

Disruptive Behavior of the Students in English Medium Preschool:
Exploring the Classroom Management Practices
and Challenges

By

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A thesis submitted to the BRAC Institute of Educational Development in partial
fulfillment of the requirements for the degree of
Master of Education in Educational Leadership & School Improvement

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Declaration

It is hereby declared that

1. The thesis submitted is my/our own original work while completing degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

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Ethics Statement

I did not drive anybody to answer the questions and guarantee that all the respondents' data would be confidential. The recording would be transcribed, and a pseudo name would be used. I requested the research contributors to refrain from sharing the substance of the Interview.

Abstract

Disruptive behaviours among Preschooler are becoming more frequent in the classroom and obstruct the teaching-learning process. It has become a growing concern for teachers, parents and school authorities. Longer time takes on discipline and readdressing the students, impacting the students' social and academic outcomes and other students in the classroom as well. The key reason for this study was to investigate teachers' classroom management procedure dealing with disruptive students. Moreover, I sought to identify the challenges that teachers face managing disruptive students. The qualitative research approach was applied in the study. Preschool Teachers and students were observed throughout the classroom activities. Data was gathered through observation checklists, and the semi-structured interview guide was applied to interview the teachers and coordinators. The data analyzation and coding was completed followed by the themes; Classroom management practices of the teachers to deal with students' disruptive behaviors at preschool & Challenges that the teachers face in managing the Preschoolers' disruptive behavior. The findings suggest a variety of techniques of classroom behavioral management applied to handle disruptive students. Purposive sitting arrangements, movements between transitions, using verbal code, promoting alternative writing techniques, positive reinforcement, applying non-punitive approaches found through observation. Specifically, findings highlight various challenges like rigid lesson planning, parents' noncooperation, teachers' educational background lack of professional training, less disciplinary measures. The study constructed substantial information that has practical implications for improving disruptive behavior management practices for the teachers, school management and policymakers.

Keywords: Preschool, disruptive behavior, classroom management practices, challenges.

Dedication

I am dedicating this thesis to my dearest Farzana Zarin apu who provided her continuous support and motivation from the day one.

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CHAPTER 1

1.1 Introduction

As the child develops into early childhood, his or her world can start to open up, and the child becomes additional independent and begins to focus more on adult behavior. Most of the children go to Preschool in this period. This era is that the crucial period for behavior formation. The Preschool classroom is a place where youngsters can learn fundamental school preparation skills. When the Preschoolers are having aggressive behavioral problems like attention deficiency, impulsivity, hyperactivity, destructing the classroom learning, beating other students, and spoiling school & peers' properties, they are considered disruptive students in the classroom.

The term "Disruptive behavior" has generated several definitions in a school context, permitting teachers to attribute tags to students who demonstrate improper behaviors (Emerson, 2001). Around 10% - 20 % of preschoolers have been exhibited disruptive behaviors at substantial points either at home or at Preschool (Powell, Fixsen & Dunlap, 2003). Preschoolers may develop disruptive behavior problems for a variety of reasons. Begum (2018) said that family life has a massive influence on students learning and behavior. Unbalanced home environments, lack of sleep and sometimes food (not having breakfast before coming to school) as the basic explanations behind classroom disruption.

Preschoolers who show disruptive conduct regularly pass up on basic early learning opportunities. Problematic conduct hinders students' learning or ordinary turn of events; it harms the kid, adults around him; places a kid in a high-hazard classification for later social issues or academic disappointment (MacFarlane, 2007). Classroom conduct is most likely the

complicated issue instructors face today since classrooms are significantly more confounded than they were in prior years. More learners come to class with behavioral difficulties, and teachers face the test of managing their conduct challenge (Beazidou, Botsoglou & Andreou, 2013). The children who carry on aggressively or become sad and withdrawn; teachers might be redirected from instructional time to deal with these behaviors. Each kind of disruption needs different techniques and aptitudes (Appelbaum, 2013). Problem behaviors also significantly affect teacher performance.

However, a few teachers may not know or not have satisfactory skills to deal with children's issues or issue practices. Sometimes educators might face some obstacles. Instructors frequently report feeling overwhelmed and disappointed by having students with disruption who participate in issue practices in the classroom (Martin, Linfoot & Stephenson, 1999; Obeng, 2007). I got interested in conducting this study to explore the various classroom management techniques that teachers employ to manage disruptive students and find out the obstacles they face managing these students.

1.2 Research Topic

'Preschool' offers an adaptable, less structured climate where instructors typically collaborate with their students differently, including guidance and try to address children's problematic behaviors. Preschool is an essential window for English medium schools in our country. Disruptive behavior in Preschool is a burning issue in recent times. It is getting more incessant and is explicitly connected through practices that ruin and block the educational process. Preschool teachers with their knowledge, skills, and practices give adequate support to overcome the obstacles and maintain a sound classroom learning environment.

Teachers' successful classroom management influences student accomplishment and positive attitudes headed for school (Aydın, 2000; Çelik, 2002; Marzano & Marzano, 2003; Norris, 2003). Nevertheless, enough information is not found about Disruptive student management strategies in Bangladesh. In this regard, I chose the following topic aiming to illustrate a new opening for English Medium Preschool education in Bangladesh to deal with disruptive child behavior.

Disruptive behavior of the students in English Medium Preschool:

Exploring the classroom management practices and challenges.

1.3 Statement of the Problem

Disruptive behavior of Preschoolers are increasing day by day and it is affecting the teachers' classroom teaching-learning process. Tending to his problem it needed to explore the current practices of disruptive student management of Preschoolers and the techniques that the teachers apply to manage these problems. A student who intentionally or due to other reason, creates a disturbance in the Preschool classroom directly interferes with the teacher's capability to teach efficiently. Disruptive behaviors in the classroom require vast sums of the teacher's time and attention. The teacher has to halt the lesson or discussion to address the behavior right after the moment. These situations hinders the valuable time and teachers struggle to finish the rest of the task on time. Other students constrained to wait while the action is addressed, or they are sidetracked by the disruptive student's attempts to be noticed. One student's disruptive behavior also inspires other students to do the similar, which compromises the teacher's ability and authority to control the bunch. When some of the

students show disruption in the classroom, the teaching-learning procedure got distracted. Besides, our Preschool teachers are often not skilled enough to deal with particular types of extreme disruptive behaviors. Sometimes due to some other reasons, they cannot handle the situation, and as a result, the student got unattended, and their behavior difficulties remain the same year after year and make the acute problem for him as well as his peers.

Sometimes some teachers can easily controls the behavioral problem sometimes cannot. There must be some reasons behind the management difficulties. We need to find out the reasons that obstructs teachers to manage the class with disruption.

I am having sixteen years of Preschool teaching experience in English medium Preschool, very eager to know about other teachers disruptive students management techniques. How they are dealing with the new difficulties, what procedures they are confronting right after the disruption occurs and what challenges they are battling.

1.4 Research Questions

The study has attempted to answer the following questions:

- Q.1: What are the current classroom management practices of the teachers to deal with the disruptive behaviors of students at Preschool?
- Q.2: What are the challenges that the teachers face in managing the disruptive behavior of the Preschoolers?

1.5 Purpose of the Study

This study intends to explore teachers' general practices as well as techniques or strategies of classroom management they use to deal with behavior problems of students. Teachers' classroom managing practices have a substantial, optimistic effect on declining classroom behavior (Oliver, Wehby, & Reschly, 2011). Many Preschool teachers of English medium schools may have less management skills or may not receive sufficient training in classroom management as well as dealing with challenging behaviors. The inquisitive Preschool teachers get benefitted with the techniques from current classroom practices and also acquire additional ideas regarding disruptive student management and might improve their self-strategies.

My study is also to find out the challenges that the teachers face to deal with the disruptive behavior of the students'. Teachers may face several problems or issues when they are on the field. There might be some issues which lag the teachers to discipline the students or handle the situation appropriately. With this research, the school managements will get to know the problems and prepare or support the teachers to deal with the situation with efficiency to improve and smooth out the teaching learning practices.

1.6 Significance of the Study

Teachers are regularly left to their own strategies to manage problematic conduct in the absence of adequate knowledge or teacher training and practical information on classroom management approaches (Coffman & Nutter, 2015). Preschool teachers have to manage the behavior at the moment, because a child is a self-directed being, and no measure of

phenomenal educating can change or prevent problematic behavior 100%, but by reacting to it appropriately, with love and kindness success can be originated ((Martin, 1998). Teachers may have less knowledge or may have the curiosity to know how other teachers manage the behavioral issues. This research will give the teachers the general impression to be equipped with skills to handle students' aggressive behavioral aspects. Basically, it will be a route for the teachers to identify effective classroom management procedures and use them to minimize troublesome conduct issues in the classroom. The study aims to enable teachers to apply the strategies and principles recommended in the study. Though the classroom management entirely depends on the situation, types of behavior, and teachers' on-time action, by knowing the current practices, teachers may acquire the knowledge to manage disturbing behaviors by improving and implementing effective classroom management strategies, which may help them move away from the gaps. Moreover knowing about the challenges may give additional information and fill up the knowledge gap and support the Preschool as a whole to manage the disruptive students. My research may open further scope of teacher's improvement and the interest in self-study practices. This research will give the teachers the general impression to be equipped with skills to handle students' aggressive behavioral aspects. It may help the school management spread proper support to the teachers dealing with these behavior issues, further scope for in house Preschool teachers training regarding behavioral management issues.

My research may insight to the policymaker to establish 'Preschool' (English Medium) teachers' education wing and training facilities that will contribute positively to the education sector. Teacher education institutions may get encouraged to incorporate classroom management in teacher training education curricula.

CHAPTER 2

Literature Review

For conducting my research on "Disruptive behavior in English Medium Preschool: Exploring the classroom management practices and challenges"- I have gone through many related articles, books, reports, and documents for gathering information where I have found few factors and important scenario related to my research topic. I wanted to give a glimpse of the Preschool setting, disruptive behavior of the preschoolers, possible reasons, effect on those students and others so that the research topic is easily understandable to the readers. I have organized my literature review under the following categories:

1)Preschool Education and expected behavior of students,2) Conceptualizing Disruptive behavior 3) Possible reasons behind the disruption, 4) Disruptive behavior and impact on students, 5) Teachers' role in managing disruptive behavior 6) Teacher-student relationship in classroom management 7) Classroom Teaching-learning practices to manage the disruption 8) Teachers' personal skill to maintain effective teaching-learning process 9) Teachers' scope for professional skill-building in global context.

2.1) Preschool education and expected behavior of students

Preschool is a unique kind of formative period, requiring practically interesting educating procedures and styles. It is an thrilling period of transition from a time of confined language ability, mostly sensory-motor engagement with the surroundings, to mastery of communication, a high degree of motor activity, a major capability in self-regulation,

increasing perceptive behavior, emotional modification, and a delicate capacity to empathize with others. In Preschool, students develop the basic life skills, independence, and knowledge that will help when they start their formal schooling. In this period, kids are motivated by a natural inquisitiveness and determination to become positive learners. This is the place where they start knowing about other people's rules and how to get along with other children in an organized manner. Preschool gives the children the chance to play with others and practice communication skills. Some children settle into preschool well. Others take a while to get used to it, and some children might even have some difficulties (Tan, 2020).

In preschool time, children are beginning to understand that they are different people. So they might sometimes get a bit distracted by what is going on around them. Sometimes they are confused by their emotions. There can be wild swings from one; they need to have a few control over their lives. As they attempt to get it, the world around them moved to another. And the emotions feel big to these Preschool ages (Brooks, n.d.). As preschoolers look for freedom, it's typical for them to argue and practice their entitlement to state "no." They normally sway between demanding they are a big kid who can do everything all alone. They may show an occasional tantrum, some minor aggression ("Child behavior problems: what's normal and what isn't," 2016)

2.2) Conceptualizing Disruptive behavior

When behaviors are not fair disappointing, but they disturb the standard of living and cause significant stress for the child, family, teacher, and classroom, it may be observing what is called "**challenging behaviors or disruptive behavior.**" These behaviors look distinctive, and they feel distinctive. Some of the preschoolers' behaviors seem to be more "intense" or

occur more frequently than in other children, or the behavior may look different than that of child's sighted peers (Chen & Dote-Kwan, 2018). In attempting to understand why a few practices are named 'problematic' it is significant additionally to have a comprehension of how educators recognize practices. For instance, some teachers will have the option to oversee or endure levels of disturbance to their exercises, which others cannot. A few practices are viewed as 'acceptable' in certain unique situations, however 'terrible' in others. For instance, a kid who runs actively around the running track on games day, never delaying for breath, will be appreciated but if the similar kid displays similar conduct in the classroom, he is probably going to be rebuffed for it. It is not the problematic conduct, instead of how the conduct happens, making it troublesome. Again, it relies upon how the conduct is seen inside that specific circumstance or people inside that circumstance. One educator may be delighted by who runs similarly as quick in the passageway as they do on the running track and manage them in a less corrective manner than others, who might be stunned by similar conduct (Richardson, 2003). Externalizing symptoms in early childhood such as significant noncompliance, violence toward peers, high movement level, and poor regulation of motivations were considered typical behaviors of the Preschool period, with few long-term implications for a later adjustment (Campbell, 1990).

2.3) Possible reasons behind disruption

There are several ways that children can disrupt the classroom. They may scream, complain, yell out, chatter, get into fights, and insist on having what they want when they want it. Physical and psychiatric conditions, medical problems, and life circumstances are the major causes of disruptive behavior. There are a few specific health conditions that can contribute

to disruptive behaviors. Kids who are bipolar, in their wild stages, terribly often become aggressive. They lose self-control, they become impulsive. On the other hand, after they become depressed, though aggression is a smaller amount expected, they'll become irritable ((Breitenstein, Hill & Gross, 2009).

The psychotic sicknesses may additionally causes hostility. Children with schizophrenia are responding to inside shocks that can wind up upsetting. Schizophrenic children become doubtful or dubious or out and out suspicious, and they end up striking out due to their dread. Children having issues with insight or correspondence may likewise show with hostility. Kids who have cognition problems (what is presently called intellectual impedance) or contact (including autism) may show charge. When these children being forceful, they regularly do so since they have trouble managing their uneasiness or dissatisfaction and cannot express their sentiments as others do. For some of the children who are having ADHD, the impulsivity and poor decision-making cause destructive behavior. These kids typically do not think about the implications of their actions, which can experience as insensitive or malevolent once they are simply not reasoning ("Some Causes of Aggression in Children," 2011).

With conduct disorder, aggressiveness is the portion of the troublesome results. Sleep-deprived and lethargic students are quite irritating for teachers. Such students find it challenging to concentrate on lectures and appear bored (Sigler & Aamidor, 2005).

Another most important factor is the quality and nature of the child's parental nurturance that profoundly influences his behavioral aspects. Parental divorce, separation, substance abuse, parental criminal activity, or severe family conflicts are the dominant reason for disruptiveness. According to Boston Children's hospital (2011), some other conceivable variables may incorporate lenient parenting when a parent as well regularly and as well

effectively gives in to a child's requests and does not teach them the "rules." Ingrained personality or temperamental characteristics, strong will in the child, the need for positive connection to a parent, significant stress, or a need for unsurprising structure within the domestic or community environment may cause disruptiveness among preschoolers.

Moreover, the reasons of child behavior problems includes child biological and developmental risk factors e.g. attention deficiency issues, learning failures, and language delays; unsuccessful parenting e.g. harsh discipline, low parent involvement in school activities); school risk factors e.g. teachers poor classroom management, level of classroom aggression, low parent-teacher connection (Harden & Koblinsky, 1999).

2.4 Disruptive behavior and impact on students

Problematic behaviors showed by the Preschoolers have become a subject of concern. Research has found that the most well-known issue in Preschool-age kids is externalizing conduct e.g. aggression, defiance, and tantrums (Campbell, 1990). These behavior issues spread into the classroom as well, and practices that disturb the homeroom environment have been expanding in recent years (Lara, McCabe & Brooks-Gunn, 2000). More specifically, Head Start staff members report an increase in the number of children displaying challenging and disruptive behaviors (Piotrkowski, Collins, Knitzer & Robinson, 1994).

Forehand and Long (1991) stated that there is a growth in externalizing behavior problems. They say that aggressive behaviors naturally start in the Preschool years .Classrooms with consecutive difficult practices have less academic engaged time, and the students in disruptive classrooms tend to have less academic drawn as expected, and do lower on regular tests(Hickey et al., 2015). Unaddressed behavior difficulties during Preschool results in later

academic challenges such as lower motivation, less attention, negative attitudes toward learning, and behavioral problems such as verbal and physical aggression and conduct disorders (Bulotsky-Shearer, 2011; Cipani, 1998; Webster-Stratton, 1997).

When the children with behavior difficulties enter school, negative educational and social involvements contribute to further developing conduct problems. Aggressive, disruptive children rapidly become socially excluded by the peers. This leads to fewer openings to associate socially and to memorize suitable companionship abilities. Over time, peers have gotten to be doubtful and react to forceful children in ways that increment the probability of responsive bitterness. Prove recommends that peer dismissal inevitably leads to an affiliation with freak peers. An association with deviant peers. Once children have formed deviant peer groups, the risk for continuing conduct disorders is higher (Coie, 1990).

The learning preparation for other students got affected when one or more students carry on in a troublesome way. This may result in lower grades and behavioral issues with other understudies and the understudy, causing interference. Peers tend to have a critical impact on each other. On the off chance that one understudy is difficult, it may energize similar behavior in other classmates (Ministry of Education [MOE], 20015).

2.5 Teacher's Role in managing disruptive behavior

Children are turbulent and lively, to the point where it can nearly appear incomprehensible to capture their attention at times. In the classroom teachers are the most significant adults and an integral partner in designing anticipation and intervention efforts when disruptive behavior occurs. According to Teaching Certification.com (n.d.)-In the Preschool classroom, teachers are the persons who know how to tackle students' interest, setting their understudies on the

way to cherish of learning. They comprehend the formative changes among preschoolers, and guide their understudies as they investigate new everyday issues. Extensive study has showed that effective classroom executives can decrease problematic conduct and improve social and academic accomplishment (Walker, 1995). Skilled teachers can support the hostile, disruptive, and stubborn children to develop the proper social conduct that is an essential for school success. Teachers practices related with improved classroom conduct incorporate the accompanying: great levels of applause and reinforce; the utilization of proactive procedures, for example, getting ready for advances and setting up clear, unsurprising principles; utilizing short, clear commands, reminders, and interruptions successfully; the utilization of substantial support frameworks for proper social conduct; group-based prizes'; mild however predictable reaction costs for forceful or troublesome conduct e.g. restrict of privileges ,time out, direct instruction inappropriate public and classroom manners, and problem-solving and self-regulation skills (Webster, 2011)

2.6 Teacher-student relationship in classroom management

In the school context, children got to be adaptable to the school community in common, taking after the school's requirements, maintaining the rules, supervising behaviours, and performing well scholastically with the teachers' support (Hamre & Pianta, 2001). Teachers' behaviors and directing part would be imperative to move forward the well-being of children and energize classroom inclusion (Roorda, Jak, Zee, Oort, & Koomen, 2017). Teacher behaviors and guiding role are significant to develop children's welfare and encourage classroom contribution to them. In a recent study researchers stated that closer relationships with the educators anticipated students' progressive behavioral engagement (Archambault, Vandebossche-Makombo, & Fraser, 2017). It is also indicated that positive teacher-student

relationship can guide children's academic outcomes and adaptation (Pianta, 1999). The excellence of teacher-student relationship linked through academic skills and decline in behavioral problems constantly throughout Preschool (Maldonado-Carreño & Votruba-Drzal, 2011). Inside a relationship viewpoint, educators commonly relate with their students in numerous ways, comprising teaching. Students offering disruptive behavior often display a lower behavioral and sensitive engagement to their peers. Furthermore, in general, children are intensely affected by their relationships with teachers. In an analysts detailed that nearer connections with teachers' anticipated advanced behavioral engagement of students (Najman, Bor, Andersen, O'callaghan, & Williams, 2000).

2.7 Classroom Teaching-learning practices to manage the disruption

Classroom management is fundamental for schooling to occur, and there might be various components that trigger offence; yet, by using effective methods for the workable analysis of the issues, they are not inconceivable. Teachers need to locate specific insights into disruptive behavior and reflect on their own beliefs and others' opinions regarding the understanding of challenging behaviors (Walker Tileston, 2004; Whitaker, 2004). So some guidelines from the various study stated below:

The teachers should know their students to distinguish their requirements and modify their guidance in like accordingly. Classroom management helps the teachers generate a non-threatening atmosphere in which they are less likely to face these difficulties (Shaheen, Khan, Tariq, Mahmud & Hamid, 2013).

A study revealed that the keys to the problems lied in pre-planning the classroom activities and inspiring the students. Doyle (1986) reinforced these findings by saying that time

management processes, such as suitable pacing and well-organized transitions, helped manage the classrooms. It was discovered that the teachers guaranteed helpful, well-developed plan in the classrooms. Maintaining a strategic distance from yelling may have better outcomes as the students may feel great, and it might make constructive outcomes on student's learning.

It was found that the teachers practice their body language in the classrooms. Dixie (2007) supported this finding and inferred that long term research on the utilization of non-verbal communication in the study hall that it is a nature of a decent educator to utilize his/her non-verbal communication well in the classroom. It was discovered that the teachers were progressive, predictable and utilized inspirational methods.

According to Indiana University (2011), most disruptive behaviors can be dispensed with building a positive classroom environment that includes concrete supervision. It is necessary to identify the types of disruptive behaviors students display and act quickly to decrease problems. It needs to keep in mind that teachers' purpose is not just to halt disruptive behaviors; it is also to secure the constructive learning environment so that all students can learn. Respond promptly and being calm can be another way to manage the situation. Teachers need to avoid embarrass student but ignoring the disruption may increase the disruption. Positive reinforcement can be most effective if delivered instantly on display of the appropriate behavior. In such a way, the student can link the reinforcement to the exact preferred reaction (Malott & Trojan, 2008).

2.8 Teachers' personal skill to maintain an effective teaching-learning process

Educators' classroom management practices have a critical, optimistic impact on reducing problem behavior in the classroom. Classroom management is the utmost essential yet challenging phases of teaching (Coffee & Kratochwill, 2013) Classroom conduct problems seriously disturb the teaching-learning practice so that it dramatically impacts the teachers' capability and competence in handling the classroom environment. Teachers are required to manage challenging behaviors within their classrooms with limited provision and resources. Teachers sometimes hesitate to discipline a student because of the risk of a lawsuit if they fail to handle the circumstances appropriately. Teachers who utilize effective classroom administration can anticipate encountering advancements in understudy behavior and enhancements that set up possible directions practices. Disruptive students continually inhibit teachers' ability to fulfil that responsibility. A skilled teacher is needed to manage any classroom difficulties. A teacher who spends huge chunks of his or her time managing with disturbance does not spend time on instruction. Unavoidably, other students in a troublesome environment will endure. Teachers are regularly not prepared to bargain with a few sorts of unusual troublesome behaviors. Effective classroom management practices can decrease troublesome, violent, or inappropriate behaviors of Preschoolers. Absence of appropriate classroom management may deteriorate the development of aggressive behavior for children in classrooms with higher levels of disruption (Greer & Chase, 2002). Teachers who experience struggle controlling classroom behavior have higher stress and burnout (Smith & Smith, 2006) and find it challenging to meet the instructional demands of the classroom. Practical methods to handling the classroom setting are necessary to establish grounds that

support student behavior and the learning method and reduce teacher stress and burnout (Oliver, Wehby, & Reschly, 2011).

Classroom administration has been explained largely as any teacher's action to establish a climate that upholds and encourages scholastic and social-passionate learning (Evertson & Weinstein, 2006). However, effective classroom management offers students with openings to socialize while learning. Teachers are the ones who can establish positive interactions and avoids punitive consequences in their classrooms. Lang and Hebert (1995) recommended that proper classroom management includes effective instruction. Unfortunately, Preschool teachers usually gain very little training about addressing the challenges in their classrooms, which leads to unsuccessful classroom management, increased stress and burnout, and high turnover proportions.

2.9 Teachers' scope for professional skill-building in the global context

Teachers need to be addressed on how to teach in the most conducive classroom atmosphere that will yield good teaching and learning results. Preschool teachers need an academic foundation behind the management of classroom behavioral problems. In essence, it is a mode for teachers to identify effective classroom management techniques and minimize disruptive behavior problems in the classrooms. Some teachers lose patience with learners either by caning them, breaking down to cry, yelling and arguing face to face with learners, or storming out of the classroom and vowing not to teach them again. Classroom behavior problems represent behaviors that disturb the teacher's efforts to teach and thereby interfere with the learning activities of the pupils (Biyela, Sibaya, & Sibaya, 1970). The absence of effective classroom management can be disadvantageous to children's progress, displaying

higher levels of destructive and disorderly classroom behavior (Oliver, 2011). Thus, in-service classroom management training programs are desired to boost teachers' classroom management skills and promote child welfare (Hickey, 2015).

If we look around the world, developed countries like United States, Canada, New Zealand, Jamaica, Europe, including Norway, the Netherlands, Portugal, Spain, the United Kingdom, and Ireland facilitated various teacher training programs to promote enhanced teaching learning process. The programs provide training in several evidence-based classroom management approaches and practices, including proactive teaching procedures, using strengthening schedules, and structure positive relationships within the classroom environment (Marzano, 2003; Simonsen, 2008).

(A.I.T.S.L) Australian Institute for Teaching and School Leadership requires all teacher education programs to ensure graduates to create and sustain supportive and safe learning settings. Preschool teachers are mandatory to have at least a high school diploma and certification in early childhood education. Preschool teachers in Head Start curriculums need to have as a minimum an associate's degree.

In the U.K., to become an early year's teacher, someone essentials to gain early year's teacher status (E.Y.T.S.). To gain E.Y.T.S. needs to complete an early year's initial teacher training (E.Y.I.T.T.) course. National certification, such as the C.D.A. or C.C.P., is also required in some cases (European Commission, 2018).

In the U.S.A. context, Preschool teachers in community school settings must complete an permitted teacher training program. To signify their knowledge of early childhood education, they must pass the State/National Competency Examination & needs to gain a state teaching License/Certification. N.A.E.Y.C developed the standards for Early Childhood Professional Preparation Programs, which are used to "*promote the unifying themes that define the early*

childhood profession." The early childhood educators should possess a broad knowledge of development and learning when dealing with young children from birth to age 8. (The National Association for the Education of Young Children [N.A.E.Y.C.], 2009). Early childhood teachers should also have Early childhood degree programs, associate degree programs, bachelor's degree programs, graduate degree programs that focus on today's comprehensive early childhood settings, containing those that accommodate kids with developmental delays and disabilities (PreSchool Teachers.org, n.d.). High-quality early childhood instructor planning projects can be found in each state of the U.S.A. just as on the web. From certificates to relate degrees, to bachelor's degree programs to graduate degrees, programs wanted to prepare instructors to successfully show our most youthful citizenry to exist at all levels. A significant number of these projects have low maintenance or online alternatives, permitting them to concentrate from their place, even while holding down a full-time job.

In India, the base qualification model to turn into a preschool educator is graduation. Following graduation, Basic Training Certificate (BTC), Diploma in Education (D.Ed), and Teacher Training Certificate (T.T.C.) are the showing courses in India. The one-year testament/confirmation course in Nursery Teacher Training (N.T.T.) is the most favored course to turn into a preschool instructor. A few preschools additionally request N.T.T. Affirmation as a compulsory prerequisite. A Bachelor in Education (B.Ed) degree is additionally convenient. Asian College of Instructors is an Asian pioneer in teacher education, advertising Worldwide Educating Confirmation to get ready imminent instructors prepared with all the most recent instructing procedures and strategies to become a portion of a worldwide educating community. They offer some courses which deal with the academic and developmental aspects of early childhood education. The courses help the teachers hone

the teaching skills to establish a productive environment for children's development (Asian College of Teachers, n.d.).

In Sri Lanka, the National Colleges of Education offer certificate level projects, and the National Institute of Education offers certificate and postgraduate projects. These two organizations in Sri Lanka go under the administration of the M.O.E. what's more, not the college framework. The area's college frameworks likewise offer pre-assistance instructor preparing for essential and optional educators. Colleges, through their resources of instruction or member organizations, give both essential and optional undergrad projects to new competitors just as postgraduate projects (Master's, postgraduate confirmations, and postgraduate endorsement) to up-and-comers who have finished an undergrad (B.A. or on the other hand BSc) degree and wish to turn into an educator ("Innovative techniques for quickened Human asset advancement in South Asia Teacher Professional Development exceptional spotlight on Bangladesh, Nepal, and Srilanka," 2017).

In our country, BRAC University offers a Child development Postgraduate Certificate Program, Diploma, and Master's degree program in Bangladesh ("MSc & PGD in Early Childhood Development," n.d.). SPEED offers the Certificate (C.C.I.T.L.), and Diploma (C.D.I.T.L.) in Teaching and Learning are particular courses intended to assist educators with creating necessary expert information and abilities ("S.P.E.E.D.," n.d.). Unfortunately, preschooler's behavior management issues do not match with the content area of the courses. Though there is some provision for the Government sector but in the private sector, especially for the English Medium sector, there are very few teachers' opportunities. In this regards, the researcher said, "The schools are enrolling substandard teachers with very low salary. Most of the teachers of these schools and colleges have not completed their graduation yet" (Kader & Salam, 2018, p. 20861).

CHAPTER 3

Research Methodology:

My study's focus was to explore the current practices of disruptive student management in English medium Preschool. At the same time, I tried to get the teachers' and coordinators' opinions regarding the challenges they face to manage the disruptive students. Bearing in mind, I have chosen the Qualitative Research approach, which is furthermost appropriate for my research topic.

3.1 Research approach:

The approach offers broader outline to define the route of the research procedure. Best and Kahn (1993) explained qualitative research as a phenomenological way to deal with instructive exploration since it portrays reality and doesn't subscribe to exploratory logical exploration philosophies of evaluation. They also stated that Qualitative research follows non-quantitative systematic data collection procedures to find relationships between the existing variables. It depend on more on describing legitimacies based on information and interpretations given by the participants being observed. Hence it is descriptive. The expressive nature of qualitative research has a bearing in that the researcher's prejudices, values, and finding becomes stated clearly in the research report (Cresswell, 1994). The qualitative approach focuses on process and understanding the meaning that people have constructed. It also initiates by accepting that there are different ways of understanding and making sense of the world.

I followed Qualitative research approach as it gathers in-depth understanding and explanation of my research topic. With this approach, I gained insight into the Preschoolers' behavioral difficulties, current classroom practices, teachers' management strategies, challenges that teachers face. I got the experience of a variety of opinions, ideas, and suggestions from the participants.

3.2 Research site:

I selected an English Medium Preschool, as my research topic is based on Preschool. In this regard, I have chosen a renowned English Medium school ('A' school), which is located in Dhaka city. The selected school has two campuses in Dhaka city. I have covered both the campuses. The classroom observations, interviews with respective class teachers and coordinators had conducted during school hours in the relevant school premises.

3.3 Research participants:

I observed Preschool, especially Kindergarten- 1 (students aged five to six years) from different "A" School branches. A total of four classroom observations were made, where student's behavior, teacher's reaction right after the disruption occurred, classroom management procedure and some other physical backgrounds were also observed. Those four respective classroom teachers' interviews were also taken to get the information regarding their views, expectation, and limitations. From each branch, I observed two classes and interviewed two teachers and one coordinator. From the main branch, I interviewed two teachers, Teacher Tulip (Pseudo name), who seemed 28 years old, having three years' work

experience in Preschool. Another teacher Lily (Pseudo name), around 29 or 30, has four years of preschool experience. In the branch school, I got the teacher Robin (Pseudo name, age 48) experienced with seven years, Dove ((Pseudo name, age 42) having fourteen years of work experience handling the same age group (five to six years).Two coordinators/management members' interviews were taken from those Preschool branches.

3.4. Sampling Procedure

I chose Dhaka City purposely for conducting the study as there are many English Medium schools situated here. Most of the schools are having several branch schools, and for Preschool, they have separate campuses. I anticipated, from Dhaka city, I would get all the information that I needed. I chose the selected school's two campuses. I observed two Kindergarten classes from each campus. Each classroom consists of eighteen to twenty students supported by one Class teacher and one assistant teacher. Later on, I conducted the interviews of those classes Class teachers. Finally, I took the interview of that respective campus's coordinator as a management body. For the qualitative approach, I selected these small numbers of participants to collect in-depth information.

3.5. Data collection method

I intended to accumulate the information through classroom observation (Preschool), interviews of the schools' classroom teachers, and management body.

Observation

Classroom observation is the most effective way to see what happens inside the classroom. Marshall and Rossman (1989) defined Observation as the organized description of events, performances, and artifacts in the social setting chosen for study. Observations permit the researcher to describe existing situations using the five senses. By following the observation method, I tried to get to know the percentage of students with a behavioral problem, their behavior types, interaction with other students and teaching style of the teachers, management procedure of those particular students while showing a disruptive attitude. Moreover, the classroom setting, sitting arrangement, teacher-student ratio, and lesson plan are also included in my class observation.

These observations helped me evaluate the educators' overall performance and teaching strategy to ensure the students' actual learning experience. I tried to observe particular teachers' classes whose interviews I had taken later on to get the actual view as my mission.

Interview:

The interview is a spoken conversation among two people to collect relevant information for research. The qualitative research interview follows to describe and the meanings of vital themes of the topics. The main task in interviewing is to grasp the meaning of what the interviewees describe. Interviewing is a conversation with a purpose (Kvale, 1996; Kahn & Cannell, 1957) .The interview method is a face-to-face meeting between interviewer and interviewee. The purpose of taking the interview is to collect data directly from the field. Inspired by these features, I have chosen interview- as one of my main data collection

method. A semi-structured, self-constructed interview guide was used for each interview. In the interview director, questions and prompts were explored the interviewees' insights of students' problem behaviors, the management strategies, the limitations, skill development, and expectation in the classroom and school contexts. Preschool co-coordinators, class teachers' interviews were taken with prior permission and signed the consent letter to determine their thoughts, feelings, and views about the preschoolers' behavioral problems and teachers' classroom management procedure, teachers' training arrangements. The usual time for an interview was a maximum of an hour. Each interview was conducted in English and Bengali. The interviews were audio-taped with informers' prior consent and transcribed precisely after the interview.

With the teachers' valuable answers, I got the satisfactory replies for my research questions, and the coordinators' kind coalition helped me get the actual intention and perspective of the school authorities to support the teachers to handle the problems. These interviews were able to engage me in a one to one discussion through an interview guide for detailed information.

Methodology at a glance

Research approach	Research Site	Data Collection Methods	Research participants	Number of participants	
				Branch-1	Branch-2
Qualitative Approach	English medium Preschool of Dhaka city (2 branches)	Observation (observation checklist)	4 Preschool classrooms (Kindergarten-1 students aged 5 to 6 years old)	2 classrooms (Kindergarten -1) (18-20 students in each classroom)	2 classrooms (Kindergarten -1) (18-20 students in each classroom)
		Interview (semi structured interview guide)	Preschool teachers (3 to 14 years work experiences)	2 class teachers from 2 sections	2 class teachers from 2 sections
		Interview (semi structured interview guide)	Preschool coordinator(15 to 20 years work experiences)	1	1

3.6 Role as a researcher

I attempted to assume exclusively a researcher's part who is assembled data. I shared the motivation behind my investigation and perception areas with the members previously leading the information accumulation. I did not demonstrate any disappointment, feedback, or give any recommendation that can humiliate or debase my members.

3.7. Data analysis:

"Data analysis is a process of sorting, categorizing, grouping, and regrouping the data into piles or chunks that are meaningful" (Rossman & Ralls, 2003, p. 271). I monitored some

specific steps to analyze the data for this study, such as after collecting data transcribing and translating the data precisely what participants expressed from the tape recorder, organized data using multiple colored pens, marked the data with date and numbers of research tools, coding the data, categorized and structured the data according to themes, and patterns based on my research questions read those data repeatedly, tried to comprehend what these data was indicating, presented qualitative data to summarize the main points under each theme, analyzed data considering keywords which were related with research questions.

3.8 Ethical concerns

Ethical reflection is part of the research mechanism and cannot be avoided (Bryman, 2004). Ethical measures included gaining informed consent from the institute authority and the respondents. Each interview started with a declaration of the purpose of the interview, an undertaking of confidentiality, and the declaration that there will be no correct or incorrect answers. In such a manner, I will not reveal my interviewee's name and will not do anything without the school's assent, where I will go to gather information.

3.9 Credibility and Rigor

"To set up a study's convenience, one ought to give comprehensive descriptions of theoretical and procedural introduction and the procedure to give dense, wealthy circumstantial doable detail depiction of learning" (Rossman & Ralls, 2003, p. 68). After finishing two courses on investigating strategies beneath the MEd program, I came to know the techniques of planning and conducting an inquiry. As a Preschool teacher, facing the particular problem of disruption, I went through various Literature reviews. Later on, I found the most challenging

issues in Preschool, and that is disruptive behavior. I wanted to know other teachers practices to deal with disruptive students. I discussed this concerning topic with my faculty members and got their valuable opinion. Afterwards, I directed piloting to get an initial idea about my research site and research participants. I presented my thesis proposal from the field study and incorporated the valuable feedback. A short time later, I conducted a guiding to get initial thought around my investigate site as Preschool classrooms, talked about different matters to the teachers and management body and called the opinion. Once more, I displayed my proposition from field contemplate and incorporated the scathing criticism. In this way, I finalized an inquiry about the theme, research questions, investigate devices, and inquire about location, and information collection methods with my supervisor.

At last, beneath my supervisor's supervision, I conducted my think about. I outlined the interview and perception to discover out the reply to the investigated questions. I guaranteed that they are sound through piloting and alter them according to conducting results. I followed the field plan and informed the concerned authority before going to data collection. I gave assent letter and got positive support from them. I observed the classrooms silently so that the students not to get distracted due to my presence. As teachers do not have any separate room, I had to talk with them in their classrooms, but not in front of other teachers. I continuously attempted to maintain a strategic distance from complexity in terms of dialect. I needed information on the same focuses from diverse sources for triangulation. I moreover surveyed diverse writing to conduct this study.

3.10 Limitations of the study

I observed four classrooms of Preschool Kindergarten. Later on, I felt more classes were needed to observe. But due to Covid 19 outbreak I could not get the opportunity to observe the classes. During my interview session I felt the limited time between forty to sixty minutes were not sufficient to get the detailed picture. But participant teachers had to go for their next day's preparation for the class. So I couldn't take much time of them. Afterward, I could minimize these problems by applying alternative communication system. Through phone call I could able to get my desired information or confusion from the teachers.

CHAPTER 4

Results

In this chapter, the study's findings are presented and explained based on the collected data through classroom observation, in-depth interviews of Preschool teachers, and the respective school's administrative coordinators. This study tried to narrate the results with the findings of the research questions and the purpose of the study. As I observed four Kindergarten classrooms, I named the classes as class A,B,C,D. Following those classes, I gave pseudo names to the respective class teachers as class A Tulip, B- Lily, C-Dove, and D-Robin. After collecting data, I tried to depict them according to key themes and patterns. The key themes are given below:

4.1 Teachers' management practices and perception of Disruptive behavior:

To move towards the objective, it is necessary to comprehend how the teachers perceive disruptive behaviors and what influences these perceptions. At first, I would like to highlight the teachers' views defining the students' primary key term 'Disruptive behavior'. The principal theme, 'Disruptive behavior' support the existing research identified in this paper's literature review. Here I tried to focus on the disruptive behaviors described in the interviews, including teachers' illustration, including-learning processes within the Preschool classroom environment. All the teachers in this study portrayed extensive attention deficiency, talking out of turn, not following directions, and being off task as some of the regular behavior classrooms. The expressing behaviors (aggressive, impulsive, hyperactivity) also caught the educators' attention. According to a ten years of experienced Preschool teacher:

"The term disruptive behavior refers actually to an extensive range of behaviors. It can state to the activities of a child who is easily get distracted and off-task (absentmindedness), a child who is frequently out of his or her seat and on the move (hyperactivity), or a child who displays defiance. Some remain to display these behaviors with countless severity and frequency (Interview #Dove, 8.2.20).

Another teacher who was having 15 years of teaching experience in Preschool has given a vast picture of disruptive behavior from her long experience in this field. She stated, "Disruptive behavior varies student to student, but most common attributes are: having difficulty sustaining attention in tasks, fails to give close devotion, does not seem to listen when spoken to directly, frequently does not follow instructions & has difficulty forming tasks and activities. Some of them avoid, dislikes, or reluctant to engage in coursework that require supported intellectual exertion, misplaces things frequently, effortlessly occupied by

unessential provocations, often worries with hands or feet or battles in seat, clears out seat in the classroom or in other circumstances in which remaining situated is anticipated, runs around or climbs too excessively that is unexpected on that very moment, talks excessively and repeatedly utter same word or topic, is often insensible in daily activities, often has struggle playing or engaging in leisure activities quietly (Interview#Robin,8.2.20).

During my class observation, my findings were also closer to her statements regarding disruptive behavior. I have observed more than three or four students out of eighteen or twenty showed some unexpected behavior in each class. Frequently losing attention towards class lecture, asking irrelevant questions to teachers, looking here and there, playing with hands and feet, making a weird sound, and pocking the next student, leaving the seat, wanted to go to the washroom unnecessarily.

Now I am going to highlight the most common disruptive behaviors that I have found during class observation. I have also noticed the variation of handling techniques; how do they manage this conduct in-the-moment with that particular child. Some crucial points were also revealed through the conversation with the teachers.

4.1.1 Managing students with attention deficiency

In my first observation, I noticed attention deficiency problem among five students out of nineteen. In the second class (class B), I found two. In the third class (class C), I saw four among eighteen. The fourth class (class D), I got three among seventeen. Most of the classes' teachers were aware of the problem. They arranged the sitting arrangement close to the teacher's position near the board so that the students who are having difficulties concentrating can quickly pay attention. During class time, they have applied different techniques to hold

down back student attention. Sometimes, they got positive results for some moments, but the situation remained the same as before after a while. Those particular students could not hold their attention for more than two or three minutes. During the lecture time/instruction time, most of the teachers were calling those individual students names, when teachers found them inattentive, reminded them frequently to pay attention. Righter that time while getting their names, they tried to listen to the teachers or pretend to attend, but after 2/3 minutes, they have lost their patience and again become inattentive. It seemed they were flying away in a different word. Something was moving around their mind; they tend to busy with their world.

In my fourth observation in class D, I have found the teacher applying a different technique from others. Whenever she found that the students are losing concentration, she started applying intervention strategies, like "Let us close our eyes for 1 minute or let's take a sip of water, let us take a deep breath". During her interview, she mentioned that in the morning time before starting the lesson, she practices some yoga with the kids to better concentrate. On the other hand, in class C, the teacher applied something different. Whenever she found any of her student got inattentive, she came closer to the students and kept their loving hand to their back or head to make them feel comfortable. I found her calling the students to the board to continue the attention. One of the Coordinator stated,

"We use a range of guidelines methodologies, and these are being changed almost every 15 to 20 minutes. In our lesson plan, we separate the time frame according to the students' needs. For example, at the beginning of the lesson, we keep simple games or activities to refresh students' minds. Then we deliver information for 15 minutes via lecture, board work, or through PowerPoint presentation. This technique may be taken after by little bunch work or cooperative learning for 20 minutes. Following, students may lock- in person seatwork if the lesson demands" (Interview of Coordinator A #1, 7.1.20).

4.1.2 Dealing with irrelevant and unnecessary frequently asked questions:

Irrelevant questions during the lesson was another common occurrence. Students seemed to try to get the teacher distracted or off track. Educators typically complained that these behaviors in the classroom are meant to slow down instruction, which is not fair to the other students, stress-provoking for the teachers, and they had to occupy maximum time and energy dealing with the classroom disruption. During my class observation, I found that four students were showing restlessness in two classes and were asking unnecessary questions out of the track. Initially, teachers handled it patiently. These questions distracted the lesson; some other students joined the conversation. In a moment, the classroom became chaotic. The teacher of Classroom A initially (up to two times) answered the queries positively. But the third time she became annoyed with a student, raised her voice a bit harshly, and answered, "How many times do I need to explain the matter to you?" (Observation # class A, 7.2.20)

On the other hand, in class B, the teachers initially answered the students' unnecessary queries; later on, she avoided the questions and kept on teaching (Observation #Class B, 7.2.20). I discussed this issue with the teacher of Class C &D their management techniques if it had happened with them, one of the teacher said:

"The main thing I always do is, try to figure out what is the purpose of the student's questions. Is he/she genuine is it an attempt to get me off task? If the student is trying to get me to move away from the lecture or classroom activity, then I will tell them that we can talk about the subject after class is over so that the student can get my full attention. In this way, if the student is interested in getting an answer, it will be on his time and not taking away instructional time from the rest of the class." (Interview #Dove, 8.2.20)

Another teacher said, "Some questions may seem irrelevant, but are not because those are coming from their curious mind. If the question is about out of the topic, then I politely put it off. "That's a good point, but it's not what we're talking about now." I will address that with him/her in the manner or story class or playtime." (Interview #Robin, 8.2.20)

4.1.3 Managing maltreatments to peers by pocking or disturbing

During my observation, I suddenly found a girl in class B who started complaining that the boy beside him is pocking her with the sharpened pencil. Righter that moment teacher shifted the boy to another place. Then I started observing him closely. After a while, I found him trying to talk to the students around him, sometimes back, left, or right. After that, he started pinching the boy sitting beside him; the victim ignored him, but the disruptive one pocked him with a sharpening pencil, which caused slight bleeding, and the victim started crying. After that incident teacher snatched his pencil (a bit impolitely), changed his seat, and placed him alone. Teachers were busy with the injured boy by giving first aid. The whole teaching process got disrupted until the situation gets controlled. One teacher was constantly busy with the victim until his weeping stopped.

Later on, when I asked the teacher about that particular child, the teacher stated that this is his regular activity. Last week also he was taken to the coordinator's room. Initially, the teacher tried counseling, made his place beside comparatively cool students, but nothing worked. Wherever he sits, he disturbs others. Every day teachers need to change their place. However, now nobody wants to sit with him, and end of the class, after changing so many places, he remained alone. (Observation #B, 7.2.20). I discussed a similar matter with other teachers; they also admitted a similar problem in their classrooms. In the morning, the class teacher

arranged the seating plan, which is common among all the teachers. They tried to pair up the students according to their behavior. Teacher Tulip mentioned that in her class, there is a student who chooses his place. He wanted to sit with a particular child. If the child or teacher denies, he remains standing until he gets the desired one. Initially, the teacher tried to make him understand that he needs to mix up with all; thus, he can make more friends. Somehow if a teacher motivates and makes him sit with others but after going home, he complains, and his mother comes the next day to attack the class teacher.(Interview# Tulip, 8.2.20).Another teachers said,

“Since these potentially harmful behaviors are unacceptable, we do not allow these between children. Most of the time, they do not like something another child did, and they react. Or they want something another child has and see force as the easiest way to get it. When I see this type of arrogance in my classroom, I instantly make the student understand that this behavior hurts others” (Interview #Dove,8.2.20).

4.1.4 Controlling unnecessary movement

Naturally, children need to move, interact, handle things, and actively engage with their environment. But our traditional mindset says that students should sit silently and follow the instructions until the class dismisses. When I started observing classrooms, I found that my research school's one branch was having the proper sitting arrangements. The big well-decorated classroom had colorful chairs and tables. Those were placed in an organized way so that the students could quickly move around when needed.

On the other hand, the branch school had the opposite facilities with a traditional setting. Students sit in pairs. The entire classroom had limited space to roam around. During my

observation, I have found that in each school, two or three students tended to walk around, unnecessary leaving seat, tend to go to the washroom frequently, coming closer to the board to write. I have found this severity mostly in another branch, where students get limited space for movement and doing classroom activities. Teachers stated that though their lesson plan supports lots of activities, some students have a built-in tendency to roam around. I found the teachers verbally reminding and physically make them seated. Sometimes they do not give permission to go out of the classroom when it comes in frequent manner. Though the repeated reminder compelled them to go back to their seat. But those students cannot stop themselves from doing so again and again. Some students finished their work rapidly and started roaming and disturbing others who are on task. I saw the class teachers of class C&D keep some additional tool beforehand like blocks, storybooks so that when these students complete their tasks, they can easily make them busy again with other works.(Observation C&D,8.2.20)

4.1.5 Making nonverbal sound:

Unwanted noise is one of the disruptive events in class. During my class observation in class D I've found that when the teacher started writing on the board, a particular student started making a weird sound. In the first phase, the teacher ignored it. When she turned back again, the boy started making a sound. This time teacher verbally asked all who is making a sound. All the students started saying, "not me, not me" For a whole while, the class became noisy. Then the teacher quickly showed a red placard followed by traffic light system where students know that red means silent, orange means quiet chatting to the person next, and green means group talking. Within a second, the class became quiet (Observation # D,

8.2.20). When I discussed this matter with other teachers, they also shared that they face this problem almost every day in class time. They mentioned sometimes the sound of the airplane, barking sound, snake sound are everyday phenomena. The teachers agreed that reminding the classroom rules, rewards for being quiet, encouraging active listen and making students feel they miss out the important thing if they do not pay attention sometimes work. Teacher Tulip mentioned that,

"When I give some classwork and group discussion, there should be some meaningful noise, no doubt. But when I deliver something, there should be no side talk at that time. Otherwise, the effort of mine should go in vain. Being a teacher, what I do is I deliver the things neither too fast nor too slow, giving students' time to listen. I sometimes change the sitting positions of the talkative students. Generally, what I do is I stop and look at them for some time. Other students themselves request them to stop, sometimes I give some classroom responsibility so that they will feel more responsible and help the class moves smoothly."

4.1.6 Handling reluctant writer:

Writing is an important skill that preschoolers develop from an early age. I found some students through my observation who were reluctant to write and straightly refused to write. I found teachers continuously motivating and pushing them to write. Almost all the teachers agreed that writing is one of the leading skills they use in all subjects. They typically teach spelling by having kids write words for several times. They teach lots of subjects by having the child fill out a workbook page to see what they have remembered. They also appear in tests where they are asked to write things down. In my first observation, when the teacher asked them to do the bookwork, one student flipping the page, erasing something; somehow,

she was making herself busy with other unnecessary work. The teacher came to the student and made him understood how to write and write and walk away to attend to other children. When the teacher returned to her, she found her writing nothing, not even a single letter. The teacher holds her anger and again reminded her to write. The third time when the teacher returned, she found her the same as before. At that point, the teacher became so irritated and yelled at her and warned her to cancel her playtime until she finishes writing (observation#A,7.2.20).In another classroom, I found a couple of students were struggling with writing. The teacher mentioned that she has more than five students who are having writing difficulties in her class. She divided the students into two groups. She assisted a group, and her co-teacher assisted another group. With their close monitoring and assistance, the students with difficulties could finish writing on time (Observation# D, 8.2.20).Regarding this matter, one of the teacher mentioned,

"When children refused to do any activities that involved any pencil or crayon because of sensory processing disorder, they feel uncomfortable holding those properly. Sometimes they complain that their fingers are in pain actually they do not know properly how much strain to apply when utilizing these writing tools. Some students resisted writing because they have special needs that make writing more challenging "(Interview # Dove, 8.2.20).

Another teacher stated that initially, while teaching alphabets, numbers she applies a multisensory writing environment to make the reluctant writer comfortable. She implemented alternative writing with the stick, mark making with chalk, dot to dot tracing, writing with a fingertip on a sand tray or water, coloring on sandpaper, finger painting, etc. Gradually she encourages the students to write in a small amount. She inspires them to write on a small paper, and every day hangs those papers on the board to motivate them positively. Sometimes when students directly refuse to write she motivates students to draw the pictures related to the lesson or to write the key terms or words on the colorful paper. After that teacher hang

those on the display board and praise their work so that they feel privileged. In this way, they get interested and feel essential and fill the board with their writing, drawing pictures, doodling. Later on when they come to the track she requests to finish the pending work (Interview # Robin, 8.2.20).

4.2 Teachers' challenges and limitations in handling disruptive behaviors of students:

Teaching disruptive students are more challenging than teaching other students. The following points came up through the interviews of teachers and coordinators.

4.2.1 Restriction on disciplining children:

Teachers shared their anxiety that they must teach and understand the difference between public behavior and private behavior. They often get confused about the effective ways to set limits and instill self-control in the students. Every classroom has certain expectations. Though they practice the ground rule every day, they frequently remind the classroom expectation, but these strategies never work for some of the students. All the teachers agreed that punitive approach makes a child feel upset, resentful, incapable, and badly about themselves and disconnected from teachers. Such feelings do not create an opportunity for reflection and learning, but light punishment is sometimes needed to establish a smooth teaching-learning process. Earlier, they used to apply verbal repair strategies, timeout, special chair, collective punishment, refraining themselves from rewards, stickers, and chocolates. Because of the pressure from management and parents, they cannot apply any even they do

not use the word 'Punishment'. Earlier, the students felt guilty about their indiscipline behavior and apologized, but nowadays, students' events do not bother. If teachers sometimes raised her voice, they immediately complain to parents, and in some cases, it makes misunderstanding and comes extra pressure to teachers. Another teacher also shared that they send the students to the Coordinator's room when they fail to handle any situation. In this matter, one of the Coordinator stated,

"When a student lacks abilities in discipline, our reaction is not to punish them but to provide additional support so that they can accomplish. Students who struggle to behave appropriately, need scaffoldings to learn how to relate to others and function effectively in the school environment. People who are being punished do not rapidly learn to stop a behavior " (Interview# Coordinator A, 7.2.20).

Another coordinator stated,

"When the teachers bring the disruptive students to my room, I do not scold them. I pretend to be upset and try to make them understand that their parents become distraught with their unpleasant behavior and ask them if they would like to finish their work with me or to sit in front of me?" (Interview of Coordinator B, 8.2.20). Both the coordinators stated the same that most of these behaviors fade away with their growing age. But the poor preschool teachers have to deal with this pressure.

4.2.2 Consideration of lesson plan & additional support

Most of the teachers expressed that they have some students who have difficulty learning skills in their classes. Some have acute ADHD, speech difficulties, autism. It's challenging

for the teachers to handle these students. They need special care, one to one attention, and a different lesson plan. But they have to follow the same lesson plans for all. But their condition demands something special. They are bound to finish the lesson within a fixed period. Teachers have less authority in scheduling lessons as the plan is followed by all the branches equally. Some of the students need close monitoring with a shadow teacher. But management and parents do not support them with this facility. Teachers cannot give them much time as they have lots of work to do in a short period. When I discussed this matter to the coordinators, they said their lesson plan is adequate and supports all learning needs. But teachers said differently. Regarding shadow teacher, coordinators said their policy does not help the extra teacher. Actually, they do not get support from the parents' side as parents have to pay the expenditure along with the regular tuition fees.

4.2.3 Excessive workload of the teachers

Teachers indirectly expressed that day by day; they are being imposed extreme pressure by the management. As they apply Activity-based learning, they need to prepare lots of materials, arrange several activities, edit lesson plans, pedagogical documentation and take remedial classes for the weak students. They said they need to work at home also to finish school work. Things are becoming upsetting, and they have substantial mental pressure. Some stated that with this mental stress, some physical discomfort like hypertension, stress migraine etc. have developed among them. When I discussed with the coordinators, they did not deny it, but they said they are also under pressure with the current need and competitive world's demand.

4.2.4 Lacking support from Parents

Frustration also arises from parents' misbehavior and noncooperation. Some parents hold the teachers responsible for students' adverse outcomes. Teachers sometimes try to seek parents' support because the root of the reasons originated from home. The parents who support teachers and cooperate by applying the same procedure at home that the teacher uses at school positively improve. When students find that teachers and parents treat them in the same manner, they started improving. However, in most of the cases, Parents do not spread the hand of collaboration. They behave that this is the shared nature of children, which is only the teachers' responsibility to handle. Sometimes students deliver wrong messages about teachers to the parents. It makes parents furious, and they make chaos with the school management, which negatively influences their professional wellbeing. The coordinators and teacher agreed that some students might have some problems.

In extensive cases, they need professionals to help. In that extreme condition, coordinators seek professionals to help through the parents. Most of the parents deny and want to prove that their children are pretty standard. In those cases, proper management slows down. In this topic, the teacher Robin shared her experience:

"Two or three years back, I had an adorable student who tended to attack peers with sharpen things. Many occurrences had happened in front of the teacher; several written complaints came from the parents; at one point, the authority almost decided to discontinue her. Later on, the parents took help from the professional, and with the help of mine as a class teacher, the student becomes fully cure. Sometimes some cases are beyond our label. Parents positive attitude and teacher's cooperation can solve the bigger problem." (Interview #Robin, 8.2.20)

4.2.5 Teacher's educational background & Inadequate scope of classroom management training

Most of the teachers urged that their educational background does not match with the related field. They also do not have proper management training on disruptive student management. Partial said that they gained the management techniques through their long term teaching experiences. Some guidelines were stated from the authority side, some they have learned from the senior teachers. Both the coordinators mentioned that while recruiting new teachers, they prefer teaching preschool experiences and mostly prefer child development degrees. But most of the applicants of the cases come from different backgrounds. They also mentioned that we have less scope for getting a professional degree in teaching and early childhood management in our country. We have limited coverage for getting additional courses in this field. Coordinators said that their school always arrange CPD training, some of the session aimed to enhance teachers' skill in managing behavior difficulties. They also said that management never gives the entire class's responsibility to a fresher. The new teacher must work with an experienced teacher to handle young kids' techniques and perceive the school's rules and regulations.

4.2.6 Weaker Teacher-student relationships

All the teachers believe that teacher-student relationships are vital for student learning; warm and caring interactions between teachers and children can reduce the child's disruption. The students are likely to believe their teacher more, appear more engagement in learning, carry on way better in class, and accomplish at higher levels academically. Teachers expressed that

students are not learning respect to their teachers; maybe they listen to something negative about school and teachers. Their love for teachers found in earlier generations is now mostly absent in this digital era. But I have seen some apparent gaps in terms of positive relationships in some cases. Though some of the teachers support a positive relationship, their behavior was a bit opposite.

CHAPTER 5

Discussion and Conclusion

5.1 Discussion

The general purpose of the study was to understand better management practices of disruptive behavior in English medium preschool classrooms, exploring how the challenges, stress, and limitations the teachers face also came to my focal point. The data gathered depicts real experiences of classroom observation, coordinators views, classroom management techniques, challenges and diversified opinions of the Preschool teachers who witnessed disruptive behaviors every day.

5.1.1 Physical environment of the classrooms

The physical environment of Preschool classes is essential for the students. In the classroom, the way furniture is arranged, where students and teachers sit, and where materials are placed

all affect the behavior of those in the room—students and teachers. I have found the differences in classroom arrangement in both branches. The branch school had limited space for the students to do the activities; the sitting arrangement as traditional as two columns facing towards the board. Students faced difficulties while getting out of their Place. Some could not see teachers face, board correctly. Teachers also felt unwilling to walk around. Students were feeling uncomfortable what causes some disruption.

On the other hand, the main branch had the exclusive facilities with the broad room, and a sitting arrangement was circling setting where teachers can frequently reach out to each student. They had some corners with the facility of storybooks, toys, and blocks. Teachers can easily permit students to move to those corners when needed.

5.1.2 Inappropriate distribution of the students

During my observation, I've found that the students who are making troubles are not divided equally to each class. More than four or five students are desperate in troublemaking in some classes out of eighteen or twenty students. During my interview session, one of the teachers expressed her agony,

"Every year I have to deal with lots of hyperactive students. Management thinks that I can handle them efficiently, so they give me more students comparatively others." (Interview# Lily, 7.2.20)

I think to manage the students effectively, the distribution of students is essential. If the teachers spend most of her time disciplining several children, then the teaching-learning process will be hampered for the regular students. Literature also supports that,

"Teachers often report feeling overwhelmed and dissatisfied by having students with disabilities who engage in problem behaviours in the classroom" (Palawat, 2014, p.6).

5.1.3 Establishing classroom rules and discipline

Disciplining in early childhood is fundamental to progress social, emotional, and behavioral abilities that children will need for the rest of their lives((Nieman & Shea, 2004). Here I found the teachers who were struggling to keep their students focused and on task throughout instructional time. Though they stated and I observed that the classroom rules are practiced in every class, some positive discipline strategies needed to follow. The disciplinary measure should be infrequent, but it should also be immediate. Class teachers stated that earlier they used to remove students privilege like playtime and rewards, but now they cannot use punishment. But students need to know the differences between casual and formal behavior from childhood. I found some frustration among teachers when they cannot even apply any reprimand when the behavior turns aggression. They urged for some specific disciplinary rules for the problem maker, but the coordinators disagreed. They said that establishing punishment in Preschool level is out of their school culture. According to Lee (2020), Preschoolers have a simple understanding of proper from wrong. They can follow easy guidelines and frequently intention to delight adults. To place the child in Time-Out or Calming Corner for most important rule violations, like aggression, or for those times when the child doesn't concentrate on a instruction can be an effective disciplinary measure. If the student refuses to go to timeout or the offence is not worthy of a couple of minutes far away from the action, casting off a privilege related to the conduct maybe some other measure. On the opposite hand, Levin (n.d.) stated that children can spend time in the special corner of the classroom if they feel the need to handle big emotions, instead of timeout. If a child needs

some time to recover control of his or her feelings, they can use the tools to regulate their emotions by going to the calming area. Using a calm down area helps young children hold their feelings instead of punishing them for making poor choices. The "Safe Spot" or "Calm Down" area can help children learn how to problem solve and make better alternatives.

5.1.4 Rigid lesson planning

For managing the students with difficulties, teachers required much extra effort, changing plans and material and working hard to achieve the main objectives. They can generate their lesson plans that suitable the class's specific requirements. It is challenging to follow a framed schedule when dealing with different student behaviors and abilities with classroom disruptions. That is why it is essential to adjust lesson plans and classroom procedures on the fly. On the other hand, nobody wants to adjust lesson plans after spending so much time developing them, but it is almost guaranteed that all day things will not go as scheduled.

They should have that authority to decide what parts of the lesson plan need to be adjusted for the class as a whole. One of the Professor of Virginia Commonwealth University and former high school English teacher, stresses the importance of this flexibility for teachers in their lesson planning and delivering. She believes "Good teaching comes not from following a recipe, but from consistently putting student needs first" (Christenbury, 2010, p.4). However, here I found teachers have less authority in changing, pausing the lesson plans as all the school branches follow the same lesson plan following fixed yearly plans. Assessment criteria are also the same for all the students.

5.1.5 Teacher-Student relationship

Teachers need to spend more time to connect with students as a connection is vital. They should have adequate time to spend with these students. Here all the teachers expressed their frustration about the immense workload. Documentation, keeping records for portfolio, pedagogical work, and organizing various events hinder students' attention. They commended that they could even give more time to the students who show disruptive attitude if they would get more time. In a current study (Archambault, Makombo & Fraser, 2017), researchers found that closer relationships with teachers anticipated students' advanced behavioral commitment. It has also been shown that positive educator kid connections can impact scholarly results and social proficiency of the students (Downer & Pianta, 2006).

5.1.6 Teacher's skill development:

I found almost all of the teachers were conscious of their students and the limitation areas. Though teachers' classroom management approach varied depending on their skill, experiences they gathered etc., but the teacher's initiative to maintain the positive environment was evidenced in class observation. Teachers typically interacted with their students in numerous ways, counting instruction. However, suppose the teachers have inadequate skills on handling problem behaviours of children. In that case, this may lead teachers to display misbehavior, and even it is likely to see various forms of emotional mistreatment. The criteria for effective teacher behavior are synonymous with teacher performance or competency. Poor classroom organization is the leading cause of being identified as unsuccessful (Berliner, 1986; Espin & Yell, 1994). The educators who were

younger and had less teaching experiences faced more difficulties regarding student management. On the other hand, I have found the experienced, middle-aged teachers were comparatively held more patience, their techniques of managing disruption found more useful. If the behavior does not resolve by applying any method, it is probably not fair to keep doing it and try different possible solutions.

Besides, it is essential to uphold a positive attitude by being a Preschool teacher. A positive attitude helps to view any challenges as opportunities to learn and grow. It can be starting with choosing optimistic words. Words are more powerful. If teachers expect that, all students can learn, their words and actions should reflect that belief. When they maintain a positive attitude, they can find solutions to any obstacles encounter. Positive teachers are upbeat and in a generous spirit. Studies affirm that when instructors are positive and caring, children learn better, and their improvement progresses. I felt for some of the teachers that positive attitude and optimistic wording are missing in some cases. Positive reinforcement also concretes for the preschoolers, but I didn't found here intensely.

Teachers' educational background, teaching experiences also meaningful in Preschool teaching. Worldwide the Preschool teachers must have a strong academic background on Early childhood teaching background or specialized training on the respective field. But in our country, we have limited scope for getting professional degrees in this field. We have fewer facilities for teacher training, especially for private sectors. In my study area, most of the Preschool teachers are from Business education background. They do not accrue any additional degree or courses in early childhood management. They got their experience by assisting the senior teachers or continuing in the same class years after year. Though they have in-house CPD training facilities, most of the teachers shared that those training helpful for their learning but most of the topic does not match their actual needs. They also feel that

they need practical training that can build their professional skills and the ability of effective teaching.

5.1.7 Collaborative relationship with the parents

Teacher-student and parents –it's a triangulated relationship. The teachers at this settlement almost become second parents to the children. Without parents help changes cannot be possible. When parents and teachers strive together, the child benefits. Most of the teachers mentioned that the parents who admit their children's problem and cooperate help their children rapidly. They said that earlier Teacher-Parents relationship was very respectful.

Nevertheless, now most of the parents treat teachers as a rival. They tend attacking teachers, coordinators for the minor issues. Moreover, they do not want to cooperate with the teachers. Most of the times, the actual reason for disruptive behavior comes from home. Though here the management maintains open door policy but the coordinators expressed that parents' misbehavior is increasing day by day, which causes extra mental pressure for the teachers. The teachers felt like they could make a difference in the children's lives if they would get positive support and trust from the parents' side.

Many prospective teachers are not adequately prepared to deal with disruptive student behavior. So, in reality, managing the challenges and issues of disruptive behavior is still an illusion. It may have some specific causes, but some general circumstances make disruptive behavior more likely to happen. This may comprise poor parenting and poor teaching. The first thing that a teacher has to think of, why the student is disrupting the class? Is it because of the teaching method followed in the class? Even the most disruptive students will sit for

hours together on computer games or engage themselves in other hobbies that they enjoy so that it may be due to the lesson and the method that is taught may not be attractive.

4.2 Key Findings

Detailed review of the result states the following key findings.

- A significant number of students was showing disruption in the classroom. Every classroom had four to five students out of 18 or 20. Classroom structure, the number of students, sitting arrangement sometimes provoked the disruption.
- Teachers paid extra attention to managing inattentive and problematic behavior. Teachers' classroom management varied in terms of their techniques, teaching experiences. Teachers applied different techniques to bring back students attention. Some verbal code, continuous reminder using their names was used.
- Purposive sitting arrangement was found in every observation. Like pairing the talkative one with the silent one, restless student with the calm student as they know about the particular students (attention deficit), they tried to make the sitting arrangement closer to teachers to get assistance quickly.
- Alternative techniques apart from lesson plan was used like- instead of writing, teachers asked the reluctant ones to draw the picture of the content or write only the key words only.
- Teachers applied some movement technique. In some classes teachers arranged some corners with toys, blocks, picture books to engage the disruptive students. When

students tend to roam around or finish their task and try to bother others, teachers engage with those supporting tools to manage any disruption.

- Teachers implemented interesting visual signs like –different colored flashcards followed by the traffic signals to calm down the classroom
- Teachers managed the reluctant writers by assisting closely. Teachers sat with them and assisted to finish their work.
- Positive reinforcement, motivational techniques were applied. Teachers display the reluctant writers drawing or key words to the display boards to make them feel privileged and encouraged positively. Sometimes reinforce the disruptive students to give extra play time or stars, stickers on the hands.
- Regarding unnecessary, frequently asked questions, initially, teachers tried to respond positively. But afterwards, put it off technically.
- For the students who intentionally hurt others, teachers try to counsel him first, change the Place where he sits, and sometimes place a chair beside the teacher to monitor him closely. If the behavior persists, they take the child to the Coordinator's room. This is their utmost action without giving any punishment.
- Teachers managed reluctant writers by assisting closely. Students who face difficulty in writing teachers sit with them and help them in finishing their work.
- A significant number of students was showing disruption in the classroom. Every classroom had four to five students out of 18 or 20. Classroom structure, the number of students, sitting arrangement sometimes provoked the disruption.

- Teachers seemed reluctant and had less authority in terms of handling disruptive students. Less disciplinary measures were applied in case of disruption in the classroom.
- The extensive workload of the teachers causes depression and less attention to the students.
- Regular lesson plans were not supportive of these disruptive students.
- Parents' misbehavior and noncooperation cause teachers frustration and obstruction in dealing with the kids having difficulty in behavior.
- Teachers' are from a different educational background, and most of them did not receive any supportive training on Early Childhood Education or similar field.
- Experienced and middle-aged teachers were found more efficient handling disruption than the younger and less experienced ones because teachers' earlier experiences and interactional styles are essential and it influences to interpret student's behavior for initiating and sustaining effective communication.

5.3. Conclusion

Disruptive behavior is becoming additional frequent within the classroom and is specifically associated with actions that block the teaching-learning process. Teachers spent more time on discipline and redirecting students, resulting in a disruption in that teaching-learning process. This study provided a picture of English Medium Preschool classroom disruption caused by some of the teachers' students and management procedure. Findings from the current study suggest that there are differences in addressing classroom behaviors within classroom

settings. Teachers are needful for improvements and support from the management and policymakers. The respondents caution about the wellbeing of their students and try to figure out ways to be successful and knowing when the child needs some additional support. But in reality, their success rate lag behind due to some reasons. It has a wide variety and categories and being influenced by internal and external issues. Educating preschool can be full of laughter and small delights, and when children see their teacher is having pleasure and making the day shining, it'll offer assistance them come along for the ride. Whereas not every day is getting to be daylight and rainbows, putting on the right front and approaching the day with eagerness can lead to a positive criticism circle that might make the day a small brighter.

5. 4 Recommendations:

Recommendations are provided below based on a practical study to manage the disruptive students and teachers stress:

- Teachers need some flexibility in terms of alteration lesson plan, activity plan to meet individual student needs .Establishing backup plans can also be an additional way to get prepared for the unexpected occurrence.
- Preschool teachers can get the opportunity to increase their emotional skills like tolerance, patience, problem solving skills through various workshops, seminars.
- More attention is needed to improve teacher-student relationships as a connection is vital. Teachers need to encourage to spend more time connecting with students. If students love their teachers, half of the problems resolve automatically. Teachers can build authority over the students with tactics, using positive wording other than fear as well as motherly feelings for the children

- Collaboration between teacher and parent is important to build and maintain excellent and supportive relationships. Teachers and the school authority may keep parents in the loop to promote good mechanism. It does not mean that every time a child is defiant or acts out to call the parents, but if it is seen a pattern, make sure to communicate with the parents. When teacher and parents work together, the child could benefits. The coordination between family and school is needed to build and maintain excellent and supportive relationships.
- School Managements may take some simple steps like- dividing the students in each section equally in terms of students' quality, fixing some disciplinary measures for the students according to the school culture.
- Most of the teachers' educational background do not match with the particular field. School authority may arrange in-house Continuous Professional Development (CPD) training focusing on the need of the teachers.
- Preschool classes would be more beneficial if a class consists of the combination of one senior teacher and one junior teacher. In extreme cases, management could support the teachers by providing shadow teacher.
- Developing a problem-solving team approach with the teachers can be more effective.
- Education systems may give an attention with the opportunities of early childhood teacher education and relevant training and support to improve their professional skills so that the system retains a high level of teaching excellence.

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APPENDIX A

Institute of Educational Development, BRAC University
Master's Thesis Program
MEd in Educational Leadership & School Improvement

Consent Form

I am Zubaida Rowshan, MEd. student in Educational Leadership & School Improvement at BRAC Institute of Educational Development of BRAC University. A research-based Master thesis will have to be submitted to my thesis committee as part of my obtaining the degree.

You are welcome to take an interest in a study titled “Disruptive behavior of the students in English Medium Preschool: Exploring the classroom management practices and challenges.”

The Purpose of this study is to explore teachers' general practices and classroom management strategies to deal with students' behavioral problems and the challenges they face dealing with the disruption.

You have been chosen as a potential member in this study. I will interview you to know your views on the issue, and your experiences about teaching learning practice with students will contribute to the study a lot. Probably, it will take around an hour. There will be no monetary compensation for your participation. There is no identified risk from participating in it.

I will maintain the confidentiality about your identity. Any information that is obtained in connection with this study and that can be identified with you will remain confidential. The researchers named below will be responsible to ensure the protection of the information.

If you are willing to participate in this research, I would request you to sign this consent form. Your participation in this research is willful. Therefore, you may withdraw your participation at any time during the interview or later while the data is analyzed

If you want to find out about this research or a significant explanation that you may require if you do not mind contacting the accompanying person.

Name of the Student: Zubaida Rowshan

MEd in Educational Leadership & School Improvement:

Address: House 320,rd-5,baridhara DOHS Email: rinky3178@gmail.com

I have read the consent form or my acquaintance read it to me. I completely understand my rights about participation and am willing to participate in this research.

Name : _____ Signature& Date _____

APPENDIX B.

Interview questionnaire (semi structured) for Preschool teachers:

Teacher's name:

Age:

Qualification:

Class Teacher of:

1. How many years' experience do you have working as a teacher in Preschool ?
2. How many classes do you take in a day?
3. Do you face any behavioral problems among your students?
4. How many students do you have in your classroom with problematic behavior?
5. How do you define problematic behavior?
6. What are the possible causes behind the problems?
7. What do you understand by classroom management?
8. What are the role of the teachers in managing classroom when problem behavior occurs?
9. Do you believe establishing rules and procedures is helpful in managing the classroom?
Yes/No If yes then how? Please mention.
10. Do you support positive behaviors need to be rewarded by positive results? Yes/No Why?
11. Do you consider negative behaviors need negative rewards? Yes /No Why?
12. What are the strategies or techniques do you normally use in maintaining order in your classrooms?
13. What has happened after the challenging behavior? How do you react?
14. Do you give any kind of verbal encouragement to the challenged student? Give an example.
15. How would you motivate your students who are having problems?
16. Do you think you have the abilities to work with difficult students?
17. What qualities does a preschool teacher needs to possess to manage the classroom with problematic behavior?
18. During class observation I found _____ situation in your/ another classroom, If it happens in your classroom how would you manage?
19. What do you do when you fail to manage these issues?
20. Have you ever expressed to authorities to give the support to handle these issues? If yes then how do they support?
20. Have you ever felt of taking any special training on managing students' behavioral problem?

21. What is your opinion about professional development training on managing this type of students?

APPENDIX C.

Interview questionnaire (semi structured) for school Authority:

Name of the Interviewee: _____ **Date**_____

School: _____ **Interviewer:**_____

Post holds:

1. How many years' experience do you have working as a _____?
2. How many preschool teachers do you have in your school?
3. What are the maximum qualification and years of work experiences of those teachers?
4. When you recruit any preschool teacher what qualification do you prefer?
5. What are the skills a preschool teachers should possess?
6. When a teacher starts teaching at this school, does he/she undergo any formal training?
7. When a teacher begins teaching at this school, is there any program or policy that he/she will get chance to work with an experienced teacher or teachers who instruct as mentor?
8. How do you perceive the relationship between the teaching process and classroom management?
9. What assessment strategies do you follow during admission test?
10. In preschool what type of problem behavior among student do you face?
11. When a teacher brings up a classroom problem, how do you solve?
12. What techniques do you follow to minimize the problems?
13. Does your school support punitive approaches for the disruptive behavior? Yes/No
 - a. If yes please define the types.
 - b. If No please mention the reason.

14. Do you involve parents when any child is having difficulties with the behavior?

Yes/No

If yes how?

15. Do you encourage teachers to update their knowledge and skill regarding this issue? Yes/No.

How?

16. Do you ever feel that teachers need special training on managing disruptive students?

Yes/ No

Why?_____

17. Do you provide any professional development training in managing disruptive students?

Yes/ No. If yes, please mention the types of training.

18. How are staff development needs identified?

APPENDIX D.

Classroom Observation Checklist:

Physical environment of the class:

Number of Students:

_____ Boys: _____ Girls: _____ No. Absent _____

- Approximate size of classroom: _____ ft. x _____ ft. Notes:
- Does the room appear crowded? yes _____ no _____
- Classroom looks neat and orderly: yes _____ no _____.
- Is the blackboard/white board of adequate size and located appropriately?
- Ventilation (comfortable, hot, cold, etc.) _____
- Lighting (type and adequacy) _____
- Sitting arrangement:

- Positioning of the students having problematic behavior:

- Specify what types of technology are presented within the classroom (e.g., overhead projector, computers): _____

Classroom management observation checklist:

Class.....

Date

Time.....

Teacher:.....

Subject.....

Methods of the lesson: Traditional/activity based/mixed

Classroom management indicator:	N	M	E
Positive attitude towards students			
Established set of classroom rules			
Posted classroom rules			
Minimal time used for transitions, discipline, organization			
Understudies inherently inspired to participate			
Teacher positively reinforces proper behavior			
Effective time management			
Engages all students in learning			
Constantly monitors classroom while teaching			
Class in control during lesson			
Students focused on task			
Extra attention for inattentive and problematic students			
Reinforces classroom behavior expectations			
Redirects/stops inappropriate behavior			
Responds to disruptive behavior consistently and respectfully			
Evidence of attention getting strategy			

Key: **N** (needs improvement, **M** (meets), **E** (exceeds)

Detail information:

Evidence of punitive approach for the disruptive students

Evidence that teacher understands how to handle disruptive behavior

Evidence of the teachers step right after the 1st behavioral problem

Evidence of the teachers step right after the 2nd behavioral problem

Evidence of the teachers step right after the 3rd behavioral problem

Evidence of the teachers step right after the next behavioral problem (if any)

Evidence of the teachers step right after the next behavioral problem (if any)

Observation notes:

Strengths and weakness in regard to classroom management: