

Teachers' Perception and Practices Related to Preschoolers' Self-Regulation Skills in the Classroom

By

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A thesis submitted to Brac Institute of Educational Development in partial fulfillment
of the requirements for the degree of
Master of Science in Early Childhood Development

Brac Institute of Educational Development
Brac University
December 2021

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Declaration

It is hereby declared that:

1. The thesis submitted is my own original work while completing my master's degree at BRAC University.
2. The thesis does not contain material previously published or written by a third party, except where it is duly cited through full and accurate referencing.
3. The thesis does not contain any material that 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

Title of Thesis Topic: Teachers' Perception and Practices Related to Preschoolers' Self-Regulation Skills in the Classroom.

Student Name: Faria Islam

1. Source of population

Teachers from private Kindergartens situated in Dhaka, Bangladesh.

2. Does the study involve (yes or no)

- a) Physical risk to the subjects - *no*
- b) Social risk - *no*
- c) Psychological risk to subjects - *no*
- d) Discomfort to subjects - *no*
- e) Invasion of privacy – *no*

3. Will subjects be clearly informed about (yes or no)

- a) Nature and purpose of the study - *yes*
- b) Procedures to be followed - *yes*
- c) Physical risk - *n/a*
- d) Sensitive questions - *yes*
- e) Benefits to be derived - *yes*
- f) Right to refuse to participate or to withdraw from the study - *yes*
- g) Confidential handling of data - *yes*
- h) Compensation and/or treatment where there are risks or privacy is involved - *yes*

4. Will Signed verbal consent be required (yes or no)

- a) from study participants - *yes*
- b) from parents or guardian - *n/a*
- c) Will precautions be taken to protect anonymity of subjects? – *yes*

5. Check documents being submitted herewith to Committee:

- a) Proposal - *yes*
- b) Consent Form - *yes*
- c) Questionnaire or interview schedule - *yes*

Ethical Review Committee:

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Abstract

Development of self-regulation skills is important for ensuring life-long success. Pre-school age is the most crucial period for the development of self-regulation skills in children. In this regard, preschool teachers can facilitate and teach different strategies to develop self-regulation skills in preschoolers. However, teachers' practices to promote self-regulation skills is influenced by their prior knowledge and belief regarding the matter. Hence, this qualitative research was designed to explore teachers' perception and practices related to self-regulation skills of the preschoolers, who are enrolled in kindergartens situated in Dhaka Bangladesh. The findings of this study indicated that the participants had knowledge gaps about self-regulation skills in children. Moreover, the findings suggested that the participants use different strategies, among which several strategies are effective for prompting self-regulation skills while some are responsible for hampering the development of self-regulation skills in children. Furthermore, the findings show that teachers face several challenges, which are needed to be addressed immediately to ensure preschoolers' healthy development of the self-regulation skills. Finally, as recommendation, the study suggested that kindergarten teachers' training must be made compulsory. For that, kindergartens should be taken under government regulation and to do this, some related policies are needed to be revised. Lastly, large scale researches are needed to be conducted in order to understand the issue nationwide.

Keywords: teachers, perception; practices; self-regulation skills.

Acknowledgement

First and foremost, I would like to express my earnest gratitude to my supervisor, Ms. Ferdousi Khanom, Senior Lecturer, Brac Institute of Educational Development, Brac University, for her guidance and constant support during the thesis. This thesis would not have been possible without her contribution. Then, I would like to give special thanks to Ms. Syeda Fareha Islam, Senior Lecturer, Brac Institute of Educational Development, Brac University, for reviewing the research tool guidelines. Moreover, I would like to thank and appreciate the efforts of the ECD faculty members, Ms. Sakila Yesmin, Ms. Syeda Fareha Islam, Ms. Syeda Sazia Zaman, Ms. Ashfi Mehnaz, and Ms. Areefa Zafar for their invaluable support, encouragement and insightful feedback throughout the program. I would also like to thank Mr. Mujahidul Islam for his continuous support from the beginning of the ECD course.

Furthermore, I must acknowledge the participants of this study. I express special thanks to all the participants, as they have participated enthusiastically and cooperated very well.

Last but not the least, I would like to thank my family members from the bottom of my heart for providing me with their immense support throughout this beautiful journey of my life.

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List of Acronyms

COVID-19: Coronavirus Disease 2019

FGD: Focus group discussion

IDI: In-depth interview

Chapter I

Introduction & Background

Introduction

Self-regulation requires using of multiple skills which allow children to deliberately control their emotion and thinking in order to help them to behave appropriately in accordance with the environment (Rosanbalm & Murray, 2017). Research conducted for forty long years on 1,000 children revealed that, the development of self-regulation skills in early childhood is strongly associated to predict long term academic success, higher income rate, better social life and health in adulthood (Moffitt et al., 2013). When children experience overwhelming emotions, their stress responses get triggered and it becomes difficult for them to regulate their thinking to stay focused, listen and cooperate with others (Brown & Patton, 2017). During such times, self-regulation skills help the children to deal with the stress impulses and get back to the baseline of being calm, focused and aware (Shanker et al., 2017).

Nonetheless, mastering of self-regulation skills in early childhood is considered to be very crucial because research indicates that it contributes to both children's classroom behavior and academic achievement (Riva & Ryan, 2015). When children learn to self-regulate effectively, they can sustain or shift their attention to follow instructions, avoid distractions, control rash responses in the classroom, adjust when rules change and persist at problem solving (Webster, 2015).

However, the development of self-regulation skills begins from infancy but pre-school age is considered as most crucial period for the development of self-regulation skills as

the part of the brain which is associated with the development of these skills grows rapidly during that time (Rosanbalm & Murray, 2017). According to Dudrey (2021), self-regulation skills can be improved constantly in children if provided with right guidance and environment. Therefore, the pre-school teachers are definitely very much responsible to provide the children with right stimulation and teaching so the children master the self-regulation skills (Jacob et al., 2020). In this regard research indicates that teachers' perception and knowledge regarding the matter of children's self-regulation skills influence their practices to foster the development of self-regulation in the classrooms (Efionayi, 2020). Considering these facts and understanding the pivotal role of teachers in determining healthy development of self-regulation skills in children, this research intended to explore and get an in-depth idea about the perception and practices of the kindergartens' teachers regarding the self-regulation skills of preschoolers.

Statement of the Problem

In Bangladesh, there are mushroom of privately run kindergartens present in every nook and corner of the country and parents are seen to prefer these kindergartens for their children to get pre-primary education for a very long time in both rural and urban areas (Education Sector Analysis, 2020). However, the government has emphasized on children's development of self-regulation skills in pre-primary curriculum and in the National Education Policy 2010 of Bangladesh, it is mentioned that the pre-primary curriculum must groom children to become tolerant to others and teach them the necessary disciplines that are required for subsequent formal education" (MoPME, 2013). Despite of this fact, it is unfortunate that the quality of the privately run kindergartens are not assured and monitored by the government. Moreover, these kindergartens follow their

own curriculum and also lack trained teachers to provide early childhood education (Bhatta et al., 2020).

Furthermore, in Bangladesh, children's socio-emotional development is greatly attributed and hampered because of lack of knowledge and wrong practices related to the matter (Alam et al., 2021). On top of that, the recent COVID-19 pandemic has caused sudden closure of the schools, for which pre-school aged children have missed a crucial aspect of their life to interact with others in order to enhance their development of social skills (UNICEF, 2021). Moreover, finding indicates that, as an immediate impact of COVID-19 pandemic, children are exposed to isolation and a great deal of mental stresses, which have hampered their socio-emotional development significantly (Moroni et al., 2020).

Considering this situation, teaching children self-regulation skills must be recognized and prioritized as an essential part of the learning in preschools so the developmental disparities that have occurred in the children can be mitigated (Berger et al., 2021).

Nonetheless, it is true that teachers have a great deal of influence on the children's development of self-regulation skills in the classroom but ultimately, their practices in this regard depends on their prior knowledge and belief regarding the matter (Spruce & Bol, 2015). As in cases of kindergartens present in Bangladesh, it cannot be ensured that teachers practices are effective in supporting the development of the self-regulation skills of the children (Bhatta et al., 2020). It can be said that the development of self-regulation skills of the children enrolled in those kindergartens depends on respective teachers' knowledge and perception regarding the issue. Therefore, this study was designed to explore and get an insight about how supportive the teachers are in promoting the development of self-regulation skills in the preschoolers of Dhaka, Bangladesh.

Purpose of the Study

The purpose of this study was to explore the perception of the kindergartens' teachers regarding preschoolers' self-regulation skills. Through this study, it was expected to find out what knowledge the teachers perceive about the developmental process, contributing factors and significances of self-regulation skills in preschoolers.

Moreover, this research identified the practices of the private kindergartens' teachers in supporting the development of preschoolers' self-regulation skills in the classroom. By exploring the strategies that they use in the classrooms, their practical knowledge about the matter was explained.

Furthermore, the study was focused on comprehending and recognizing the challenges that teachers face in the classroom to promote the development of self-regulation skills in the children. Through this study, how teachers address the issues relating to the matter was explored in detail as well.

Significance and Justification of the Study

Self-regulation skills are considered as one of the core components of socio-emotional development but sadly, in Bangladesh, it has been seen that almost one third of the children between the ages of 3-4 years are at risk of developing poor socio-emotional skills (UNICEF, 2019). Moreover, to ensure the holistic development of the children, equal priority must be given to all the developmental domains, as different domains of development are interdependent (McGuire, 2019). Therefore, the issues related to the children's development of self-regulation skills require immediate attention, yet, very little research and exploration have been done in this regard in the context of Bangladesh. Hence, this study was designed to explore kindergarten teacher's knowledge and

practices in supporting the development of self-regulation skills in preschoolers and contribute some insight regarding the matter.

As mentioned earlier, teachers' perception and knowledge regarding the matter of self-regulation skills actually play a role in determining their practices in promoting the development of self-regulation skills in children (Efionayi, 2020). The finding of this research provided an understanding about the belief, knowledge and practices of the teachers on preschoolers' self-regulation skills in the classroom. Through this, ideas about the major knowledge gaps of the teachers about the matter was obtained. Thus, the findings of this study have potentials to guide preschools' teachers training programs, targeting to fill their knowledge gaps on the issue. Through effective training, teachers can gain correct knowledge, which eventually can shift their perception towards promoting self-regulation skills of the children. Additionally, right knowledge and belief about the matter can help teachers to identify each child's needs and lacking and thereby can work specifically towards developing their self-regulation skills in a more organized and planned manner. Overall, this can help in improving teachers' skills, teaching quality and practices in promoting the development of self-regulation skills of the preschoolers. Furthermore, the policy makers can use this study's findings in order to understand the matter in detail and if needed, the findings can be used to bring necessary changes in reviewing related policies. Lastly, the findings of this research can be utilized to do large scale study on related topics in the future.

Research Questions

Through this study, answers for the three research questions were explored and discussed.

The three research questions are as following:

1. What are the teachers' understanding about the significance of self-regulation skills in preschoolers?
2. How do teachers support the development of self-regulation skills of the preschoolers?
3. How do teachers address the challenges they face in promoting the development of preschoolers' self-regulation skills in classrooms?

Operational Definition

Teacher: In Cambridge Dictionary, 'teacher' is defined as a person who teaches something to others. In case of preschool teacher, the teacher is responsible for providing assistance, care and instructions to preschool aged children in the classroom to foster their learning and development (Irvine Unified School District, 2017)

In this study, a teacher is considered to be someone who assists in learning and provides pre-primary education to the children of 3 to 5 years old enrolled in kindergartens.

Perception: Perception involves recognizing environmental stimuli and then consciously interpreting information to act accordingly in response to that. It can be explained as the sensory experience and is crucial for survival (Cherry, 2020). Simply, it is an individual's or group's exclusive way of observing a phenomenon that involves processing of stimuli,

incorporation of memories and experiences in the process of understanding (McDonald, 2012).

In this study, the term ‘perception’ is defined as the viewpoint, knowledge and understanding of the teachers about self-regulation skills in children.

Practice: As per defined in Cambridge English Dictionary, the term ‘practice’ means the usual manner of performing a particular task.

In this research, the term ‘practice’ is used to refer to teachers’ attitudes and actions towards promoting the development of preschoolers’ self-regulation skills in the classrooms.

Preschooler: Preschoolers are the children of age 3-5 years old, receiving early childhood education from preschool, in order to get ready for starting their primary education. Preschool age range basically varies depending on the state regulation and policy of the country (Phillips, 2013). In National Children Policy 2011 of Bangladesh, children of 3-5 years are referred as ‘preschoolers’ and it is also mentioned that they are to be provided with the pre-primary education to get them ready for their formal education (MOWCA, 2011).

For this study, preschoolers are considered as those children between the ages of 3-5 years, who are enrolled in privately run kindergartens in order to receive early childhood education.

Self-regulation skills: The term “self-regulation skills' ' are described differently considering that, these skills change across life depending on age and development. Moreover, different researchers describe the term from different developmental perspectives as well (Ziv et al., 2017). In general terms, self-regulation skills can be defined as those skills which are required to regulate one’s emotion, thinking and behavior in order to achieve a long-term goal (Cuncic, 2021).

For this study, the term ‘self-regulation skills’ is defined as the ability of the children to voluntarily control their behavior, emotions and thoughts in accordance with the demands of the environment in order to achieve individual needs in learning and social situations.

Chapter II

Literature Review

In recent years, much attentions have been given to the research related to the topic of development of self-regulation skills in the early childhood period because it is considered as a determinant factor to ensure success in later life (Gunin, 2021). One of major phenomenon in life that is related to the development of strong self-regulation skills is that it ensures pre-school achievement and, in this regard, teachers are considered responsible to facilitate the healthy development of self-regulation skills in the preschoolers (Wies et al., 2016). However, research proves that teachers' practices relating to develop children's self-regulation skills is greatly influenced by their perceptions regarding the issue (Webster, 2015). For this reason, this study was designed to explore the perception and practices of the teachers relating to self-regulation skills and the challenges they face in fostering the development the skills in preschoolers of Dhaka, Bangladesh. Nonetheless, for conducting this study, multiple literatures have been reviewed in order to gain an understanding of the existing researches and discussions related to this specific research topic, which are arranged and presented in thematic sections.

Self-regulation skills and its importance in pre-primary age

Self-regulation requires multiple skills to work together in order to regulate thinking and emotion so it allows children to regulate their behavior (Ziv et al., 2017). In this regard, preschool age is considered as crucial period for the development of self-regulation skills in children. According to Blair and Raver (2015), self-regulation is a crucial aspect of

development and it is considered as essential skills that are required to attain school readiness and academic success in pre-school. Research proves that, the development of different domains related to self-regulation starts from infancy but during the pre-school age, these different domains start to get integrated which allows children to show strong grasp over self-regulation skills (Widiastuti, 2017; Edossa et al., 2017). Furthermore, a recent study proves that, before the age of 3, children do not actually lack the skills that is required to self-regulate, rather it requires suitable intervention and strategies which allow the children to practice to coordinate those skills to learn to self-regulate successfully (Hautakangas et al., 2021). Moreover, when children first start pre-schooling, they experience a range of novel experiences, like getting exposed to new social settings, learning new things, peer interaction, etc. This causes stress in children and if they are unable to self-regulate themselves, they act inappropriately, like throwing tantrums, screaming and crying (Brown & Patton, 2017). On the other hand, children who can efficiently practice strategies to self-regulate are able to sustain their attention to focus on the school-related activities (Webster, 2015). Furthermore, study confirms the disruptive behaviors which effects the learning of the children are indicators of poor self-regulation skills (Cooper, 2016). Another study also shows that, in pre-school, with time and practices children master the skills related to self-regulation, which allow them to pay concentration, regulate their behavior to take turns and coordinate with others (Widiastuti, 2017). Moreover, study proves that, preschoolers who develop strong self-regulation skills demonstrate higher language, literacy and reading proficiencies than their peers with poor self-regulation skills (Skibbe, 2019). According to several researches conducted in North America and Europe, there lies a positive correlation

between effective emotional and behavior regulation and scholastic success in pre-schools (Trommsdorff, 2009, as cited Weis et al., 2016). In addition, self-regulation allows children to maintain positive emotions, like enjoyment, pride, hope and etc., which act as both internal and external motivation for the children to learn in the classroom (Dewaele & Alfawzan, 2018).

Furthermore, research shows that preschooler's level of self-regulation can predict their social and behavioral development (Rademacher & Koglin, 2018). Children with poor self-regulation are seen to have behavioral issues, like aggression, impulsivity and etc. (Lonigan et al., 2017). On the other hand, children with strong self-regulation skills can easily get along with other people, which helps them to build positive relationships with their teachers and peers (Caughy et al., 2018). Trusting and positive relationships create a supporting and engaging environment for the children to explore and learn effectively in the classroom (Flook, 2019).

Nonetheless, the benefits of development of strong self-regulation skills are not just limited to pre-school success but different researches conducted proves that it determines life-long success as well. The findings from a meta-analysis proved that development of self-regulation skills is preschool age is positively associated to determine achievement, good interpersonal behaviors, healthy living and mental health in later life (Robson et al., 2020).

Teacher's role in fostering self-regulation skills of preschoolers

According to Shanker (2017), the idea of self-regulation is often confused with self-control. Self-control is about suppressing stress impulses for a brief period of time, while

self-regulation is about addressing and learning to regulating the stress impulses to decrease its intensity and frequency of occurring over time. In report published by Applied Psychology Opus, it mentions that the development of self-regulation skills in children are influenced by different environmental factors; parenting practices, in-school interventions, socioeconomic background and ethnic background (Gunin, 2021).

However, the development of self-regulation skills in early childhood are considered to be malleable, where parents and early childhood educator can support and foster the development to improve the skills related to self-regulation (Dermitzaki & Kallia, 2021).

Fundamentally, children experiences stresses in any of the five domains; biological, cognitive, emotional, social and prosocial for which they require to self-regulate (Shanker, 2017). In this regard, early childhood educators play a crucial role to address and help children to practice and learn the strategies to overcome the stresses in order make the children to master self-regulation skills (Montroy et al., 2016). However, Brown (2020) identified that differences in children's temperaments effect the development of self-regulation skills in children. Furthermore, another research done by Hong et al. (2017), proves that the individual differences effect children's ability to delay gratification. Therefore, to support the development of self-regulation skills in children, teachers must recognize individual children's needs and the factors related to it so they can teach the children appropriate strategies according to the requirements (Riva & Ryan, 2015).

However, teachers can foster the development of self-regulation skills by creating opportunities for the children so they can practice and learn to regulate their emotion, behavior and cognitive processes (Meusen-Beekman et al., 2015). There are different

evidence-based strategies and interventions which are prove to be effective to foster the development of the self-regulation skills of children in the classroom (Alvi & Gillies, 2020). These strategies are very effective and in research it is seen that in-class interventions can even improve self-regulation skills of those children who are exposed to other environmental risk factors, like poverty (Razza et al., 2015).

Nonetheless, teachers can use simple strategies to promote the development of self-regulation skills in children. For doing so, study shows that building supportive relation among teachers and children beneficial as it allows them to open up and connect better which helps the teachers to facilitate children's learning of self-regulation skills (Kaufman & Sandilos, 2021). Research indicates that by building nurturing and supportive relationship with the children, teachers can support the development of prosocial behavior and promote the development of self-regulation skills in children (Kaya, 2020). Furthermore, research specifies that through positive reinforcement, teachers can motivate positive behaviours in children (Sari & Indiantib, 2019; Hardy et al., 2020; Morin, 2020). On the other hand, using of strict disciplinary method is not effective in developing behavioural-regulation in children as it causes children to lose motivation and rather hamper the development of the skills that are related to self-regulation (Villaseñor, 2017). Moreover, research proves that establishing routine in the classroom can foster the development of self-regulation skills in children as it creates opportunities for the them to practice different strategies related to self-regulation skills, like planning, focusing, transitioning, maintaining standard behavioral expectation and etc. to reach the pre-set goal (Lester et al., 2017). Teachers can teach strategies to the children to self-regulate by provide direct feedback as well because it allows children to

reflect and self-evaluate their own learning and help to self-regulate themselves in order to manage their learning independently later (Jacob et al., 2020; Hautakangas et al., 2021). In addition, teachers can use the opportunities to model appropriate behaviors to children so they can observe and master the skills that are required for self-regulation (Kurki et al., 2017). In pre-school classrooms, teachers can encourage positive peer interaction, as peer interaction is an important factor in determining the development of children's self-regulation skills (Montroy et al., 2016).

Furthermore, there are different types of interventions which teachers can implement in poor socio background as well to promote the development of self-regulation skills of the children in the classroom. Finding suggest that interventions involving rhymes and movement are effective in supporting the development of self-regulation skills in children (Williams & Donna, 2019). Interventions relating to music can also be used as an ideal tool to support children's self-regulation skills (Williams & Lewin, 2015). Moreover, research indicates that, teachers can support preschoolers' self-regulation skills by engaging them in dramatic play (Khomais et al., 2019). Research proves that participating in yoga-related interventions have potential and are very effective to develop children's self-regulation skills (Rashedi et al., 2021). Moreover, early childhood educators can play major role in promoting the development of self-regulation skills of the children with disabilities. Research proves that the development of self-regulation skills of the children with disabilities can be promoted by engaging them in natural class setting (Coelho et al., 2019). Teachers can facilitate self-regulation skills development in the children with disabilities by promoting social pragmatic skills and emotional regulation skills development (Stanton-Chapman et al., 2020). Lastly, parental practices

have significant effect on shaping children's view about their experiences and also in teaching children to implement appropriate strategies to overcome stressful situations in order to regulate behaviours (Díaz and Eisenberg, 2015). Therefore, report suggest that teachers must work closely and take cooperation from the parents to promote self-regulation skills in the children together (Pahigiannis et al., 2019).

However, due to the COVID-19 pandemic, the world is experiencing unexpected challenges so now teachers must realize the changes and perform accordingly. Long unexpected lockdowns have distorted the usually routine of children's life (Chaabane et al., 2021). Study shows that these changes have causes different complications relating to socio-emotional wellbeing of the children and hampered the self-regulation skills of the children greatly (Giorgio et al., 2020).

Teachers' perception and practices towards children's self-regulation skills in cultural context

Culture is one of the most significant factors to determine society's beliefs and influencing general peoples' attitude and behaviors (Jiang et al., 2021). Teacher's attributions towards self-regulation are seen to vary cross-culturally and their beliefs regarding the causes of a child's disruptive behavior in the classroom are found to be associated with intervention they chose to address it (Yoder & Williford, 2019; Wang & Hall, 2018; Yan, 2017). Furthermore, children's developmental progression process and attitudes relating to self-regulation are also highly dependable on cultural views and social expectations (Jaramillo et al, 2017). Study found that teachers from Ghana mostly attribute children's disruptive behavior to children's low motivation and intentionality.

For which, teachers seem to discipline children to modify their behavior (Mensah et al., 2020). While, in another research, conducted in Russia, it has been seen that teachers believe development of poor self-regulation skills in children are caused by social factors, such poor parenting and relationship with the teacher and they are usually seen to recommend to use positive reinforcement strategies to encourage desired behaviors in the children (Savina, 2014). In Bangladeshi context, similar research has been conducted to understand teachers' perception regarding children's disruptive behavior in the classroom. The result indicates that teachers consider aggressiveness, disrespectfulness and trouble making attitude as most concerning inappropriate behaviors of children in the classroom. Moreover, they believe that children behave poorly intentionally and due to lack of self-motivation and attribute the inappropriate behaviors of children in the classroom to poor parenting and absence of corporal punishment in schools (Malak et al., 2014).

To sum up the literature review, it can be said that development of self-regulation skills is crucial during preschool age and children require to master these skills to achieve academic success. In this part, pre-school teachers play a significant role in fostering self-regulation skills in the classroom. They can promote these skills using different strategies. Finally, it is worthy to highlight that teachers' beliefs and knowledge play an important role in determining how they address the development of children's self-regulation skills in the classrooms.

Chapter III

Methodology

Research Approach

Qualitative research design is used to do studies by gathering and analyzing non-numerical data to comprehend or generate new ideas, concepts, opinions or experiences. This type of approach helps to get an in-depth idea about the research problem (Bhandhari, 2020). Furthermore, there are different approaches of qualitative research, which are used depending on the nature of the problem that the proposed study is dealing with (Teherani et al., 2015). However, considering the nature of this proposed study, it required to understand the perception or opinion and practices of the teachers regarding self-regulation skills of preschoolers in a detailed manner. Thus, qualitative research was conducted which allowed to explore teachers' perceptions and practices. This was an exploratory research approach which allowed to investigate an existing problem for which little or no research had been done (Research Methodology, 2013). Considering that this proposed study explored the existing problem and for which very little research has been done, the exploratory research approach has been selected. Overall, this qualitative exploratory research approach provided an in-depth understanding about teachers' perception and practices related to the preschoolers' self-regulation skills in the classroom.

Research Site

The participants, teachers, were selected from the kindergartens which are situated in Dhaka city, Bangladesh.

Participants & Participant Selection Procedure

The participants of this research were the kindergartens' teachers. For qualitative research, purposive sampling techniques is preferable and it allows to choose a limited number of representative research participants who are expected to have information regarding the phenomena of research interest (Palinkas, 2016). For this proposed qualitative research, a limited number of information rich participants were required so research participants were selected purposely by using sound judgement of the researcher. Moreover, this procedure was proved to be resource and time efficient.

However, to select the participants purposively some criteria were considered, which are mentioned below:

Inclusion criteria:

- The participants had to be the teachers of private preschools or kindergartens, who provides pre-primary education to the children of age 3-5 years old.
- The pre-schools or kindergartens had to be situated in Dhaka city.

Exclusion criteria:

- Teachers who did not give their consent to participate voluntarily in the research.

However, for qualitative research different data collection tools are used depending on the objective and aim of the research (Gill et al., 2008). However, considering that this research required answers to open-ended questions and in-depth understanding regarding teachers' perception and practices so In-Depth Interview (IDI) guideline and focused

group discussion (FGD) were used to collect data (Bhandari, 2020). For the study, 2 group discussions were conducted and in each session six participants participated. From the group discussion sessions, 6 participants were selected and their IDIs were conducted.

Data Collection Procedure

Before conducting the IDI and Group Discussion, the participants were explained the process of the IDI and Group Discussions in detail. Prior to starting IDI and group discussion, rapport was built with the participants. However, the whole conversation during the group discussion and the IDI was recorded with the permission of the participants and the recording was used later for data. In addition, important and relevant points were noted down during the interviews and discussions to get detail-oriented and insightful notes. The duration of each IDI and group discussion was for 45- 60 minutes.

Data Analysis

In case of qualitative research, data analysis begins immediately when data has been collected (Sutton & Austin, 2015). In case of this study, as well, data analyzation begun in the field. During the FGD and IDI, the research participants (teachers) were asked questions and from their responses, the answers to the related research problems were identified in the field. Data from the field was collected through recording and taking field notes. From getting back from the field, the content of the obtained data was analyzed in detail for this study. For which, firstly, the field notes were soon organized coming back from the field and the data was checked for completeness. Then, the raw data from the FGDs and the IDIs was transcribed and translated into English. The transcribed and translated data from the IDI and FGD was kept in secure folders of the

computer. Later on, each transcript was studied and skimmed carefully and the important information was summarized in margin notes. This helped to understand the main theme or category, from which thematic content analysis was done. The mentioned step to categorize the answers under each theme is extremely necessary because it helped to organize the data to get the answers of the research question in an organized manner later (Sutton & Austin, 2015). Then the data was studied again to check if any relevant information that holds meaning in answering the research questions have missed out or overlooked. After this, all the information was studied to determine the patterns in the findings of the study and then the findings were interpreted. Finally, the findings were discussed and both the findings and discussions were presented in descriptive form according to the themes of the research questions.

Validity & Reliability of the Research Tool

To ensure the validity of the research tools, the IDI questionnaire and FGD guideline were reviewed by the experts, faculty members of BRAC IED, BRAC University. Additionally, pilot testing was done. For pilot testing, questionnaires were given to a respondent who was similar to the study population. Later on, based on the comments and suggestions of them, the questionnaire and FGD guideline were revised. Altogether, the reviewing process and pilot testing ensured the content validity and reliability of the study.

Ethical Issues

Before starting the data collection process, approval was taken from the ethical committee of BRAC IED, BRAC University. The participants participated voluntarily in this research and their written consent were taken. Moreover, participants' confidentiality and anonymity were strictly maintained. All the information and communication relating to the study was done with transparency. Additionally, dignity and respect of the participants was prioritized and the data collected was only used for the purpose of the study.

Limitations of the Study

Due to the current COVID-19 pandemic situation, conducting the IDIs in person were not possible. Observation of teachers' classroom practices was also not feasible in this situation. Moreover, the study was limited to kindergartens situated in Dhaka city. Therefore, large-scale study is necessary to be carried out.

Chapter IV

Results & Discussions

Result

The findings of the study focused on obtaining answers of the mentioned research questions. The information was collected from the preschool teachers through conducting 2 FGDs and 6 IDIs. They were asked questions related to the research topic in order to explore their perceptions and practices regarding self-regulation skills of pre-schoolers in the classrooms. However, the findings are presented below under different thematic headings and subheadings.

Demographics Information

For the purpose of this study, a total of twelve preschool teachers were selected as participants from two different kindergartens, situated in Dhaka city. All the participants were female between the age range of 35 to 50 years old. They had different educational qualifications, three of them had complete Bachelor degree, one of them had complete Master's degree, one of them held Degree certificate and the other participant held Higher Secondary Certificate. All the participants who participated in the IDIs were experienced in providing early childhood education, specifically in kindergartens. Two of the participants had four years and five years of working experiences respectively. The other four participants were in teaching profession for more than twelve years now. However, none of the participants had any form of training on teaching.

Theme 1: Teachers' understanding about the self- regulation skills in preschoolers

Teachers' idea about self-regulation skills

All the respondents shared their ideas and tried to explain the meaning of 'self-regulation' in their own words. One of the respondents mentioned that *“self-regulation is thinking before doing any activity because it is not possible to do or say anything whenever we want.”* (Focus Group Discussion#1, 07-11-21). Majority of the respondents explained the term by giving references of situations when they required to self-regulate in order to manage the children. One of the respondents stated that

“There are about 30 children in each classroom, among which there are some children who are easy to control and few are not, whatever the situation is, I need to understand them and have patience with them and only then I will be able to control the classes.” (Focus Group Discussion #2, 10-11-21)

In this regard, majority of the respondents further opined that, children are very young and not mature enough to understand the ideas related to self-regulation, thus, they are not able to self-regulate themselves. During an IDI, one of the respondents mentioned that *“At this age, they do not understand what is self-regulation and cannot control.”* (In-Depth Interview#4, 10-11-21)

View about the important skills that children require to self-regulate

All the respondents opined that for the children it is necessary to develop the self-regulation skills so they become able to follow teachers' instructions in the classroom.

Additionally, few of the respondents elaborated their answers and gave several examples of situations when children require self-regulation skills. While discussing about this matter, one of the respondents during an IDI session said that *“sometimes children cry and do not want to sit and concentrate to what I say but it is important for the children to listen to the teachers attentively to understand the lesson.”* (In-Depth Interview#1, 07-11-21)

Opinions about the development of children’s self-regulation skills

In case of the topic that how self-regulation skills development occur in children, all the respondents shared very similar viewpoints. They all shared that, children are not able to self-regulate but they develop the skills over time. During FGD, one of the respondents stated that *“This comes with time, sense of responsibility does not develop in one day. I would say, this is needed to be learnt.”* (In-Depth Interview#1, 07-11-21). Furthermore, on this note, all the respondents mentioned that every child is different and these differences effect their ability to self-regulate but they help every child to develop their skills. A respondent during the FGD said that

“Some children are naughty in nature and some are gentle. It is easy for some children to give attention in the class but in case of some children, sometimes we need to make them to sit in the class forcefully. Our duty is to teach them, which we ultimately do.” (Focus group discussion #1, 07-11-21)

Furthermore, half of the respondents said that, they had observed changes in children’s ability to self-regulate because of the long-term school closure in the COVID-19. On this note, one of the respondents stated that *“Before this gap, children used to listen to us, sit*

properly in the class. They were interested to pay attention but that thing has decreased.”

(Focus group discussion #1, 07-11-21)

Teachers’ thoughts about the causes of disruptive behaviours in the classroom

According to all the respondents, children are supposed to be “naughty” and it is a natural phenomenon that they will not always behave appropriately. To make this point, one responded stated that *“Children are naughty, they will be mischievous. Indeed, this is natural.”* (In-Depth Interview#3, 07-11-21). Furthermore, majority of the respondents did not state any particular reasons for the children being naughty. Almost all of them said that children are naughty on their purpose. One of the respondents stated that *“there are some children, who just do not listen. No matter what you say and what you do. They are just naughty in nature and they just do it!”* (In-Depth Interview#5, 12-11-21)

However, regarding this matter, very few respondents shared a different point. One of the respondents said that

“Nowadays children don’t get much space at their homes to play and even in the school, they get to spend very less time to play outside the classroom. They become restless, and some children are just naughty, don’t listen, they bring toys from home and start playing sitting in the classroom.” (In-Depth Interview#5, 12-11-21)

Thoughts about the contributing factors that affect the self-regulation skills development

The respondents shared their opinions about the contributing factors in determining the development of children's self-regulation skills. In this regard, almost all the respondents shared very similar viewpoints. During an IDI, a respondents stated that

“This is true that different children come from different type of family backgrounds. Maximum children in our school come from poor background, they are brought up in slum like areas. Now we cannot neglect them, right? But yes, it is true that differences are seen in their behaviour. Now this is expected! Actually, nothing can be done about it.” (In-Depth Interview#4, 10-11-21)

According to most of their statements, children who have educated parents are seen to be good at self-regulating themselves. One of the respondents stated that *“educated parents’ child’s etiquettes are very different from a child who does not have educated parents, this thing never matches.”* (Focus group discussion #1, 07-11-21)

Opinions about significance of self-regulation skills in learning

During FGD, when the question was raised on how important they think the self-regulation skills are for children's learning, without any delay one respondents said that *“Obviously, this self-regulation thing matters a lot! It helps children. Learning will not be possible for a child if he cannot concentrate.”* (Focus group discussion #1, 07-11-21). All the respondents shared similar opinions about the matter. During an IDI session, one of the respondents said that *“the child needs to sit in the class and concentrate, only then the child can focus and listen to me with patience.”* (In-Depth Interview#1, 07-11-21).

Moreover, majority of the respondents mentioned that if any child fails to self-regulate, he causes problem for other children present in the class as well. One of the respondents stated that *“if the child can’t self-regulate, he can’t concentrate, get mischievous, screams, disturbs and fight with other children.”* (In-Depth Interview#2, 07-11-21)

View regarding fostering children’s self-regulation skills

The topic, who can foster children’s self-regulation skills, was broadly discussed and every respondent contributed their opinions. All the respondents had put the parents in prime position when it comes to fostering the development of self-regulation skills in children and then they considered teachers’ and peers’ roles in this regard as well. One of the teachers stated that *“I would say that parents and family background matters 80% in this case and the rest 20% of the contributing factors come later, which are teachers’ role, classmates and others.”* (In-Depth Interview#1, 07-11-21). However, all the respondents admitted that when children come to school, it becomes their responsibilities to take care and foster the children’s development. Quoting one respondent *“We get to spend maximum of 3 to 4 hours with the children. This is very less time but yes, when they are in the school, it is our duty to teach them. Surely, then it is our responsibility to control them.”* (Focus group discussion #2, 10-11-21). Furthermore, most of the respondents explained that children learn a lot by observing their classmates so peers also play a vital role in teaching each other different strategies in order to develop self-regulation skills. One of the respondents stated that *“Now-a-days, children are very fast! They learn by seeing each other as well so it is important to consider with whom the child is mingling.”* (In-Depth Interview#1, 07-11-21)

Theme 2: Teachers' support in promoting the development of self-regulation skills of pre-schoolers

Identifying children with varying level of self- regulation skills

Majority of the respondents mentioned that the children with poor self-regulation skills show disruptive behaviour in the class and do not follow teachers' instructions. All the respondents referred those children as "naughty". One of the respondents stated that "*Children do not listen to the teacher and do not want to study, they are not able to self-regulate.*" (In-Depth Interview#3, 07-11-21). However, in this matter, few respondents shared that sometimes they see that some children are very active and are "naughty" but they also keep their concentration and listen to them and learn. Further they added that, they also find few children who seems to sit quietly in the class but are not able to follow their instructions and participate in the class activities. One of the respondents said that

"It is seen that some children are playing and at the same time they are listening to what teacher is saying. When I ask something, mostly those naughty children are the first one to raise their hands and answer. I would say they are better than the children who just sits quietly and do nothing." (Focus group discussion #2, 10-11-21)

Teachers' strategies to improve children's self- regulation skills

Majority of the respondents shared their own strategies to improve children's self-regulation skills in their own way but all the respondents were seen to mention one

common thing. They all stated that it is very important for them to understand the children first to make them teach self-regulation skills. Quoting one respondent,

“Many people say that it is much of a bigger deal to manage the children who are studying in play-group or nursery but it is not a big deal, if you can understand what they want and how they want, it is easy to manage them.” (In-Depth Interview#1, 07-11-21)

Furthermore, all the respondents stated that they allow parents to sit in the class with the children when they start doing classes at the beginning because some situations demand so. In this matter, one of the respondents said that

“In some cases, we let the guardians to sit with the children. We try to teach the children to sit in the class without the guardian. After some times, the guardians start sitting outside the classroom, from where the children get a view of them. Eventually, in this way they learn to sit in the class by themselves.” (In-Depth Interview#02, 10-11-21)

Almost all the respondents further mentioned that they believe in building good relationship with the children to teach them self-regulation skills, one respondent said that *“When some child does not listen to me, I call the child to me and ask him to sing a song or recites a poem. This is how I try to make him understand.”* (In-Depth Interview#1, 07-11-21). Furthermore, some respondents shared that they offer appreciations, like giving stars or writing good and very good in children’s copies and sometimes they even offer gifts, like chocolates.

However, when it becomes difficult for the respondents to manage the classes because of the children’s inappropriate behaviour, all the respondents stated that they yell at the

children. Majority of the respondents mentioned that getting strict help them to manage the classes. During FGD, one of the respondents started that *“children are needed to be loved but when needed they need some strictness.”* (Focus group discussion #2, 10-11-21). Another respondent mentioned that *“I am not very strict in nature and don’t like to yell at children but you know, sometimes it is needed. Otherwise, they will not learn.”* (In-Depth Interview#4, 10-11 -21). Furthermore, few respondents mentioned that in cases of children who are not able to self-regulate, they try to make those children learn to self-regulate themselves by making them observe other children. One respondent mentioned that she uses phrases like, *“can’t you be more like your friends, look how well behaved he is”* or *“don’t you feel like to be good as your classmates”* (In-Depth Interview#5, 12-11-2021), to make children to self-regulate in the classroom. According to few respondents, when they compare children with their peers, they listen and try to behave properly in class. One of the respondents said that *“some children listen to me when I compare them because they also feel like to be good like their friends.”* (In-Depth Interview#6, 19-11-2021)

Theme3: Addressing the challenges teachers face in promoting the development of pre-schoolers’ self-regulation skills in classroom

Teachers’ strategies to overcome the challenges they face in promoting self-regulation skills

All the responded stated that every child is unique so every time they create different types of challenges for them. All the respondents mentioned that depending on the

problems and situations, they take all the necessary possible steps to overcome the challenges. Quoting one respondent, *“10 different children have 10 different dramas so there is no certainty what we do, we take different measures depending on the situation”* (In-Depth Interview#4, 10-11-21). Furthermore, all the respondents participated in the study said that it is challenging for them to manage and teach 30-35 children in such short duration of time. Additionally, all the respondents stated that during the starting of their career, they all faced problem in managing the classes and help children to regulate themselves. One of the respondents stated that *“no matter how educated a teacher is, everyone requires some help in the beginning.”* (Focus group discussion #2, 10-11-21). For these challenges, all the respondents mentioned that with experience they become expert and learn to teach and manage the children in short duration of class time. In this regard, majority of the respondents further mentioned that they learn by observing and taking help from the senior teachers.

Furthermore, half of the respondents raised an issue and mentioned that they face problem when they are required to take classes of the children with disabilities.

Regarding this matter one respondent said that, *“we tell the guardians that this is ultimately not going to help your children much because the way of teaching them is completely different. Now, we cannot teach them.”* (Focus group discussion #1, 07-11-21). According to their statements, the children with mental disabilities behave inappropriately in the classroom and cause problem for others children as well.

Furthermore, majority of the respondents have agreed on the fact that they try to avoid enrolling such children by persuading the principal and the parents of the children.

However, they said that due to the inclusive education policy, they cannot avoid this

matter and they must need to provide equal opportunities to the children with mental disabilities as well. Quoting one respondent

“There is a rule in K.G school. No matter what it is, we cannot say no to enrol any children. No matter from what background the child belongs from, high-class family or low-class family or abnormal. Abnormal children also come in our school. We have to take the abnormal children as well. This is the rule.” (Focus group discussion #1, 07-11-21)

In case of the children with disabilities, majority of the respondents mentioned that over time those children show improvement in their self-regulation skills. One of the respondents mentioned that *“The children with disabilities do not study much but it is seen that their behavior changes quite a lot.”* (Focus group discussion #1, 07-11-21)

Teachers’ final recommendations

As recommendations, all the respondents basically came up with two points. Firstly, half of the respondents emphasized on the matter that new teachers should be given proper guidance that they require in managing classes so they can promote self-regulation skills development in children. One respondent stated that *“I ask new teachers to call me if they need any guidance or help in managing the classes.”* (In-Depth Interview #2, 10-11-21). Secondly, half of the respondents mentioned that now-a-days they do not get much cooperation from the parents as they used to get. Moreover, majority of the respondents said that in recent time, their relationship dynamics have changed with the parents and many parents are seen to behave inappropriately with the teachers. To show disappointment about this matter one of the respondents said that, *“parents must*

understand that when they are enrolling their children in an institute, they must have respect towards every activity and everyone related to that institute.” (Focus group discussion #1, 07-11-21). According to majority of the respondents, children are learning inappropriate behaviors by observing those parents and this is ultimately hampering their development of self-regulation skills. In this regard one of the respondents said, *“a good mother always teaches her child to treat the elders with respect.”* (In-Depth Interview#1, 07-11-21). Considering this matter, half of the respondents showed their concern and hoped for the parents to get more tolerant to promote healthy development of self-regulation skills in the children.

Discussion

The findings of the study were interpreted to find the answers of the research questions in order to get an in-depth understanding about teachers’ perception and practices related to preschoolers’ self-regulation skills in the classroom. The in-sights obtained through the findings of this study are discussed and presented under three broad themes.

Theme 1: Teachers’ understanding about the self- regulation skills in pre-schoolers

To begin with, all the respondents were seen to have good idea about what self-regulation is and they were also aware of the fact that it requires using of multiple skills to work simultaneously to be able to self-regulate. All the respondents shared their ideas in their responses like children need not to not cry, sit in the class and pay attention to what teacher says in order to self-regulate, which depicts that they considered the aspects of emotion, behavior and attention to define self-regulation skills in children. Literature supports their ideas, as it also says that self-regulation is about using of different skills to

purposely control one's emotion and attention in order to regulate the behavior (Ziv et al., 2017). Then, almost all the respondents mentioned that children are not very good at self-regulating themselves when they enter the kindergartens but over time it develops. Studies actually support the ideas that were specified by the respondents in regards of development of self-regulation skills in children. Researches indicate that development of different domains related to self-regulation skills begin from infancy but after the age of three all the related domains start to get integrated allowing the children to master the process of self-regulation throughout the pre-school age (Edossa et al., 2017; Widiastuti, 2017). Furthermore, all the respondents took the matter of temperaments into consideration to describe that the individual differences in children actually effect their developmental rate of self-regulation skills. This idea stated by respondent is correct because according to the studies, differences in temperaments effect the children's self-regulation skills development (Brown, 2020; Hong et al., 2017). All the respondents added more to this matter and said that, no matter how the children's temperaments are, they provide every child the needed support to promote their development of self-regulation skills. A recent study shared similar view about the matter, as it proved that teachers can use different suitable strategies and interventions to let children practice and coordinate different skills in order to make children master self-regulation skills (Hautakangas et al., 2021). Moreover, half of the respondents were right about their observations that the COVID-19 school closures caused the children to become less motivated to sit in the class and now they also pay less attention to what teachers say. Studies indicate that the regular routine patterns of children's life have changed due to the

lockdown, which caused stresses in children and have hampered their self-regulation skills development (Chaabane et al., 2021; Giorgio et al., 2020).

According to Brown & Patton (2017), at the starting of pre-school, children experience a range of novel experiences, like getting exposed to new social settings, learning new things, peer interaction, etc., which act as major sources of stress for children and if then they cannot self-regulate, they act inappropriately. Furthermore, in report published by The MEHRIT Centre, Ltd., it is explained that children fail to self-regulate themselves when they are unable to address and overcome the stresses which they may experience due to different internal or external sources of stressors (Shanker et al., 2017).

Nonetheless, in the regard, why children behave inappropriately in the classroom, all the respondents opined that it is a natural phenomenon for the children be naughty. Almost all of the respondents could not state any particular reasons for why children fail to self-regulate. On the other hand, there were only very few respondents who gave a hint that when children get frustrated, they may show disruptive behaviors in the classroom. Yet, those few respondents mentioned that children are naughty and nothing can be done about it. Therefore, it can be said that almost all the respondents lack knowledge about the reasons for which children require to self-regulate in the first place. Research also shows that in Bangladesh, teachers believe that children behave poorly intentionally and due to lack of self-motivation in them (Malak et al., 2014).

Furthermore, from the statements that the respondents made, it can be interpreted that all the respondents believed self-regulation skills are extremely important for learning. In fact, all the respondent stressed upon the matter, it will not be possible for the children to learn if they have poor self-regulation skills. About this point, all the respondents are

right because according to Blair and Raver (2015), self-regulation skills are crucial to attain academic success in pre-school. Another research shows that preschoolers with strong self-regulation skills demonstrate higher language, literacy and reading proficiencies than their peers with poor self-regulation skills (Skibbe, 2019). Besides, according to majority of the respondents' opinions, the children with poor self-regulation skills disturb other children in the classroom by behaving inappropriately with them. This finding is supported by the study which indicates that self-regulation skills predict children's social and behavioral development, which ultimately help them to coordinate and build positive relation with peers (Rademacher & Koglin, 2018; Lonigan et al., 2017; Caughy et al., 2018).

Additionally, although all the respondents had put the parents and family members in prime position to foster the development of self-regulation skills in children, they had identified teachers' and peers' role in fostering the development of self-regulation skills in children and this represents that they have very good knowledge regarding the matter. Research shows that parents and teachers play a crucial role in fostering the development of self-regulation skills of the children (Dermitzaki & Kallia, 2021). Another research indicates that in pre-school classrooms, peer interaction is an important factor in determining the development of children's self-regulation skills (Montroy et al., 2016). Moreover, according to the report published by the Applied Psychology Opus, development of self-regulation skills in children are influenced by different environmental factors, like socioeconomic background, parenting practices, in-school interventions and cultural background (Gunin, 2021). In this regard, all the respondents were also seen to agree with the fact that there are contributing factors which effect the

development of the self-regulation skills in children. Moreover, in their responses, they mentioned several major contributing factors, such as children's family background, children's socioeconomic background, parental educational qualification and children's surrounding environment. Furthermore, they could identify the existing relationships among the factors and how those factors affect the developmental pattern of self-regulation skills in children. For example, majority of the respondents mentioned that parental good educational qualifications seem to have positive influence on children's development of self-regulation skills. Hence, it can be said that respondents have good knowledge about the contributing factors relating to children's self-regulation skills development.

Theme 2: Teachers' support in promoting the development of self-regulation skills of pre-schoolers

All the respondents mentioned that they identify children's abilities to self-regulation skills by observing their behaviors in the classroom. According to all of them, the ultimate indications of good self-regulation skills in children were to be able to follow teachers' instructions and perform well in class activities. From their responses, it can be interpreted that all the respondents are able to identify children's level of self-regulation skills because studies confirm that, the disruptive behaviors which effects the learning of the children are indicators of poor self-regulation skills (Brown & Patton, 2017; Cooper, 2016).

Nevertheless, some common patterns were interpreted among all the respondents' practices in regard to develop self-regulation skills in children. Firstly, they all mentioned

that they believe in understanding and building nurturing relationship with the children because that help them to teach the children self-regulation skills easily. This is a very good practice because according to Riva & Ryan (2015), understanding children allow teachers to recognize individual child's needs, which help teachers to use appropriate strategies accordingly to promote self-regulation skills in children. Furthermore, another research shows that nurturing relationship between teachers and children support the development of prosocial behaviors in children which are actually responsible for promoting the development of self-regulation skills in children (Kaya, 2020).

Furthermore, all the respondents stated that they offer appreciations and gifts to encourage behavioral regulation in the children, this shows that they believe in using positive reinforcements. This is an effective strategy too because researches indicate that through positive reinforcement, positive behaviors can be motivated in children (Sari & Indiantib, 2019; Hardy et al., 2020; Morin, 2020). Moreover, all the respondents specified that they allow parents to sit with the children during the beginning of class and with the parents' cooperation, they make the children learn to regulate their behaviors. This strategy is supported by the report which suggests that cooperation between teachers and parents is beneficial to promote self-regulation skills in the children (Pahigiannis et al., 2019).

Despite of the mentioned positive practices, the respondents mentioned several other strategies which can be responsible for hampering the development of self-regulation skills in children. Firstly, according to some respondents, demonstrating children others' good self-regulation skills help them to get encouraged and learn the skills by themselves. This strategy can be proved to be effective in making children to learn self-regulation

skills because research indicates that modelling appropriate behaviors can help children to master the skills that are required for self-regulation (Kurki et al., 2017). Then again, while modelling appropriate behaviors to children, one thing should be kept in mind that it should be done in positive way by making sure to use encouraging phrases in warm and friendly tone. However, from the respondents' responses, it showed that few of them use phrases which indicates tone of harsh judgement which make children to realize about their lacking abilities to self-regulate in negative way. According to Agarwal (2021), comparing children in negative way can make them to lose self-confidence and motivation. Therefore, it cannot be made certain that whether the respondents are using appropriate way to scaffold and model the learning of self-regulation skills for the children or not. Furthermore, one common tendency was seen among all the respondents that, in cases when it becomes tough for them to control the classes because of children's disruptive behaviors, they all become strict and yell at children to make them self-regulate. These practices are very wrong in term of fostering self-regulation development skills of the children. Study says that when children are not able to self-regulate, they require the most co-regulation support from the teachers and this practice contribute to the development of emotional self-regulation skills in children (Silkenbeumer et al., 2018). Another research shows that using of strict disciplinary method is not effective in developing behavioral-regulation in children rather it causes children to experience more stresses and lose interest (Villaseñor, 2017). According to Shanker (2016), people often mistaken self-regulation as self-control, self-control is more about suppressing any impulses for a short period of time while self-regulation is the ability to reduce the frequency and intensity of strong impulses by managing the stresses. Therefore, it can be

said that, this practice of the respondents might help them to make children to self-control themselves for a brief moment of time but eventually it is not promoting the development of self-regulation skills in them.

In this study, all the respondents were seen to have a belief that without authoritarianism, self-regulation skills cannot be fostered in children. Moreover, almost all the respondents lack knowledge relating to the reasons why children fail to self-regulate. Hence, instead of looking for the sources of stresses for the children who cannot self-regulate, they believe that children are behaving inappropriately on purpose and their behaviours can be regulated by yelling at them. This finding is supported by the research, as it indicated that beliefs regarding the causes of a child's disruptive behaviours in the classroom is associated with intervention teachers chose to address it (Yoder & Williford, 2019; Wang & Hall, 2018).

Furthermore, there are many evidence-based strategies that can be used by the teachers to foster the development of the self-regulation skills in children (Alvi & Gillies, 2020). For example, findings suggest that interventions involving rhymes, movement, yoga are effective in supporting the development of self-regulation skills in children (Williams & Donna, 2019; Rashedi et al. 2021; Williams & Lewin, 2015). Moreover, research indicates that, through dramatic play development of self-regulation skills can be promoted in preschoolers (Khomais et al., 2019). Nevertheless, none of the respondents mentioned anything about using any interventions, which clearly indicates that the respondents are not aware of any type of interventions that may promote the development of self-regulation skills in children. However, in regards to understand more about the develop self-regulation skills development in children, further research is required to

explore the effectiveness of kindergartens' curriculums in fostering the development of preschoolers' self-regulation skills.

Theme3: Addressing the challenges teachers face in promoting the development of pre-schoolers' self-regulation skills in classroom

In case of overcoming the challenges, all the respondents seemed to be flexible and open towards accepting the reality and they all said that they take necessary steps to overcome the challenges depending on the situations. Firstly, majority of the respondents stated that at the beginning of their career, short-class duration and managing children in the classroom were challenges for them but they mentioned that with experience and observing the senior teachers, they all learn to manage their problems. According to the Educational Consultant, Kalra (2020), collaboration among teachers is useful in encouraging more innovative teaching practices and also increases teachers' self-efficacy. From the findings, it can be said that this is good thing that the respondents cooperate each other when needed and are capable of overcoming the challenges by themselves. However, this raises a concerning issue as well. From the demographic information, it can be seen that none of the respondents got any form of teacher's training. That means the new teachers are leaning from the untrained senior teachers, hence, there is a chance that they may teach the new teachers their wrong strategies to develop self-regulation skills in children. Ultimately, this practice might not be proved effective and put children's development of self-regulation skills at risk.

From the finding, half of the respondents shared similar viewpoints regarding teaching the children with disabilities in school. They mentioned that, they try to avoid taking the

children with disabilities in schools by discouraging the parents and school authorities to enroll those children as they lack skills to teach them. This is a concerning issue and also a sign of negative attitude towards the children with disabilities. This viewpoint of the respondents is eventually hampering the development of self-regulation skills of the children with disabilities. In Bangladesh, teachers' lack of acceptance and negative view about the children with disabilities are some major identified factors that make inclusive education challenging and experts say that these practices are rooted to lack of skills in teachers to teach the children with disabilities (Grimes et al., 2021). Nonetheless, despite the respondent's unwillingness to teach the children with disabilities, majority of the respondents agreed that with times these children with disabilities show improvement in regulating their behavior. Research also proves that self-regulation skills of the children with disabilities can be promoted by engaging them in natural class setting (Coelho et al., 2019). This proves that the respondents have potential to promote the development self-regulation skills of the children with disabilities but as they lack skills, they are not confident to contribute to this matter.

Finally, the respondents have highlighted two points as recommendations. Half of the respondents suggested that during the starting of the teaching career, teachers need to get some help in order to promote the development of self-regulation skills in children. This finding indicates that the respondents were aware of the fact that if they get require additional support, they would be able to contribute more to develop the self-regulation skills of the children. Secondly, half of the respondents mentioned about the changing relationship dynamics between the teachers and the parents. Furthermore, they stated that inappropriate behaviors of the parents are ultimately hampering the development self-

regulation skills of the children. They hoped for that if this thing change, the situation will improve. However, in this case, the respondents are right because according to the studies, parents' play a role in shaping children self-regulation ability by teaching them the self-regulation skills by modeling appropriate behavior through daily activities (Widiastuti, 2017 & Díaz and Eisenberg, 2015).

Overall, the respondents were seen to have good ideas about self-regulation skills in the children but in case of some aspects, they lack knowledge which are preventing the respondents to form coherency in their knowledge about the matter. Furthermore, the findings indicates that the respondents use different type of strategies, among which some strategies are effective in promoting the development of self-regulation skills in pre-schoolers while some of their practices are responsible for hampering the development of self-regulation skills in the preschoolers. The findings also suggest that the respondents' knowledge and beliefs about the development of self-regulation skills in children are reflected in the practices related to the matter. In addition, it was also seen that the respondents face several challenges which cause problems for them to promote self-regulation skills in the preschoolers. After getting in-depth idea about the matter, now it is extremely necessary to bring the issues into consideration and make sure that the kindergartens' teachers get trained in order to fill their knowledge gaps and improve their skills to develop the self-regulation skills in the children. Moreover, training will help the kindergartens' teachers to change their perspectives and get self-aware about the matter. This will make the teachers to feel more responsible so untimely, they will contribute more to the matter in order to ensure healthy development of self-regulation skills in preschoolers.

Conclusion

This was a qualitative study which was carried out to get in-depth insight about the perception and practices of the teachers relating to self-regulation skills in the preschoolers, who are enrolled in kindergartens situated in Dhaka city, Bangladesh. The findings show that the respondents have lack of coherency in their knowledge about self-regulation skills in preschoolers. Furthermore, the respondents' use different strategies, among which several are effective to promote the development of self-regulation skills in children while some are not. Lastly, the findings revealed that respondents face several challenges which cause hinderance for them in developing children self-regulation skills effectively.

However, teachers' practices to foster children's development of self-regulation skills can be improved through proper training. On this regard, the findings of this study can be used as a guideline to develop training manual for the teachers targeting to fill their knowledge gaps. This will help the teachers to gain a coherent understanding and build positive beliefs about the matter and also will allow them to know more about other effectives strategies to ensure children's healthy self-regulation skills development.

To conclude, one thing must be highlighted that, preschool age is crucial period for the children to learn and develop in different aspects of life by exploring. In this regard, grades always cannot define all the learnings and developmental progresses that a preschooler make during their early childhood. Blooming of every child's unique potential and their holistic development can be ensured by supporting them to master the self-regulation skills. Eventually, this will allow them to shine in future in their respective

fields and become useful resources for the development of the country. Lastly, this will make the children to contribute their parts for the advancement of the humankind too.

Recommendation

After exploring the research problems, the findings indicated that it requires to implement some measures in order to mitigate the challenges that is hampering the development of self-regulation skills in children. For that, some recommendations are highlighted below:

- Teachers' training should be made mandatory in kindergartens to fill the teachers' knowledge gap and improve their skills so they can promote the development of children's self-regulation skills effectively.
- Related policies must be reviewed in order to bring the kindergartens under government regulation so that teachers' training can be made mandatory.
- Further research is required to explore how effective the kindergartens' curriculums are in fostering the development of preschoolers' self-regulation skills.
- Large scale research is needed to be done to explore the issue nationwide.

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Appendix A

In- Depth Interview Questionnaire

Topic: Teachers' perception and practices related to preschoolers' self-regulation skills in the classroom.

Section A: Demographic Information

Interview Date:	
Start Time:	End Time:
Name of Respondent:	
Age:	Gender:
Education:	
Name of school:	
Teaching Experience (Please specify in years):	
Received training on early childhood development/education training (If yes, please specify):	
Any other training (If yes, please specify):	
Address:	

Section B: Teacher's understanding about the self-regulation skills in preschoolers

1. What do you understand by self-regulation?
2. What do you understand by self-regulation from a child's perspective?
3. According to you, what skills (like emotional regulation, behavioral regulation etc.) are important for a child to self-regulate?
4. How do self-regulation skills develop in children? Please share your opinion?
5. What do you think, who can help the children to foster their self-regulation skills?
6. What other factors (like socioeconomic status, parents' knowledge) contribute to determine the development of self-regulation skills in the children?
7. How do self-regulation skills help children in learning? Please share your opinion.
8. Why do you think children behave inappropriately in the classroom?

9. What are the problems children face in the classroom when they are unable to self-regulate?
10. How important is the teacher's role in the development of self-regulation? Please share your opinion.

Section C: Teachers' support in promoting the development of self-regulation skills of the preschoolers

1. According to you, what are the signs of strong self-regulation skills in children?
2. How do you recognize the children with poor self-regulation skills?
3. What differences do you see in the classroom performance of the children who can self-regulate and who cannot?
4. What do you do to improve the self-regulation skills of the children?
5. According to you, which strategy is most effective in developing the self-regulation skills of the children? Please explain.
6. What do you do if your strategies do not work?

Section D: Teachers address the challenges they face in promoting the development of preschoolers' self-regulation skills in classrooms

1. What are the problems you face in promoting self-regulation skills of the children in the classroom?
2. How do you manage to overcome those challenges? Please share.
3. Do you seek additional support from others like school authority, supervisors, co-teachers and parents? Please elaborate.
4. Do you have any recommendations that can improve the situation for promoting the development of self-regulation skills of children in the classroom? Please explain.

In- Depth Interview Questionnaire (Bangla)

বিভাগ- ক: জনমিতিক তথ্য

তারিখ:	
শুরুর সময়:	শেষ সময়:
শিক্ষকের নাম:	
বয়স:	লিঙ্গ:
শিক্ষাগত যোগ্যতা:	
স্কুলের নাম:	
শিক্ষার অভিজ্ঞতা (বছরে):	
Early Childhood Development/Education বিষয়ের উপর প্রশিক্ষণ প্রাপ্ত:	
অন্য কোন প্রশিক্ষণ:	
ঠিকানা:	

বিভাগ-খ: প্রিস্কুলারদের স্ব-নিয়ন্ত্রণের দক্ষতা সম্পর্কে শিক্ষকের ধারণা

- I. স্ব-নিয়ন্ত্রণ/ self-regulation বলতে কি বুঝেন?
- II. শিশুদের দিক থেকে স্ব-নিয়ন্ত্রণ বলতে আপনি কি বুঝেন?
- III. আপনার মতে, শিশুদের স্ব-নিয়ন্ত্রণের জন্য কোন দক্ষতা (যেমন: আবেগ নিয়ন্ত্রণ, আচরণগত নিয়ন্ত্রণ ইত্যাদি) গুরুত্বপূর্ণ?
- IV. আপনার মতে শিশুদের মধ্যে স্ব-নিয়ন্ত্রণের দক্ষতা কীভাবে বিকাশ লাভ করে?
- V. শিশুদের স্ব-নিয়ন্ত্রণ দক্ষতা বৃদ্ধিতে কে কে সাহায্য করতে পারে?
- VI. আপনার মতে অন্য কোন কোন বিষয়গুলি (যেমন আর্থ-সামাজিক অবস্থা, পিতামাতার জ্ঞান) শিশুদের স্ব- নিয়ন্ত্রণ দক্ষতা বিকাশে অবদান রাখে?
- VII. আপনার মতানুযায়ী স্ব-নিয়ন্ত্রণ দক্ষতা কীভাবে শিশুদের শেখার ক্ষেত্রে সাহায্য করে?
- VIII. আপনার ধারণানুযায়ী কেন শিশুরা শ্রেণিকক্ষে অনুপযুক্ত আচরণ করে?

- IX. শ্রেণীকক্ষে শিশুরা কী কী সমস্যার সম্মুখীন হয় যখন তারা স্ব-নিয়ন্ত্রণ করতে সক্ষম না হয়?
- X. শিশুদের স্ব-নিয়ন্ত্রণ দক্ষতার বিকাশে শিক্ষকের ভূমিকা কতটা গুরুত্বপূর্ণ?
আপনার মতামত
জানান I

বিভাগ-গ: প্রিস্কুলারদের স্ব-নিয়ন্ত্রণের দক্ষতা বিকাশের উদ্দেশ্যে শিক্ষকদের মাধ্যমে প্রচার

- I. আপনার মতে, শিশুদের মধ্যে দৃঢ় স্ব-নিয়ন্ত্রণ দক্ষতার লক্ষণগুলি কী কী?
- II. দুর্বল স্ব-নিয়ন্ত্রণ দক্ষতার শিশুদের আপনি কীভাবে চিনেন?
- III. শ্রেণীকক্ষে যেসকল শিশু স্ব-নিয়ন্ত্রণ করতে পারে এবং যারা পারে না তাদের কার্যক্রমে আপনি কী কী পার্থক্য লক্ষ্য করেন?
- IV. বাচ্চাদের স্ব-নিয়ন্ত্রণের দক্ষতা উন্নত করতে আপনি কী কী পদক্ষেপ গ্রহণ করেন?
- V. আপনার মতে কোন কৌশল শিশুদের স্ব-নিয়ন্ত্রণের দক্ষতা বিকাশে সবচেয়ে কার্যকর?
- VI. আপনার কৌশল কাজ না করলে আপনি কি করেন?

বিভাগ-গ: শিক্ষকরা শ্রেণীকক্ষে প্রিস্কুলারদের স্ব-নিয়ন্ত্রণ দক্ষতার বিকাশে যেসকল বাধার সম্মুখীন হয়

- I. শ্রেণীকক্ষে শিশুদের স্ব-নিয়ন্ত্রণের দক্ষতা বিকাশে আপনি কোন সমস্যাগুলোর সম্মুখীন হন?
- II. আপনি কীভাবে সেই বাঁধাগুলো অতিক্রম করেন?
- III. আপনি কি স্কুল কর্তৃপক্ষ, সুপারভাইজার, সহ-শিক্ষক এবং অভিভাবকদের থেকে সহায়তা চান? ব্যাখ্যা করুন I
- IV. শ্রেণীকক্ষে শিশুদের স্ব-নিয়ন্ত্রণ দক্ষতা আরো উন্নত করার জন্য আপনি কোনো পরামর্শদিতে চান?

Appendix B

Focus Group Discussion (FGD) Guideline

Topic: Teachers' perception and practices related to preschoolers' self-regulation skills in the classroom.

Introductory Questions

1. How are you all doing?
2. How is everyone at home?

FGD Questions

1. What do you understand by self-regulation?
2. What is your understanding about self-regulation from a child's perspective?
3. How do self-regulation skills develop in children? Please share your opinion?
4. What do you think, who can help the children to foster their self-regulation skills?
5. How do self-regulation skills help children in learning? Please share your opinion.
6. Why do you think children behave inappropriately in the classroom?
7. What are the problems children face in the classroom when they are unable to self-regulate?
8. How important is the teacher's role in the development of self-regulation? Please share your opinion.
9. What differences do you see in the classroom performance of the children who can self-regulate and who cannot?
10. What do you do to improve the self-regulation skills of the children?
11. According to you, which strategy is most effective in developing the self-regulation skills of the children? Please explain.
12. What are the problems you face in promoting self-regulation skills of the children in the classroom?
13. How do you manage to overcome those challenges? Please share.

Focus Group Discussion (FGD) Guideline (Bangla)

সূচনাকারী প্রশ্ন

- I. আপনারা সবাই কেমন আছেন?
- II. আপনাদের বাসায় সবাই কেমন আছে?

এফ. জি .ডি প্রশ্ন

- I. স্ব-নিয়ন্ত্রণ/ self-regulation বলতে কি বুঝেন?
- II. শিশুদের দিক থেকে স্ব-নিয়ন্ত্রণ বলতে আপনি কি বুঝেন?
- III. আপনার মতে শিশুদের মধ্যে স্ব-নিয়ন্ত্রণের দক্ষতা কীভাবে বিকাশ লাভ করে?
- IV. শিশুদের স্ব-নিয়ন্ত্রণ দক্ষতা বৃদ্ধিতে কে কে সাহায্য করতে পারে?
- V. আপনার মতানুযায়ী স্ব-নিয়ন্ত্রণ দক্ষতা কীভাবে শিশুদের শেখার ক্ষেত্রে সাহায্য করে?
- VI. আপনার ধারণানুযায়ী কেন শিশুরা শ্রেণিকক্ষে অনুপযুক্ত আচরণ করে?
- VII. শ্রেণিকক্ষে শিশুরা কী কী সমস্যার সম্মুখীন হয় যখন তারা স্ব-নিয়ন্ত্রণ করতে সক্ষম না হয়?
- VIII. শিশুদের স্ব-নিয়ন্ত্রণ দক্ষতার বিকাশে শিক্ষকের ভূমিকা কতটা গুরুত্বপূর্ণ?
আপনার মতামত
জানান I
- IX. শ্রেণিকক্ষে যেসকল শিশু স্ব-নিয়ন্ত্রণ করতে পারে এবং যারা পারে না তাদের কার্যক্রমে আপনি কী কী পার্থক্য লক্ষ্য করেন?
- X. বাচ্চাদের স্ব-নিয়ন্ত্রণের দক্ষতা উন্নত করতে আপনি কী কী পদক্ষেপ গ্রহণ করেন?
- XI. আপনার মতে কোন কৌশল শিশুদের স্ব-নিয়ন্ত্রণের দক্ষতা বিকাশে সবচেয়ে কার্যকর?
- XII. শ্রেণিকক্ষে শিশুদের স্ব-নিয়ন্ত্রণের দক্ষতা বিকাশে আপনি কোন সমস্যাগুলোর সম্মুখীন হন?
- XIII. আপনি কীভাবে সেই বাঁধাগুলো অতিক্রম করেন?

Appendix C

Consent Form

Title of the Research: Teachers' perception and practices related to preschoolers' self-regulation skills in the classroom.

Researcher: Faria Islam

Purpose of the research

I am conducting this research as a part of my Master's Degree requirement from the Institute of Educational Development (IED) - BRAC University. The aim of this research is to explore the knowledge and practices of the teachers on preschoolers' self-regulation skills in the classroom.

Expectation from you

If you agree, you will be expected to share your perception on the matter of preschoolers' self-regulation skills as well as your practices to promote the development of preschoolers' self-regulation skills in the classroom. The focused group discussion, in-depth interview may take 45 to 60 minutes.

Risks and benefits

There is no risk to you for participating in this study; directly or indirectly teachers, parents, children, policy makers may be benefited in future from the study.

Privacy, anonymity and confidentiality

All information collected from you will remain strictly confidential.

Future use of information

Some of the information collected from this study may be kept for future use. However, in such cases information and data supplied to other researchers, will not conflict with or violate the maintenance of privacy, anonymity and confidentiality of information identifying participants in any way.

Right not to participate and withdraw

Your participation in the study is voluntary, and you are the sole authority to decide for and against your participation in this study. Refusal to take part in the study will involve no penalty.

If you agree to my proposal of participating in my study, please indicate that by putting your signature in the specified space below.

Name of the Teacher:

Name of the Researcher:

Signature of the Teacher:

Signature of the Researcher:

Thank you very much for your cooperation. For any further query, you may contact me. My contact no is, +8801684772041, or you can email at fariaibiswas@gmail.com