behavior into two important elements: developmental factors and the influence of learned factors. According to the Boston Children Hospital, the developmental factors start to experience challenges and problems in their toddler years, where may were said to had an unusually hard time separating from parents. Also, disruptive behavior among pupils could be much understood considering responding to causes of challenging



behaviour, a study on teachers believed that the challenging behaviour was categorized into internal and external causes. Internal factors which the scholar attributed to personality, the disability while external factors which largely was attributed to the home and to a large extend society (Armstrong, 2016).

The concept of Classroom management is prostrated at the very heart of teaching; it affects pupils learning outcomes and can also have an impact on the teachers` own wellbeing (Bethany, 2018)

### **2.3 Classroom Management**

Good classroom management is a classroom environment where learning thrives, students are dedicated to their studies and are well behaved. Poor classroom management is a setting where students are disruptive, disengaged and teachers are not being listened to. For Bethany (2018), effective classroom management is not something that happens naturally. There are core pillars that make up good classroom management and without a thorough understanding of these pillars, your classroom is at risk of being poorly managed and this can be detrimental to student achievement and development.

Behaviourist B.F. Skinner developed the idea of “operant conditioning and the use of operant conditioning can be seen in classrooms today. Operant conditioning is explained as “the behaviour is followed by a consequence, and the nature of the consequence modifies the organism’s tendency to repeat the behaviour in the future” (Boeree, cited in Lindroos, 2012). Teachers who use behaviour management techniques are responding to, or often trying to prevent, certain individual student behaviours in the classroom. Marzano et` al in Lindros, asserted that, the consequence for misbehaviour can be negative or positive. Disciplinary interventions should

involve a balance of both positive and negative consequence. An appropriate disciplinary program involves strategies for both reinforcing positive behaviour and dealing with inappropriate and disruptive behaviour

Focusing beyond individual student behaviours, Jacob Kounin made a name for himself in the 1970's with his findings on how teachers can be effective classroom managers. He sought to find out what teachers could do to encourage positive behaviour from their students. Kounin in (1970) defined classroom management as “dealing with the surface behaviour of children as measured by overt signs of work involvement and by deviancy” (Lindros, 2012). According to Lindros Kounin identified five strategies that teachers use in the classroom that decrease or prevent student misbehaviour.

As mentioned previously, Kounin (1970) was also known for his discovery of the “Ripple Effect” which is specifically defined as “how a teacher’s method of handling the misbehavior of one child influences other children who are audiences to the event but not themselves targets” (Lindros, 2012). That a proactive approach to prevent discipline problems is a key element within Kounin’s research. For Kounin, one might say that a mastery of group management techniques enables teachers to be free from concern about management. Promoting effective learning and teaching is paramount to every educational intuition. Key to achieving effective learning and teaching is ensuring that class teachers have the necessary skills to approach their teaching in ways that reduce the likelihood of children misbehaving. Teachers also need to be equipped with effective skills and responses for those instances where difficult behavior does occur.

Where teachers have good preventative and responsive skills the likelihood of difficulties emerging or developing into incidents will be markedly reduced (Pupil Wellbeing Team, 2012).

Paramita et al (2020) in their review of literature on Effective Teacher Professional Learning on Classroom Behaviour Management stated that, Classroom Behaviour Management is an important element of effective teaching. Although the most common misbehaviours, such as talking out of turn, low levels of attention, idleness and hindering others, are somewhat minor, their repetitive nature may interrupt the flow of teaching and learning, and add to teacher stress (Shen et al., 2009; Sullivan, Johnson, Owens & Conway, 2014 in Paramita et al., 2020). Also, for Oliver and Reschly (2007), effective classroom behaviour management establishes the environmental context for effective instruction, and maximizes time for instruction. Similarly, Kapur, (2018), underscored that, the management of the classroom should create an environment, in which the students should feel safe and protected. Classroom management consists of many consistent and intricate dimensions arising from class and environment. The teacher, as the class manager, is expected to lead the class environment, as stated by considering these proportions. Another important aspect of classroom management is to create a proper learning environment and to prepare the physical conditions of the class.

When looking for effective methods to ensure that all pupils critically sustain interest and work in class to pick up concepts, and to generate stimulation by boosting their self-esteem via their academic achievement, teachers must take an active role in managing the classroom. Classroom management is when a teacher exhibits complete control over their classroom through a series of strategies and techniques that

encourage positive student behavior (Bethany, 2018). The practice of effective classroom management turns your classroom into the optimum learning environment where pupils can engage with their studies and work to the best of their ability.

It is crucial for teachers to implement effective behavior control strategies in order to create productive learning environments. If a teacher can effectively control the classroom, in addition to regulating individual student actions, there will be fewer behavior issues, which may increase the likelihood that students will succeed academically and socially overall. As a result, teachers must have the confidence to run a successful classroom because they are the role models and sources of support and direction for their students. As part of their professional development and in-service training programs, participants should have studied effective classroom and behavior management techniques. First-year teachers should ideally have a managerial skill set that enables them to start their careers as educators feeling somewhat confident in their capacity to oversee and facilitate organized learning in their classrooms. Teachers who don't have a strategy for their classroom management must make an effort to learn certain strategies from extra resources, such as other educators, professional hand books, or workshops on classroom and behavior management (Hoy & Weinstein, 2013)

The ultimate goal of education is to mold young people into well-rounded individuals. That often includes making sure that the teaching and learning process flows as smoothly as possible. In theory, your role as a teacher is to plan and deliver your lessons, and everything will fall into place. Unfortunately, theory does not always apply in the real world. Truth be told, getting children to settle down and behave as expected is often a serious task of each day (Hoy & Weinstein, 2013).

The ability of teachers to organize classrooms and manage the behavior of students is critical to achieving positive educational outcomes. Although sound behavior management does not guarantee effective instructions, but it establishes the environmental context that makes good instruction possible (Regina & Daniel, 2007). In a similar view, Emmer and Stough (2001), asserted that, highly effective instructions reduce, but does not eliminate, classroom behavior problems.

Findings from a significant study also bears with the facts that classroom organisation and behavior management competencies significantly influence the persistence of new teachers in teaching careers. According to Browsers and Tomic, in Regina and Daniel, (2007), new teachers typically express concerns about lacking effective means to handle the disruptive behaviour of students. As presented by Bethany (2018), well-equipped teacher with effective classroom management is able to; ‘Creates an environment for students that allows them to learn without distractions, reduces poor behaviour and distractions so students are focused on learning, facilitates social and emotional development and Promotes positive interactions between peers and decreases bullying among pupils. That on the other hand, poor classroom management as a result of the teachers` inability can degenerate to; disruptive and chaotic classrooms which lead to teacher stress and burnout, Lack of focus on teaching and a hostile environment for learning. Students are unclear of what’s expected of them.

As cited in Lindroos (2012), a study conducted by three researchers sought to determine what factors influence student achievement. Wang, Haertel, and Walberg in 1993/1994 analysed fifty years of research ranging from written works to survey responses, in order to create; a knowledge base comprising 11,000 statistical findings,

which they analysed to create 28 categories of influence on school learning. From their research, they discovered that the number one factor affecting student learning was classroom management. According to the results of their inquiry, effective classroom management is directly responsible for substantial student learning. Teachers with strong management skills are able to maintain control and keep students engaged during instructional time, instead of constantly focusing on off-task behaviours.

The daily ordeal of the teacher is most often to deal with a situation of, kites flying across the classroom, pupils racing between desk, throwing of items, petty report of someone, 'insulted me, knocked my head, pinched me' and the rest. The teacher cannot just get a word over, as they keep yelling around. With inappropriate choice of classroom management strategies by the teacher, disruptive behaviors like this can almost assuredly elevate his/her stress and burnout rates (Bethany, 2021). According to Barry (2012), a classroom is a place with its own ecology, including the teacher, the students, and their relationships with one another, as well as the furniture, the books, and a variety of activities, all of which interact to affect how the people who occupy the space behave. Further complicating matters are the experiences and problems that the teacher and students share in class from the larger ecological systems in which they reside and operate.

The majority of teachers, according to Bethany (2021) literature, report receiving insufficient professional development help for enhancing classroom management. There are simple and efficient classroom management techniques, nevertheless, that anybody can use to improve prosocial student behavior and academic engagement while creating a calm learning atmosphere. Bethany suggested some underlying

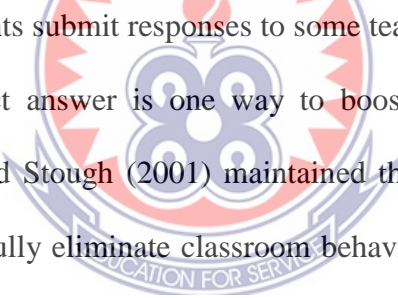
classroom management strategies, attesting that these strategies have been proven to enhance classroom conduct, develop connections for a better classroom community, and establish a good classroom environment where student learning is our top priority. These classroom management techniques identified by Bethany as aforementioned included; Model ideal behaviour, let students help establish guidelines, document rules, encourage initiative offer praise use non-verbal communication, old parties, give tangible rewards, make positive letters and phone calls and build excitement for content and lesson plans.

It follows that if these approaches were particularly effective for a particular student, you should see a comparable level of success if you apply them to the entire class. Additionally, according to Barry (2012), interventions that are child-focused, classroom-based, or school-wide can be used to manage or alter behavior in schools. These interventions apply the principles of operant conditioning (Skinner, 1953) to socially relevant human behaviors (Baer, Wolf & Risley, as cited in Barry. Teacher confidence and competence, their ability to engage children in the curriculum and for teachers to have good group management skills so that the class can focus, was on appropriate behavior. According to the literature, effective teaching and positively functioning classrooms with low levels of disruptive behavior require planning and consistency. Among other things, it was discovered that the following factors would help to produce these results.

Clear, straightforward expectations and rules that are applied consistently and fairly. The ability to predict events and activities through the development of routines, knowledge, cues, and signals regarding impending transitions and changes, as well as for the nature, length, and effects of activities. The frequent use of verbal and



nonverbal praise. Praise from teachers has been shown to have an impact on both the recipients and those around them. Positive feedback should be specific and detailed. For every reprimand, teachers should attempt to give a child at least four compliments. Observing when students are struggling with a task. All students must possess the necessary entry skills and capability to complete the prescribed exercises. Providing opportunity for all students to respond and participate in the classroom activities, to use the materials and to respond to requests. Boston Children hospital clinicians outlined a number of techniques to handle and treat disruptive behaviour disorders, including: parenting modification strategies, social and emotional skills training for children, psychotherapy for the child and the family, if necessary and medication to the therapy plan (Angelo, 2023).

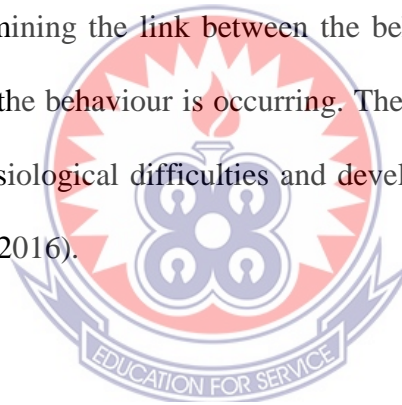
The logo of the University of Education, Winneba, is a circular emblem. It features a central sunburst or starburst design in white and red, set against a blue background. Below the sunburst, there are stylized figures or symbols in white and blue. The text 'UNIVERSITY OF EDUCATION FOR SERVICE' is written in a circular path around the bottom of the emblem.

Having all of the students submit responses to some teacher questions rather than only looking for one correct answer is one way to boost the engagement of all kids. Meanwhile, Emmer and Stough (2001) maintained that, highly effective instruction reduces, but does not fully eliminate classroom behavior problems. Thus, for Regina and Daniel (2017), effective classroom management requires a comprehensive approach that includes; Structuring the school and classroom environment, Active supervision of pupils' engagement, strict implementation of classroom rules and routines, enacting of procedures that would encourage good behavior, using behavior reduction strategies as well as collecting and using data to monitor students' behavior and possibly modifying classroom management procedures.

Due to how fluid classroom management is, there is no set 'how-to' on securing complete control of your classroom. However, according to the Pupils wellbeing Team (2012), there are guidelines and core components teachers can explore. Where



teachers have good preventative and responsive skills the likelihood of difficulties emerging or developing into incidents will be markedly reduced. Understanding the root cause of the child's behaviour is essential; in a five basic models in understanding child behavior; biological, behavioural, cognitive, systemic, and psychodynamic. As without this it is unlikely that any behaviour strategy will be sustainable. Hence, the Team asserted that in order to create a positive learning culture within a school, effective interventions need to be implemented, taking into consideration three major areas of interventions; Effective classroom management, Positive relationships and the classroom. Another school of thought from the behaviourist perspective, according to this thought, environmental issues and conditions were determining the link between the behaviour and occurrences in the environment in which the behaviour is occurring. The behaviourist acknowledges the role that heredity, physiological difficulties and development may play in impacting behaviour (Armstrong 2016).



## **2.4 Empirical Review**

### **2.4.1 Teachers' knowledge on managing disruptive behaviors**

Kindergarten, often regarded as the foundation of a child's educational journey, is a critical phase where children develop not only academic skills but also crucial socio-emotional abilities. In this developmental stage, the management of disruptive behaviors plays a pivotal role in creating a conducive learning environment. Teachers, as key facilitators in kindergarten centers, must possess the necessary knowledge and skills to effectively manage disruptive behaviors.

Disruptive behaviors in kindergarten centers encompass a wide range of actions, including non-compliance, aggression, inattentiveness, and hyperactivity. These

behaviors can disrupt the learning process, hinder the academic progress of students, and create a challenging atmosphere for teachers (Walker et al., 2008). Consequently, it is crucial for teachers to be well-versed in recognizing and addressing disruptive behaviors to ensure a positive and productive classroom environment.

Teacher knowledge refers to a teacher's awareness, understanding, and expertise in managing classroom behaviors, including disruptive behaviors. This knowledge encompasses familiarity with various behavior management strategies, the ability to identify the underlying causes of disruptive behaviors, and competence in implementing effective interventions (Cook et al., 2017). Teachers with adequate knowledge in this domain can create a nurturing and structured classroom environment that promotes student well-being and academic achievement.

Teacher knowledge is a critical component of effective behavior management. Research has shown that teachers with a strong understanding of behavior management techniques are better equipped to prevent and address disruptive behaviors (Sutherland & Oswald, 2005). This knowledge includes the ability to use proactive strategies, establish clear classroom rules and expectations, and employ appropriate disciplinary actions when necessary (Gable et al., 2019).

The current state of teacher knowledge regarding the management of disruptive behaviors in kindergarten centers varies widely. Some teachers have received specialized training in behavior management during their teacher preparation programs or through professional development opportunities, equipping them with a strong knowledge base (Gilliam et al., 2016). These teachers tend to implement evidence-based strategies effectively and create a positive classroom climate.

However, significant gaps persist in the knowledge and training of many kindergarten teachers. Some educators lack access to comprehensive training on behavior management, particularly in the context of early childhood education. As a result, they may rely on traditional or less effective approaches, such as time-outs or punitive measures, which might not align with best practices in behavior management (Cook et al., 2017). This can lead to inconsistent or inappropriate responses to disruptive behaviors and hinder the overall quality of early childhood education.

Teacher preparation programs and professional development opportunities should include comprehensive training in behavior management techniques, with a specific focus on early childhood education. This training can equip teachers with the necessary knowledge and skills to address disruptive behaviors effectively (Gilliam et al., 2016). Encouraging collaboration among teachers within and across kindergarten centers can provide a platform for sharing best practices and strategies for managing disruptive behaviors. This can foster a culture of continuous learning and improvement (Sutherland & Oswald, 2005).

Teachers should be encouraged to adopt evidence-based behavior management practices that have been shown to be effective in early childhood settings. These practices can include positive behavior support, social-emotional learning programs, and individualized behavior plans (Walker et al., 2008).

**Parent-Teacher Collaboration:** Building strong partnerships with parents and caregivers can also contribute to effective behavior management. When teachers and parents work together to address disruptive behaviors consistently, students are more likely to receive appropriate support and interventions (Gable et al., 2019).

#### **2.4.2 Effects of disruptive behaviour on students' academic performance**

Disruptive behaviors in educational settings encompass a wide range of actions that disrupt the learning environment, hinder the educational process, and impact the well-being of students, teachers, and the overall school community.

Disruptive behaviors can have a profound impact on academic performance. Research indicates that students who engage in disruptive behaviors often struggle to concentrate on classroom instruction and complete their assignments (Reinke et al., 2011). This lack of engagement and focus can lead to poor academic outcomes, including lower test scores, reduced grade point averages, and a higher likelihood of grade retention (Daley & Birchwood, 2010).

Moreover, the presence of disruptive behaviors can disrupt the learning process for other students in the classroom. The noise, disruptions, and chaos created by disruptive students can interfere with the ability of their peers to concentrate and learn (Skiba et al., 2011). This indirect impact on the broader student population underscores the importance of addressing disruptive behaviors promptly and effectively.

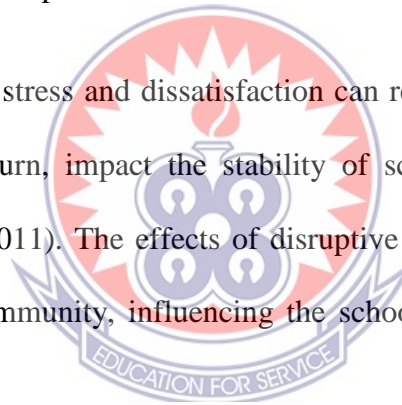
Disruptive behaviors also have a significant impact on students' social and emotional development. Students who engage in disruptive behaviors may experience social isolation and strained relationships with peers. They are often labeled as "problem students," which can lead to stigmatization and difficulties in forming positive social connections (Merrell et al., 2008).

Furthermore, students who exhibit disruptive behaviors may have underlying emotional or behavioral challenges that remain unaddressed. The failure to provide

appropriate support and intervention can exacerbate these issues, leading to a negative cycle of disruptive behaviors and emotional distress (Rutter et al., 2006). For some students, untreated disruptive behaviors can be a precursor to more severe conduct problems and antisocial behavior in later years (Moffitt et al., 2011).

The effects of disruptive behaviors are not limited to students; they also impact teachers' well-being and job satisfaction. Teachers who consistently face disruptive behaviors may experience high levels of stress, burnout, and job dissatisfaction (Skaalvik & Skaalvik, 2017). The constant need to manage disruptive students can be emotionally and physically draining, affecting the overall quality of teaching and teacher-student relationships.

High levels of teacher stress and dissatisfaction can result in higher teacher turnover rates, which can, in turn, impact the stability of schools and educational quality (Ingersoll & Strong, 2011). The effects of disruptive behaviors, therefore, extend to the broader school community, influencing the school's ability to attract and retain high-quality educators.



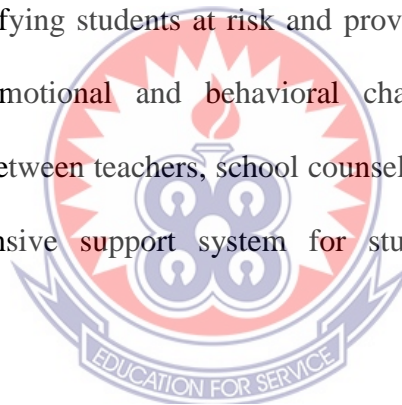
Disruptive behaviors can have a detrimental effect on the overall school climate and safety. A school characterized by a high incidence of disruptive behaviors may develop a negative reputation within the community and among parents (Bradshaw et al., 2011). Such perceptions can influence school enrollment and funding, potentially impacting educational resources and opportunities for students.

Additionally, when disruptive behaviors escalate to aggressive or violent acts, school safety becomes a serious concern. Disruptive behaviors can create an environment in which students and teachers feel threatened, impacting their sense of security and

well-being (Cornell & Mayer, 2010). Schools must implement comprehensive strategies to address and prevent disruptive behaviors to ensure a safe and positive learning environment.

Given the wide-reaching effects of disruptive behaviors, educational institutions and policymakers are increasingly focusing on prevention and intervention strategies. Evidence-based practices such as positive behavior support, social-emotional learning programs, and individualized behavior plans have shown promise in addressing disruptive behaviors effectively (Sugai & Horner, 2009).

Early identification and intervention are crucial to preventing disruptive behaviors from escalating. Identifying students at risk and providing targeted support can help address underlying emotional and behavioral challenges (Lane et al., 2019). Collaborative efforts between teachers, school counselors, and parents are essential in creating a comprehensive support system for students who exhibit disruptive behaviors.



#### **2.4.3 Efficacy of teacher management of disruptive behavior**

Disruptive behaviors in educational settings pose significant challenges to the learning environment and the overall educational experience. The efficacy of managing disruptive behaviors is a topic of paramount importance in the field of education.

#### **2.5 Behavior Management Strategies**

A wide range of behavior management strategies are employed to address disruptive behaviors in educational settings. These strategies can be broadly categorized into proactive and reactive approaches. Proactive strategies focus on preventing disruptive behaviors by establishing clear expectations, teaching appropriate conduct, and

creating a positive classroom environment (Sutherland & Wehby, 2001). Reactive strategies, on the other hand, involve responding to disruptive behaviors when they occur and may include consequences or disciplinary actions (Skinner et al., 1997).

## **2.6 Effect on Academic Performance**

The impact of behavior management strategies on academic performance is a critical aspect of their efficacy. Research indicates that proactive strategies, such as positive behavior support and social-emotional learning programs, can have a positive influence on academic outcomes. By creating a more conducive learning environment and reducing disruptions, these strategies can lead to improved student engagement and achievement (Bradshaw et al., 2009).

In contrast, overreliance on reactive strategies, such as punitive measures or exclusionary discipline, may have detrimental effects on academic performance. Students subjected to exclusionary discipline, such as suspensions or expulsions, often experience disruptions in their learning, leading to lower academic achievement (Fabelo et al., 2011). Therefore, the choice of behavior management strategy is crucial in determining its impact on academic performance.

## **2.7 Effect on Student Well-Being**

The well-being of students is another important consideration in assessing the efficacy of behavior management strategies. Proactive strategies that promote positive behavior and create a supportive classroom environment can contribute to improved social and emotional development. These strategies can help students develop self-regulation skills, emotional resilience, and positive social relationships (Durlak et al., 2011).



Conversely, the use of punitive and reactive strategies may result in negative emotional and psychological consequences for students. Excessive punishment or exclusion from the classroom can lead to feelings of alienation, stress, and a sense of injustice (Hemphill et al., 2013). These adverse emotional experiences can have long-lasting effects on a student's overall well-being and mental health.

## **2.8 Impact on School Climate**

The effectiveness of behavior management strategies can significantly influence the school climate. Positive, proactive approaches contribute to a more supportive and inclusive school environment. Such strategies foster a sense of belonging, respect, and collaboration among students, teachers, and administrators (Cohen et al., 2009). A positive school climate, in turn, can lead to higher student satisfaction, improved teacher morale, and increased parent involvement.

Conversely, the overuse of reactive strategies can contribute to a negative school climate characterized by tension, fear, and a lack of trust (Gregory et al., 2010). A punitive atmosphere can hinder positive relationships among school community members and undermine the overall effectiveness of educational institutions.

## **2.9 The Need for a Balanced Approach**

The efficacy of managing disruptive behaviors in educational settings lies in adopting a balanced approach that combines proactive and reactive strategies. Research suggests that a combination of prevention (proactive) and intervention (reactive) approaches tends to be the most effective in addressing disruptive behaviors (Sutherland & Wehby, 2001).



Moreover, an individualized approach that takes into consideration the unique needs and circumstances of each student is essential. No single strategy or intervention will work for all students, and educators should tailor their approach to the specific needs of the students they serve (Kern et al., 2016).

## **2.10 Challenges in the Management of Disruptive Behaviors**

One of the initial challenges in managing disruptive behaviors lies in the accurate identification and assessment of such behaviors. Disruptive behaviors can manifest in a variety of ways, including non-compliance, aggression, inattentiveness, and withdrawal. Accurately identifying disruptive behaviors can be complex, as they may result from underlying emotional, social, or psychological issues (Mayer & Sulzer-Azaroff, 2011).

Furthermore, distinguishing between normative and clinically significant disruptive behaviors can be challenging. Educators often need to rely on their judgment and experience, which may not always align with standardized assessment tools (Shernoff et al., 2011). Inaccurate assessment can lead to inappropriate interventions and potentially exacerbate the disruptive behaviors.

### **2.10.1 Teacher preparedness and training**

The efficacy of managing disruptive behaviors in schools is closely linked to teacher preparedness and training. Unfortunately, not all educators receive comprehensive training in behavior management during their teacher preparation programs (Bradshaw et al., 2008). This gap in training can leave teachers ill-equipped to handle disruptive behaviors effectively.

Moreover, managing disruptive behaviors is a dynamic and evolving process. New challenges and strategies emerge over time, making ongoing professional development essential (Walker et al., 2011). Many schools lack the resources and support needed to provide teachers with continuous training and opportunities for skill development.

### **2.10.2 Resource limitations**

Resource limitations pose a significant challenge in the management of disruptive behaviors. Schools with limited resources may lack access to specialized staff, such as school psychologists or behavior specialists, who can provide critical support in assessing and addressing disruptive behaviors (Eiraldi et al., 2014). As a result, classroom teachers may be burdened with the responsibility of managing disruptive behaviors without the necessary expertise.

Furthermore, resource constraints can impact the availability of evidence-based interventions and support programs (Waasdorp et al., 2013). Schools with limited budgets may struggle to implement proven behavior management strategies, leaving teachers with fewer options to address disruptive behaviors effectively.

### **2.10.3 Inconsistent implementation of policies**

The inconsistent implementation of behavior management policies within schools is another significant challenge. Even when schools have well-defined policies and procedures for managing disruptive behaviors, they may not always be implemented consistently across classrooms and among educators (Bear & Knight, 2011). This inconsistency can result from variations in teacher training, individual teacher beliefs and practices, or administrative oversight.

Inconsistencies in policy implementation can lead to disparities in how disruptive behaviors are addressed. Students in one classroom may receive a different response to disruptive behaviors than those in another classroom, which can undermine the fairness and equity of disciplinary actions (Skiba et al., 2008). Inequities in policy implementation can disproportionately affect students from marginalized or vulnerable populations.

#### **2.10.4 Negative impact on teacher well-being**

The management of disruptive behaviors can have a negative impact on teacher well-being. Educators facing persistent disruptive behaviors may experience high levels of stress, frustration, and burnout (Ingersoll & Strong, 2011). The emotional toll of managing disruptive behaviors can lead to reduced job satisfaction, teacher turnover, and absenteeism.

The strain on teacher well-being can also impact teacher-student relationships. Teachers who are stressed and overwhelmed may struggle to maintain positive and supportive relationships with their students, potentially exacerbating disruptive behaviors (Wentzel, 2002).

#### **2.10.5 Parental involvement and support**

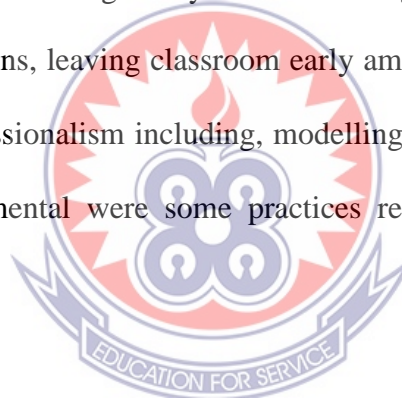
Engaging parents and caregivers in the management of disruptive behaviors is a crucial element in addressing these challenges. However, parental involvement can vary widely, and not all parents may be available or willing to participate in behavior management efforts (Sheridan et al., 2015).

In some cases, parents may not be aware of the disruptive behaviors or may deny that such behaviors are occurring (Reid et al., 2011). This lack of awareness or denial can

impede collaborative efforts between educators and parents, hindering the development of effective behavior management strategies.

### **2.11 Summary of Literature Review**

The literature review explored two theories to enhance the understanding of the problem of study thus; the social cognitive theory and the social ecological model where ideas and assumptions were similar and related to behaviourist and psychologist approach. The theories highlighted environmental, social, personal and relationships factors influencing pupils' behaviours. On conceptual review, scholarly ideas were on the concept of disruptive behaviours was explained as inappropriate and problematic behaviours that negatively affects teaching and learning including calling out, ignoring instructions, leaving classroom early among a few. Teacher confidence, competence and professionalism including, modelling, effective planning of teaching and learning environmental were some practices required to managing disruptive behaviours.



## CHAPTER THREE

### METHODOLOGY

#### 3.0 Introduction

The chapter discusses the methodology for the study, and the research process employed for the study. It includes, research philosophy, research approach, research design, population, sample and sample technique, the research strategy, setting of the study, design instrument for data collection and procedures of analysis, addressing issues of reliability, validity, and ethical issues in social science research.

#### 3.1 Research Paradigm

A research paradigm represents the ability to apply scientific methods to explore issues that occur in practice. Pragmatic researchers prioritize real-world application and value the integration of different research methods to address complex problems (Jonker & Pennink, 2010; Kivunja & Kuyini, 2017). It must be noted that all research is founded on philosophical assumptions about what constitutes 'valid' research and the type of research method acceptable for the advancement of knowledge in a given field. In this study, the researcher seeks to use research paradigm as a basic belief system or worldview that will guide not only in the choices of method, but also in ontologically and epistemologically fundamental ways (Bogna, Raineri & Dell, 2020; Wahyuni, 2012). It is asserted by scholars that there are three main research paradigms that can be employed in a given study that is; positivist, interpretivist, and critical theory/pragmatist paradigm (Bogna, Raineri & Dell, 2020; Wahyuni, 2012).

This study adopted the pragmatist research paradigm. it is a research philosophy that believes concepts are only relevant if they support action. Recognize that there are

many different ways of interpreting the world and conducting research, that no single point of view can ever give the entire picture, and that there may be multiple realities, according to Pragmatics (Saunders, Lewis & Thornhill, 2009; McChesney & Aldridge, 2019).

### **3.2 Research Approach**

This study adopted mixed methods research approach which combines both quantitative and qualitative methods to gather and analyze data. It involves collecting and analyzing both numerical data (quantitative) and non-numerical data (qualitative) to gain a comprehensive understanding of a research problem or question (Creswell, 2013; Dawadi, Shrestha, & Giri, 2021).

Mixed-methods approach recognizes that using multiple research methods can provide a more complete and robust understanding of complex phenomena. It allows researchers to complement and triangulate findings from different sources and perspectives, enhancing the overall validity and reliability of the study (Dawadi, Shrestha, & Giri, 2021). Mixed-methods approach offers a flexible and comprehensive research strategy that allows researchers to explore complex research questions, capture diverse perspectives, and generate more robust and nuanced findings.

On the aspect of the strength of mixed-method approach is its methodological synergy. In order to overcome each method's unique shortcomings, mixed-methodologies strategy makes the most of both quantitative and qualitative methods. By utilizing the other way to fill the gaps, it enables researchers to get beyond the flaws inherently present in each approach (Mazoo, 2020).

### 3.3 Research Design

A research design has been viewed to encompass the collection of processes, procedures and methods, employed in gathering data and information, taking procedures in measuring and quantifying specific variables as could be in a problem. A research approach created was in an attempt to seeking answers to research questions. According to (Saunders, 2012) shared that, research design was the overall plane and structure gearing responding to questions in the form of finding answers.

The research design that guided this study was the sequential explanatory design. The sequential explanatory design is a mixed methods research approach that involves conducting two distinct phases of research sequentially (Toyon, 2021). It typically begins with the collection and analysis of quantitative data, followed by the collection and analysis of qualitative data. This design allows researchers to gain a more comprehensive understanding of a research problem by initially focusing on the breadth of the issue through quantitative data and then delving deeper into the qualitative phase to explore the nuances and context of the phenomenon under investigation.

In this design, the second phase (qualitative) is used to help explain or provide deeper insights into the findings of the first phase (quantitative), hence the term "explanatory." The combination of quantitative and qualitative data offers a more holistic perspective on the research topic (Creswell & Plano Clark, 2018).

In the quantitative phase which is the first stage of the study, the researchers distribute a structured questionnaire to a sample of kindergarten teachers within the Sagnarigu Municipality. This survey includes questions about the specific techniques they use to manage disruptive behaviors, their perceived effectiveness, and any challenges they



encounter. The survey also collects demographic data about the teachers, such as years of experience.

Again, in the qualitative Phase building on the findings from the quantitative phase, the researchers select a subset of kindergarten teachers who participated in the survey to participate in follow-up interviews. The qualitative phase delves deeper into the reasons behind the quantitative findings. Teachers' interviews reveal that they prefer using time-out because it provides a quick solution to disruptive behaviors. However, they also express concerns about its long-term impact on students' socio-emotional development.

### **3.4 Population of the Study**

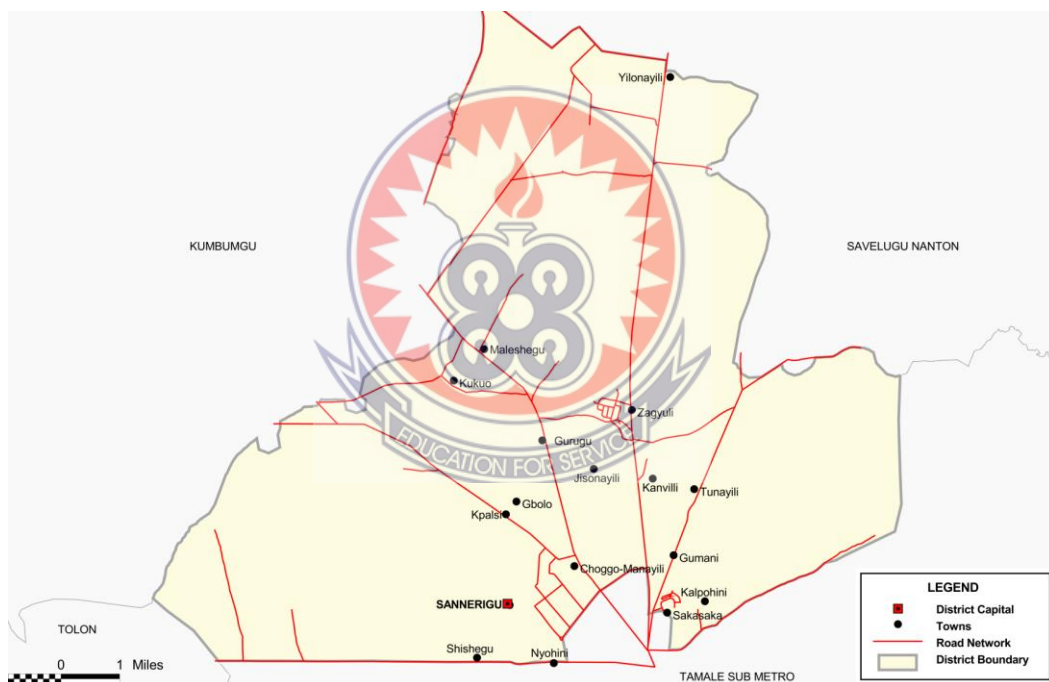
A population can be defined as a cluster of individuals, groups, and people the shared similar features and are of interest to a researcher. Polit and Hungler (1999) defined population as the entire aggregation of cases that meet designated set of criteria. The population of a study is the aggregate of all the cases to which one wishes to generalize (Kay, 1997). The population of teachers in kindergarten schools in the Municipality is 117 from 34 kindergarten centres.

### **3.5 Description of the Area Study (Setting)**

The setting of a study implies a social, physical as well as experimental situation or context in which a study or research is conducted. Insight added that the interpretation of research results was dependent on the setting and for that reason, it was important to clearly and accurately define and describe the setting of studies (Insights, 2020). The study was conducted in Sagnerigu Municipality of Tamale in the Northern Region of Ghana. It is important to know the area geographically, and its physical, political, economic, and social features.



Geographically, Sagnerigu Municipality is located in the Northern Region under the Guinea vegetation. It covered a total land area of 200.4 square kilometres. Sagnerigu Municipality is bordered by Nanton to the north, Tamale Metropolis to the south and east, Tolon district to the west and Kumbugu to the north-east all in the northern region. Politically, Sagnerigu serves as the administrative capital of the municipality. It is estimated that the population of the area stands at 341,711. Aside from the dominant agricultural activities which was 3.5% of total population, petty trade remains another critical means of survival. Finally, the District is rising gradually with educational and health development (Republic of Ghana 2023).



**Figure 3.1: Map of Sagnerigu Municipality**

### **3.6 Sample and Sampling Techniques**

A sample in research refers to a subset of a larger population that is selected for the purpose of a study. It is a practical way to study a group that represents the whole population and allows researchers to draw conclusions about that larger group. The use of samples allows researchers to make inferences about the entire population from

which the sample is drawn (Neuman, 2013). The sample for this study was 117 kindergarten teachers within the Sagnarigu Municipality in the Northern Region of Ghana. The census sampling technique was used to include all the kindergarten teachers in the Municipality. Census sampling, also known as a full or complete enumeration, is a research method that involves collecting data from every member of a population or group under study, rather than from a selected sample (Dhivyadeepa, 2015). It is often deemed possible and practical when the population is small, easily accessible, and manageable. However, the feasibility of census sampling depends on several factors, including the size of the population, available resources, and research objectives.

Also, the researcher used convenient sampling techniques to sample seven (7) teachers for interview. Convenience sampling is a non-probabilistic method where researchers select participants based on their accessibility and willingness to participate, making it a quick and cost-effective approach. While it has its advantages in terms of practicality and efficiency, it may introduce bias as it doesn't provide a representative sample of the population. Researchers must be cautious when using convenience sampling, as results may not generalize to the broader population. Despite its limitations, it can be useful in preliminary studies or when exhaustive sampling is unfeasible (Neuman, 2014).

### **3.7 Research Instruments**

A research instrument or tool is referred to as a device used for collecting information and data as in questionnaires, interviews, observations, and a computer-assisted system (Statistical Quality Standards, 2010). The data collection instruments that had been used for this study were questionnaires, semi-structured interviews.

### 3.7.1 Questionnaire

Questionnaires are widely used as data collection instruments in various research fields due to their versatility, ease of administration, and ability to collect standardized data from a large number of respondents. They offer a structured means of gathering information from individuals, providing valuable insights into their attitudes, beliefs, behaviors, and opinions.

One of the key advantages of questionnaires is their efficiency. Researchers can reach a wide and diverse audience, as they are not constrained by geographical boundaries. This method is particularly useful for large-scale surveys, where data from a significant number of participants are required (Babbie, 2017).

Moreover, questionnaires allow for uniformity in data collection. The questions and response options are standardized, minimizing interviewer bias and ensuring consistency in data collection. This characteristic is vital for quantitative research, where the goal is to obtain quantifiable data (Creswell & Creswell, 2017).

However, the effectiveness of questionnaires depends on clear and well-designed questions. Ambiguity, leading questions, or response bias can distort results. Additionally, there may be limitations in exploring complex, context-rich issues, which are better suited for qualitative methods.

### 3.7.2 Interview

A semi-structured interview guide was employed for this study, and it was based on the objectives and research questions of the study. According to Creswell (2009), a semi-structured interview is neither completely fixed nor completely free, and they are arguably best understood as adaptable. In most cases, interviews begin with some

sort of predetermined questioning plan, but they then transition into a more conversational format, in which the questions may be answered in a sequence that is more natural to the flow of the conversation. It is possible that it will begin with only a few clearly stated inquiries, but it will pursue any fascinating abilities that may emerge.

When developing the schedule for the semi-structured interviews, the primary objective was to collect data in order to provide responses to the study questions. As a result, a series of questions relevant to the primary focus of each research issue were posed to the participants in order to elicit the replies and perspectives that were sought after. Questions concerning the application of the kindergarten curriculum were included in the interview guide that was provided. It was divided into two parts. The responses to the questions in Section A were used to compile participants' demographic information. In Section B, detailed and methodical questions were asked on the aforementioned research questions. According to Kusi (2012) using this instrument in collecting data enables the researcher to increase the likelihood that all of the study questions will be answered.

### **3.8 Validity and Reliability of the Instrument**

According to Mugenda and Mugenda (1998), validity is the accuracy, meaningfulness and the degree to which results obtained from the analysis of data actually represent the phenomenon of the study. In determining the validity of the instruments before the interview is conducted the researcher had presented the interview guide to her colleagues for analysis and critique. For the purpose of the study, preliminary survey was carried out on a smaller size of population in a different KG centre in Tamale Metropolitan thus Tisuggu Anglican school, S.D.A school and Police Barracks

school. The difficulties in interpreting the tool or any ambiguity were identified for remodelling. The items that were found to be inappropriate for measuring were amicably modified to improve the quality of the instruments, while some were discarded all together and replaced with appropriate ones that increased the validity of the instrument.

According to Faenkel and Wallen (1993) referred to reliability as the consistency of an instrument to yield the same results at different times. A reliable instrument is one that consistently produces the expected results when used more than once to collect data from samples randomly drawn (Mohan, 2000). To establish the reliability of the instrument, a pilot study was conducted in KG center in Tamale-Metropolis with a sample size of 40 which is half of the sample size for the study, which is convenient for the researcher to contact for information on the problem. After collecting the results for the pilot study, the test-retest technique was used to calculate reliability of the instruments. The responses from the instrument were analysed and stored. After two weeks the same instrument was administered to the same sample and the responses analysed. A comparison of the two was made using the correlation coefficient calculated through the SPSS and thus, the higher the coefficient, the higher the reliability of the instrument and vice versa. A Cronbach alpha of 0.79 was attained from the analysis of the questionnaire that prove that the instrument is highly reliable.

### **3.8 Data Collection Procedure**

Before embarking on the data collection, the researcher obtained an introductory letter from the Department of Early Childhood, University of Education, Winneba to seek permission from the various schools, offices, and other concerned authorities. The letter spelled out the purpose of the study, the need for individual participation and

anonymity as well as the confidentiality of respondents' responses. The management of the Sagnarigu Municipal Education Directorate issued an introductory letter to the sampled schools to grant the researcher access for data collection. After establishing the necessary contact with the head teachers of the selected schools, authorized offices, permission was obtained for the administration of the instruments. The researcher also trained research assistants for the collection of the data. These research assistants were trained on how to talk to respondents, how to explain certain difficult questions to respondents, and other equally important information that enabled the researcher to have uniform information and to facilitate high return rate. There was a 100% return rate for the quantitative data.

After the analysis of the quantitative data, the researcher followed up to administer a semi-structured interview as well as observation checklist to get in-depth understanding of the phenomenon. The consent of the teachers was sought for before administration of the questionnaires to the respondents. The purpose of the study was explained to the respondents by the researcher. The quantitative phase of the data collection exercise was conducted within a period of one (1) week.

A face-to-face interview was conducted by the researcher on their knowledge as far as the Montessori approach as well as the challenges that they face in the implementation of the Montessori approach which lasted between 15-20 minutes.

### **3.9 Data Processing and Analysis**

The research data collected were analysed both qualitatively and quantitatively. The field data was collated, sifted through, and edited in order to address questions that have been answered partially or not answered. The questionnaires were serially numbered to facilitate easy identification. It is necessary to observe this precaution to

ensure quick detection of any source of errors which occurred in the tabulation of the data. After editing and coding, the data was entered into the computer using the Statistical Product for Service Solution (SPSS version 25.0) software.

Before performing the desired data transformation, the data was cleaned by running consistency checks on every variable. Modifications were made after verification of the questionnaires. The demographic variables from the questionnaire were primarily analysed using frequencies and percentages. The second section of the questionnaire were analysed based on the research questions set for the study using descriptive statistics (means-Ms and standard deviations-SDs). For the qualitative data (interviews) were analysed thematically. Thematic analysis is a qualitative data analysis method that involves reading through a data set (such as transcripts from in depth interviews or focus groups), and identifying patterns in meaning across the data to derive themes. Thematic analysis involves an active process of reflexivity, where a researcher's subjective experience plays a central role in meaning making from data. Numbers were given to the interviews to make easy identification; this were done to ensure effective presentation and analysis of the data. The researcher will independently coded the transcripts, grouped the codes and generated themes and sub-themes using the framework method for the analysis of qualitative data into the adopted models. The themes and sub-themes were discussed among team members to ensure the data is faithfully captured.

### **3.10 Ethical Consideration**

At the onset of data collection, the researcher sought audience from the relevant authorities of Municipal Education Directorate and schools chosen for the study. In addition, each questionnaire contained an opening introductory letter requesting for



the respondent's cooperation in providing the required information for the study. The respondents were further assured of confidentiality of the information provided and that the study findings would be used for academic purposes only. Respondents were further assured of their personal protection and that they had authority to refuse or accept to respond to the survey questions.





## CHAPTER FOUR

### DATA ANALYSIS AND PRESENTATION

#### 4.0 Overview

This chapter presents the results of the analysis of the questionnaire data based on the research questions of the study. The quantitative data were analysed using descriptive statistics (Means-M, Standard Deviations-Std.D). The first part of this chapter describes the demographic characteristics of the teachers selected for the study. In the second part, the research findings are presented based on the research questions formulated for the study.

#### 4.1 Description of Respondents

This section on the questionnaire (Biographical) discusses the background information of the respondents. These include the respondents' gender, age and academic qualification and working experience. Table 1 shows the distribution of the respondents and their biographical information.

Table 1 presents the gender, age academic and years of teaching experience kindergarten teachers in the Sagnarigu Municipality.

**Table1: Demographic characteristics of the teachers**

<b>Variables</b>	<b>Subscale</b>	<b>Freq.</b>	<b>Percent %</b>
<b>Gender</b>	Male	21	17.9
	Female	96	82.1
<b>Age Range/Years</b>	20 – 30	26	22
	31 – 40	43	37
	41 – 50	35	30
	51 – 60	13	11
<b>Academic Qualification</b>	Masters and above	9	8
	Bachelors degree	56	48
	Diploma	38	32
	Certificate	14	12
<b>Years of teaching experience</b>	1 – 5 years	32	27
	6 – 10 years	56	48
	11 – 15 years	24	21
	16years and above	5	4

**Source:** Field Data (2023) n=117

Majority of the respondents were females (96) representing 82.1% whereas 21 teachers were males representing 17.9% of the total sample. Also, on the ages of the respondents, 26 representing 22% were aged between 20-30 years, 43 representing 37% were aged between 31-40 years, 35 representing 30% of the respondents were aged between 41-50 years while 13 respondents representing 11% of the teachers were aged between 51-60 years. Moreover, on the aspect of teachers' academic qualifications, 9 of the respondents representing 8% have Master's degree and beyond. 56 representing 48% of the respondents were degree holders while 38 teachers representing 32% were diploma holders as well as 14 respondents representing 12% were certificate holders.

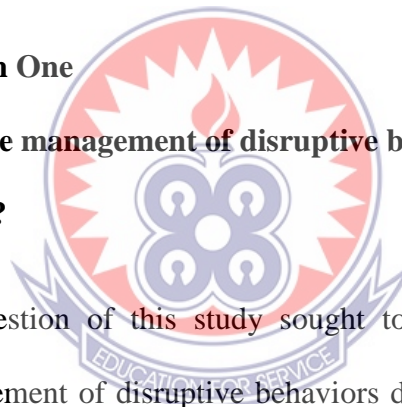
#### **4.2 Analysis of the Main Data**

To gather evidence for the study, the selected kindergarten teachers' in the Sagnarigu Municipality were made to rate their responses using Strongly Agree, Agree, Disagree and Strongly Disagrees. Using means, the scales were scored as (Strongly Agree =, Agree =3, Disagree= 2 and Strongly Disagree =1). The criterion value of 2.50 was established for the scale. To obtain the criterion value (CV=2.50), the scores were added together and divided by the number scale (4+3+2+1= 10/4=2.50). To understand the mean scores, items/statements that scored a mean of 0.00 to 2.49 were regarded as low. Those items/statements that scored mean from 2.50 to 4.00 were regarded as high. This interpretation is applicable to only the research questions 1-4

#### **4.3 Research Question One**

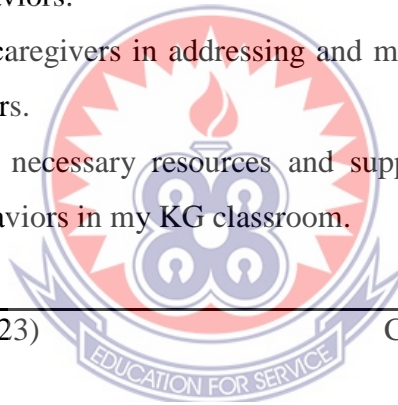
**Teachers' views on the management of disruptive behaviours among learners in Sanarigu KG centres?**

The first research question of this study sought to illuminate the knowledge of teachers in the management of disruptive behaviors diverse landscape of assessment practices that exist within the early childhood centres of the Sagnarigu Manucipality. The data collected in answer to Research Question one has been presented in Table 2.



**Table 2: What is the teachers' knowledge on the management of disruptive behaviours among learners in KG centres?**

<b>Statements</b>	<b>M</b>	<b>SD</b>
I feel confident in my ability to recognize and identify disruptive behaviors in young learners.	3.89	.174
I am aware of the importance of early intervention for disruptive behaviors in KG learners.	3.71	.924
I am familiar with a variety of behavior management strategies appropriate for KG learners	3.69	.235
I receive sufficient training and professional development on behavior management strategies for KG learners.	3.62	.249
I believe that a positive and engaging classroom environment can help prevent disruptive behaviors.	3.58	.345
I involve parents and caregivers in addressing and managing disruptive behaviors in KG learners.	3.39	.364
I feel that I have the necessary resources and support to effectively manage disruptive behaviors in my KG classroom.	3.32	.501
<b>Mean of Means/StD</b>	<b>3.60</b>	<b>.398</b>
<b>Source:</b> Field Data (2023)	CV=2.50	(n=117)



The data in Table 2 show that the variables follow a normal distribution. This is based on the reason that the kurtosis values were within the acceptable limit for normal distribution of  $\pm 2$  (George & Mallery, 2011) indicating that the data was normal. Table 2 gives evidence to believe that generally, most of the kindergarten teachers at the early childhood centres in the Sagnarigu Municipality have knowledge in the management of disruptive behaviors in the classrooms. This was evident after the teachers' responses scored an average mean (MM=3.60) greater than the Test Value of 2.50.

Dwelling on the individual statements, it was found that most of the early childhood teachers in the Sagnarigu Municipality are confident in identifying and managing disruptive behaviors in their classroom ( $M=3.89$ ,  $SD=.174$ ,  $K=.688$ ,  $n=117$ ). Again, it was evident that most of the early childhood teachers in the kindergarten are aware of the importance of early intervention for disruptive behaviors in KG learners ( $M=3.71$ ,  $SD=.924$ ,  $K=.840$ ,  $n=117$ ).

In another related evidence, it was revealed that most early childhood teachers are familiar with a variety of behavior management strategies appropriate for KG learners ( $M=3.69$ ,  $SD=.235$ ,  $K=.327$ ,  $n=117$ ). Similarly, most of the early childhood teachers have received sufficient training and professional development on behavior management strategies for KG learners. ( $M=3.62$ ,  $SD=.249$ ,  $K=.588$ ,  $n=117$ ).

In furtherance to the above, it was evident that most of the early childhood teachers believe that a positive and engaging classroom environment can help prevent disruptive behaviors ( $M=3.58$ ,  $SD=.345$ ,  $K=.120$ ,  $n=117$ ). Also, the teachers indicated that they involve parents and caregivers in addressing and managing disruptive behaviors in KG learners ( $M=3.39$ ,  $SD=.364$ ,  $K=.473$ ,  $n=117$ ). Finally, the results showed that most of the early childhood teachers in Sagnarigu Municipality feel that they have the necessary resources and support to effectively manage disruptive behaviors in their KG classroom. ( $M=3.32$ ,  $SD=.501$ ,  $K=.620$ ,  $n=117$ )

### **Qualitative analysis of the data on research question one.**

#### **Theme one: Meaning of disruptive behavior**

*Disruptive behaviors can be defined as actions or behaviors exhibited by young learners that impede the smooth flow of the educational environment, disrupt the learning process, and potentially interfere with the engagement of other learners' T1*

*'In a classroom, disruptive behavior refers to any conduct by students that disturbs the normal functioning of the class. This could involve things like being disrespectful to the teacher, creating disturbances, or engaging in any activities that hinder the teaching and learning process T3*

*It includes actions that interrupt the natural flow of the lesson. It includes things like constant chatting, not staying in one's seat, and any behaviors that prevent the teacher from effectively T5, T2*

### **Theme two: Techniques in managing disruptive behaviors**

*I have found that using visual schedules and timers helps manage disruptive behaviors in young learners. These tools provide structure and predictability, which are essential for kids in this age group. When they know what to expect, it can reduce anxiety and disruptive outbursts T5.*

*In KG centers, it's crucial to use positive behavior reinforcement. I often employ a behavior chart where children can earn points for good behavior. When they accumulate enough points, they can trade them for small rewards or privileges. This method keeps them engaged and encourages positive behavior T3.*

*In KG centers, one effective strategy is to establish clear and consistent classroom rules and expectations. I use positive reinforcement techniques like praise and rewards for good behavior. For instance, when a student follows directions and participates in class, I offer verbal praise or small rewards like stickers, which motivates them to behave positively T1, T2.*

From the above data, teachers in the kindergarten centres within the Sagnarigu Municipality demonstrate fair understanding in some of the techniques that they apply in the management of disruptive behaviors among young children in their classroom. The establishment of rules that governs the conduct of young children in the

classroom setting, using rewards and punishment on children in early childhood centres as well as visual schedules and timers help in managing the classroom. These findings resonate with the findings of Walker et al., (2008) who states that disruptive behaviors in kindergarten centers encompass a wide range of actions, including non-compliance, aggression, inattentiveness, and hyperactivity. These behaviors can disrupt the learning process, hinder the academic progress of students, and create a challenging atmosphere for teachers

#### 4.4 Research Question Two

##### What are the effects of disruptive behaviors among kindergarten learners in the Sagnarigu Municipality?

Data collected in answer to this research question have been presented in Table 3.

**Table 3: Effects of disruptive behaviors in early childhood centers in the Sagnarigu Municipality**

Statements	M	SD
Disruptive behaviors in kindergarten negatively impact a child's ability to concentrate and learn	3.72	.344
Kindergarten learners who exhibit disruptive behaviors tend to have lower academic performance	3.52	.813
Disruptive behaviors in kindergarten can lead to isolation or exclusion from peers	3.42	.313
Children who display disruptive behaviors are more likely to have difficulties forming positive relationships with other kindergarten learners	3.35	.141
Disruptive behaviors can negatively impact a child's self-esteem and self-confidence	3.68	.189
Kindergarten learners with disruptive behaviors may experience higher levels of stress and anxiety	3.84	.711
Disruptive behaviors among kindergarten learners may lead to injuries among learners	3.75	.692
<b>Mean of Means/StD</b>	<b>3.61</b>	<b>.422</b>

Source: Field Data (2023) CV=2.50 (n=117)



The data in Table 3 show that the variables follow a normal distribution. This is based on the reason that the kurtosis values were within the acceptable limit for normal distribution of  $\pm 2$  (George & Mallery, 2011) indicating that the data was normal. Table 3 gives evidence to believe that generally, most of the kindergarten teachers at the early childhood centres in Sagnarigu Municipality believe that disruptive behaviors have negative effect on the learners. This was evident after the teachers' responses scored an average mean (MM=3.61). This value are greater than the Test Value of 2.50.

Reporting on the effects of disruptive behaviors on learners in the Municipality, it was evident that most of the kindergarten teachers believe that disruptive behaviors in kindergarten negatively impact a child's ability to concentrate and learn at the early childhood centres (M=3.72, SD=.344, n=117). Similarly, it was found that most of the kindergarten teachers believe that learners who exhibit disruptive behaviors tend to have lower academic performance (M=3.52, SD=.813, n=117).

In furtherance to the above, it was found that most of the kindergarten teachers are of the view that disruptive behaviors in kindergarten can lead to isolation or exclusion from peers (M=3.42, SD=.313, n=117). Another evidence suggests that most of the kindergarten teachers at the kindergarten centres believe that children who display disruptive behaviors are more likely to have difficulties forming positive relationships with other learners (M=3.35, SD=.141, n=117). It was also found that majority of the teachers believe that disruptive behaviors can negatively impact a child's self-esteem and self-confidence (M=3.68, SD=.189, n=117)



Equally, it was found that most of the kindergarten teachers are of the view that, kindergarten learners with disruptive behaviors may experience higher levels of stress and anxiety ( $M=3.79$ ,  $SD=.454$ ,  $n=117$ ).

Finally, it was found that most of the teachers believe that disruptive behaviors among kindergarten learners may lead to injuries among learners ( $M=3.32$ ,  $SD=.343$ ,  $n=102$ ).

### **Qualitative analysis of the data on research question two.**

Here are some excerpts from the interview;

#### **Theme one: Effects on classroom instruction**

*It divert the attention of both the teacher and the other students is diverted away from the lesson at hand. Class teachers may have to paused or delayed to address a disruptive behavior that is exhibited by the learner* **T2**

*The disrupted student often draws the attention of their peers. This can lead to a chain reaction of disruption as other students become curious or distracted by the behavior, further compounding the issue* **T1, T3**

*It can lead to feelings of frustration, annoyance, or even fear among the students, affecting their overall classroom experience. teachers may find themselves in the position of having to address the disruptive behavior, which takes away valuable instructional time* **T4, T5**

#### **Theme two: effects on social development**

*When children repeat disruptive behavior overtime, it affects their self-esteem. This, in turn, can impact their self-confidence and their ability to engage in social interactions* **T4**

*I believe that when a child consistently repeat disruptive behaviors, it creates strain relationship between their teacher and their peers*

*making it difficult for the child to seek help or build positive connections with those who could provide support and guidance* **T2**

*Children with disruptive behaviors sometime choose to withdraw themselves from social situations to avoid potential conflict or negative interactions, further limiting their social development* **T1, T3**

### **Theme three: Effect on physical body**

*Chronic stress and anxiety, which can have numerous physical health implications. The body's stress response, if activated frequently, can contribute to a range of physical problems, including increased blood pressure, digestive issues, and headaches* **T5**

*Some of the children can end up hurting themselves as a result of disruptive behavior among some of their peers in the classroom* **T3**

The classroom is distracted by the actions of children who engage in disruptive behaviors in the classroom during instructional hours. Children attention is diverted as a result of disruptive behaviors that are being portrayed by their peers. Frustrations and confusion engulf the understanding of young children as a result of disruptive behaviors. Disruptive behaviors can have a profound impact on academic performance. Research indicates that students who engage in disruptive behaviors often struggle to concentrate on classroom instruction and complete their assignments (Reinke et al., 2011). This lack of engagement and focus can lead to poor academic outcomes, including lower test scores, reduced grade point averages, and a higher likelihood of grade retention (Daley & Birchwood, 2010).

Disruptive behaviors also have a significant impact on students' social and emotional development. Students who engage in disruptive behaviors may experience social isolation and strained relationships with peers. They are often labeled as "problem

students," which can lead to stigmatization and difficulties in forming positive social connections (Merrell et al., 2008).

#### 4.5 Research Question Three

##### **What is the efficacy of teacher techniques in managing disruptive behaviors in kindergarten classrooms in the Sagnarigu Municipality?**

The third research question delves into the efficacies of teacher techniques in the management of disruptive behaviors in kindergarten centres in the Sagnarigu Municipality.

Data collected in answer to the research question have been presented in Table 4.

**Table 4: Effectiveness of teacher techniques in managing disruptive behaviors in the Sagnarigu Municipality**

<b>Statements</b>	<b>M</b>	<b>SD</b>
The classroom management techniques used by teachers are effective in preventing disruptive behaviors among kindergarteners.	3.92	.120
Teachers consistently apply consistent and fair discipline strategies that effectively manage disruptive behaviors in the classroom.	3.82	.355
Teachers effectively communicate with kindergarteners to understand and address the root causes of disruptive behaviors	3.73	.129
Teachers use engaging and interactive teaching methods to keep kindergarteners focused and minimize disruptions.	3.60	.234
Teachers have access to the necessary resources and support to effectively manage disruptive behaviors in the classroom	3.34	.182
Ongoing teacher training and professional development opportunities enhance their ability to manage disruptive behaviors effectively.	3.32	.824
Collaborative efforts between teachers, parents, and support staff are instrumental in addressing and managing disruptive behaviors among kindergarteners	3.19	.582
<b>Mean of Means/StD</b>	<b>3.56</b>	<b>.346</b>
<b>Source:</b> Field Data (2023)	<b>CV=2.50</b>	<b>(n=117)</b>

Data in Table 4 give evidence to believe that generally, most kindergarten teachers at the early childhood centres in the Sagnarigu Municipality vehemently believe the effectiveness of the management of disruptive behaviours in kindergarten classrooms. This was evident after the teachers' responses scored an average mean ( $MM=3.56$ ) greater than the Test Value of 2.50.

From the individual challenges, it was found that most of the kindergarten teachers at the early childhood centres agreed that classroom management techniques used by the teachers are effective in preventing disruptive behaviors among the kindergarteners ( $M=3.92$ ,  $SD=.120$ ,  $n=117$ ). Again, most of the kindergarten teachers at the early childhood centres agreed that teachers consistently apply consistent and fair discipline strategies that effectively manage disruptive behaviors in the classroom ( $M=3.82$ ,  $SD=.355$ ,  $n=117$ ).

Again, most of the teachers indicated that they effectively communicate with kindergarteners to understand and address the root causes of disruptive behaviors ( $M=3.73$ ,  $SD=.129$ ,  $n=117$ ). Most of the respondents also pointed out that teachers use engaging and interactive teaching methods to keep kindergarteners focused and minimize disruptions ( $M=3.60$ ,  $SD=.234$ ,  $n=117$ ). The data also show that most teachers have access to the necessary resources and support to effectively manage disruptive behaviors in the classroom ( $M=3.34$ ,  $SD=.182$ ,  $n=117$ ).

Furthermore, most of the teachers pointed out that ongoing teacher training and professional development opportunities enhance their ability to manage disruptive behaviors effectively ( $M=3.32$ ,  $SD=.824$ ,  $n=102$ ). Finally, most of the kindergarten teachers at the early childhood centres in the Municipality agreed that collaborative

efforts between teachers, parents, and support staff are instrumental in addressing and managing disruptive behaviors among kindergarteners ( $M=3.19$ ,  $SD=.582$ ,  $n=117$ ).

### **Qualitative analysis of the data on research question three**

#### **Theme one: Display of positive behavior**

*When I use reward for good behavior most of the learners in class put up a good behavior in their quest to demand such rewards every day. This technique improves classroom instruction because disruptive behaviors are reduced T2, T4.*

*When students know what's expected of them and the consequences for disruptive behavior, they are more likely to stay on track. Creating a predictable and structured classroom environment helps prevent disruptions T1.*

*Using positive peer models can work well. If one student is consistently displaying positive behavior, his/her classmates tend to follow suit. It creates a positive peer pressure environment, where disruptive behaviors become less frequent T5, T3.*

The effectiveness of techniques in managing disruptive behavior among kindergarteners manifest in the display of good behavior in the classroom setting as well as playground. These strategies can be broadly categorized into proactive and reactive approaches. Proactive strategies focus on preventing disruptive behaviors by establishing clear expectations, teaching appropriate conduct, and creating a positive classroom environment (Sutherland & Wehby, 2001). Reactive strategies, on the other hand, involve responding to disruptive behaviors when they occur and may include consequences or disciplinary actions (Skinner et al., 1997).

By creating a more conducive learning environment and reducing disruptions, these strategies can lead to improved student engagement and achievement (Bradshaw et

al., 2009). The use of disruptive management techniques in the classroom of young learners ensures their safety in the classroom by reducing the rate at which they may be hurt in the school. The well-being of students is another important consideration in assessing the efficacy of behavior management strategies. Proactive strategies that promote positive behavior and create a supportive classroom environment can contribute to improved social and emotional development

#### **4.6 Research Question Four**

**What are the challenges teachers encounter in managing disruptive behaviors in the kindergarten classroom in the Sagnarigu Municipality?**

The final research question of this study focused on identifying the challenges that teachers encounter in the management of disruptive behaviors in kindergarten classrooms in the Sagnarigu Municipality. The pursuit of classroom management is hampered by so many factors that disrupt the effectiveness of teaching in kindergarten classrooms. Educators identification of these challenges will enhance classroom lesson delivery in the kindergarten centres within the Sagnarigu Municipality.

Table 5 presents the data on challenges that teachers face in the management of disruptive behaviors in the classrooms.

**Table 5: What are the challenges teachers encounter in managing disruptive behaviors in the kindergarten classroom in the Sagnarigu Municipality?**

<b>Statements</b>	<b>M</b>	<b>SD</b>
Disruptive behaviors often disrupt the flow of the classroom and hinder effective teaching and learning.	3.89	.682
It is often difficult for teachers to understand and identify the underlying causes of disruptive behaviors in kindergarteners	3.83	.529
Teachers face challenges due to a lack of necessary resources and support in managing disruptive behaviors	3.78	.835
Larger classroom sizes and high student-to-teacher ratios make it more challenging to manage disruptive behaviors effectively.	3.73	.755
Teachers often lack adequate training and professional development opportunities to handle disruptive behaviors.	3.69	.382
Insufficient support and involvement from parents or guardians of kindergarteners contribute to the challenge of managing disruptive behaviors	3.62	.544
It is often difficult for teachers to understand and identify the underlying causes of disruptive behaviors in kindergarteners.	3.58	.974
<b>Mean of Means/StD</b>	<b>3.76</b>	<b>.496</b>
<b>Source:</b> Field Data (2023)	CV=2.50	(n=117)

Data in Table 5 show that generally, most of the kindergarten teachers agreed that disruptive behaviors often disrupt the flow of the classroom and hinder effective teaching and learning at the early childhood centres can adhere to strategies to help improve upon assessment practices at the early childhood cent (MM=3.76) greater than the Test Value of 2.50.

Most of the respondents agreed that disruptive behaviors often disrupt the flow of the classroom and hinder effective teaching and learning (M=3.89, SD=.682, n=117). Also, the data revealed that most of the teachers agreed that it often difficult for teachers to understand and identify the underlying causes of disruptive behaviors in kindergarteners (M=3.83, SD=.529, n=117).



furthermore, most teachers agreed that they face challenges due to a lack of necessary resources and support in managing disruptive behaviors ( $M=3.78$ ,  $SD=.835$ ,  $n=117$ ). Develop teachers monitoring skills could also be helpful ( $M=3.73$ ,  $SD=.755$ ,  $n=117$ ).

Another key challenge to the management of disruptive behavior in the classroom is large classroom sizes and high student-to-teacher ratios that make it more challenging to manage disruptive behaviors effectively ( $M=3.69$ ,  $SD=.382$ ,  $n=117$ ). Teachers often lack adequate training and professional development opportunities to handle disruptive behaviors is a challenge to the management of disruptive behavior among kindergarteners in the Sagnarigu Municipality ( $M=3.62$ ,  $SD=.544$ ,  $n=102$ ). Finally, most of the teachers agreed that lack of sufficient support and involvement from parents or guardians of kindergarteners contribute to the challenge of managing disruptive behaviors, the use of screening instruments and evaluation techniques to track and measure the progress of children's development and academic learning ( $M=3.58$ ,  $SD=.974$ ,  $K=.121$ ,  $n=117$ ).

#### **Qualitative analysis of the data on research question four**

##### **4.7 Research Question 4**

##### **What are the challenges teachers encounter in managing disruptive behaviors in the kindergarten classroom?**

In the researcher's quest to delve deeper into some of the challenges that early childhood educators encounter the management of disruptive behaviours of young children in the classroom interview yielded the following data

*Engaging parents and caregivers can be challenging. When we address disruptive behaviors in children, it's essential to involve*



*parents in a positive and collaborative way. But, some parents may not be aware of the behavior's impact, or they might struggle to support interventions at home T5.*

*In the kindergarten setting, the class teacher must remain patient, empathetic, and understanding, which can be tough when dealing with challenging behaviors daily T3, T4.*

*Balancing the needs of the disruptive child with those of the rest of the class is a challenge. It's crucial to address disruptive behavior while ensuring that the other students can learn in a supportive environment. Striking this balance can be a significant challenge T1.*

*Teacher need to be abreast with varied strategies in the management of classroom disruptive behaviors through partaking in in-service training about classroom management which sometimes become time consuming and result in extra cost T3.*

From the above narrative it can be said that early childhood teachers face some challenges in the management of disruptive behaviors on daily bases in their classrooms. Insufficient parental collaboration in the management of disruptive behaviors among kindergarten children is seen as one of the challenges that is common to teacher. This assertion is in sync with a study by Reid et al. (2011) who asserted that parents who may not be aware of the disruptive behaviors or may deny that such behaviors are occurring that is lack of awareness or denial can impede collaborative efforts between educators and parents, hindering the development of effective behavior management strategies. Also, Sheridan et al. (2015) supported this assertion by saying that the varied role parents play in managing disruptive behaviors can be a problem to teachers in addressing them.

Again, disruptive behaviors may affect class teachers negatively because extra energy need to be exerted in order to address a particular behavior that affect classroom instgerujction which can be time consuming. Educators facing persistent disruptive behaviors may experience high levels of stress, frustration, and burnout (Ingersoll & Strong, 2011). The emotional toll of managing disruptive behaviors can lead to reduced job satisfaction, teacher turnover, and absenteeism.



## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter summarizes key findings of the study on teacher management techniques in managing pupils' behaviour problems in KG centers within the Sagnerigu Municipality in the Northern Region of Ghana. On the basis of this, conclusion is drawn on the various techniques employed by teachers for classroom behaviour management, the challenges faced by teachers in trying to manage pupils with behaviour problems in class, as well as the personally developed strategies used by teachers in the routine classrooms. The chapter ends with a recommendation on the key findings of the study.

#### **5.1 Summary of Findings**

Through the analysis, the following are the key findings of the study. Among them are; 1. It was revealed from the study that teacher in the Sagnarigu Municipality who teachers at the kindergarten centres have adequate knowledge and understanding of the techniques that can be used in the management of disruptive behaviors within the early childhood centres.

2. Also, the study revealed that children display of consistent disruptive behaviors affect the academic performance of the entire class as well as the teachers hence lessons that could have taken few minutes to be completed may go beyond the estimate time which in turn leads to teacher exhaustion.

3. Findings from the study also revealed that the teachers use of different techniques in the management of classroom disruptive behavior enhance and promote classroom learning since young children try to live in accordance with some classroom rules and regulations as well as thoughts of being rewarded with some gifts from the class teachers.

4. Findings from the study also revealed that, there are some challenges in the management of unacceptable classroom behaviors in the classrooms of kindergarteners in the Sanarigu Municipality. Challenges such as inadequate cooperation from parents lack of resources in managing the classroom activities, inadequate training in the management of classroom among others affect the smooth implementation of classroom management techniques on disruptive behaviors.

## **5.2 Conclusion**

In conclusion, the realm of early childhood education within the Sagnarigu Municipality, teachers demonstrated vividly commitment to the implementation of various management techniques in handling disruptive behaviors within the kindergarten classrooms in the Municipality.

Setting of classroom rules and regulations, using reward and punishments, using classroom schedules are some of the techniques that are being implemented.

Disruptive behaviors affect classroom instruction by distracting learners on concentrating in what is being taught by the class teacher as well as time wasting on the part of the teacher trying to re-echo what he/she has already taught. Learning among kindergarten learners is enhanced when classroom management is implemented smoothly.

Some challenges such as poor parental participation, resources, inadequate training time consuming are some of the challenges teachers encounter in managing the classrooms of kindergarteners within the Sagnarigu Municipality.

### **5.3 Recommendation**

It is recommended that through a combination of patience, creativity, and skillful intervention, these teachers not only manage disruptions but also nurture a conducive atmosphere for optimal child development. The demonstrated commitment to excellence in managing classroom dynamics reflects a profound dedication to the holistic well-being and educational progress of the young learners in the Sagnarigu Municipality.

To enhance the effectiveness of classroom management, it is recommended to further integrate positive reinforcement strategies alongside rule-setting and schedules. Encouraging a proactive approach by acknowledging and rewarding positive behavior can motivate students to adhere to established rules. Additionally, considering alternative disciplinary measures beyond punishments, such as constructive discussions or collaborative problem-solving, fosters a more supportive and communicative learning environment.

It is recommended to institute comprehensive and proactive classroom management strategies. Emphasizing clear and consistent communication of expectations, alongside the establishment of a positive learning environment, can effectively minimize disruptions. Implementing targeted interventions for students struggling with behavior issues, such as counseling or personalized support plans, can address the root causes. Additionally, fostering a collaborative relationship between teachers

and parents can create a unified front in reinforcing positive behavior both at school and at home.

It is recommended to implement targeted initiatives. Firstly, fostering increased parental participation through regular communication channels, workshops, and involvement in school activities can create a more supportive network for both teachers and students. Addressing resource gaps by advocating for increased educational funding and community support can enhance the learning environment. Providing teachers with more streamlined and efficient training programs, perhaps through collaborative efforts with educational institutions, can help them acquire the necessary skills without being overly time-consuming.

#### **5.4 Suggestion for Future Studies**

There have been a lot of researchers investigating into behaviour management techniques and still ongoing in the various aspects. It is suggested that in future studies, a comparison could be made among the teachers in terms of the various techniques they use in managing pupils' behaviour and the extent to which it influences their development. It is also important to examine, to a deeper extent, how the professional training of teachers can fully equip them to effectively and comfortably manage pupils with disruptive behaviour.

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## APPENDIX

### Introductory Letter



FES/DECE/I.1

October 31, 2023

The Director  
Ghana Education Service  
P.O. Box 249  
Tamale, Northern

#### INTRODUCTORY LETTER

I kindly write to introduce to you Ms. Helen Kaba Felipe with index number: 220008944 who is a M.Ed student at the Department of Early Childhood Education, University of Education, Winneba. She is in her final year and has to embark on her thesis on the topic: *"Teacher Techniques in Managing Pupil's Disruptive Behaviour at Kindergarten Centres within the Sagnarigu School's in the Northern Region of Ghana"*.

Ms. Helen Kaba Felipe is to collect data for her thesis, and I would be most grateful if she could be given the needed assistance.

Thank you.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'Michael Subbey', is written over a faint circular watermark of the university's logo.

DR. MICHAEL SUBBEY  
HEAD OF DEPARTMENT

