TRAINING ON BEHAVIOUR MANAGEMENT FOR PROMOTING EFFECTIVE TEACHING-LEARNING: A CASE OF DAKAWA AND MOROGORO TEACHER COLLEGES IN TANZANIA

BY

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A Research Dissertation submitted to the faculty of social sciences in fulfillment of the requirements for the award of the degree of Master of Arts in Education of Mzumbe University

2016

CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University, a dissertation research on training of behavior management for promoting effective teaching- learning in schools entitled in partial fulfillment of the requirements for award of the degree of Master of Arts in Education of Mzumbe University.

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DECLARATION AND COPYRIGHT

I, Stella Zawadiel Mkilindi, declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other university for a similar or any other degree award.

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DEDICATION

I dedicate this research work to my lovely and caring parents Reverend Mr. and Mrs. Mkilindi and my family members Joseph, Marry, Isaiah (the late), Loveness and Rachael. Thank you for your unconditional support to my studies, thank you for believing in me and allowing me to further my studies. I am honored to have you. I am proud of you, and therefore, this work is your remuneration.

LIST OF ABBREVIATIONS

ABAI	-	According to Behaviour Analysis International
BRN	-	Big Result Now
EFA	-	Education for All
ESDP	-	Education Sector Development Plan
FBA	-	Functional Behaviour Assessment
INSET	-	In Service Teachers
MDG	-	Millennium Development Goals
MOEVT	-	Ministry of Education and Vocational Training
NAE	-	National Academy of Education
NCATE	-	National Council for the Accreditation of Teacher
PBS	-	Positive Behaviour Support
PRESET	-	Pre Service Teachers
SEDP	-	Secondary Education Development Programme
SPSS	-	Statistical Package for Social Sciences
TSD	-	Teachers Service Department
UK	-	United Kingdom
WWC	-	What Works Clearinghouse

ABSTRACT

The purpose of this study was to assess the training on behaviour management for promoting effective teaching-learning done at Morogoro, it based on examining the contents of training on behaviour management offered and identifying different approaches of behaviour management taught to pre-service teachers. The study also explored the challenges encountered in training on behaviour management and investigated the application of behaviour management skills in effective teaching and learning at Dakawa and Morogoro teachers training colleges. The intent of the study was to contribute to the overall knowledge base about the training of pre-service teachers on behaviour management approaches regarding learner's behavioral conditions. Specifically, this study focuses on preparation of the pre-service teachers on behaviour management before they commence teaching-learning job. The study drew a sample of 97 respondents who were got through purposive and random sampling, the approach was mixed but due to the nature and purpose of the study qualitative study dominated, the framework designed was multiple case studies, data were obtained through questionnaires, interview, and semi structured interviews as well as focused group discussion and analyzed through descriptive statistics with the help of students package for social sciences (SPSS), tables presented the data in frequency and percentage from the scale of yes/no. The study found that pre service teachers were trained on behaviour management basing on theories such as social learning, connectionism, skinners and Jean Piaget theories whereas the models/approaches were found and concluded that, there is the relationship between training on behaviour management in promoting effective teaching-learning at Morogoro region in Tanzania. Greater emphasis should be placed on preparing both general and special educators to be competent and efficient at managing today's classrooms with their diverse range of learners.

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CHAPTER ONE

PROBLEM SETTING

1.0 Introduction

This chapter first and foremost focuses on Problem setting where background to the study, statement of the problem, objectives of the study, research questions, scope of the study, significance of the study, limitations of the study as well as organization of the study which will be elaborated as follows.

1.1 **Background to the Study**

Behaviour is influenced by many things like age, personality, interaction with others, culture home environment and gender. Student behaviour is the way children and young people behave at school. In schools, there is often positive student behaviour, poor student behaviour and anti-social student behaviour. Positive student behaviour includes cooperating, paying attention in class and sharing with classmates. Poor student behaviour includes talking when supposed to be working, being late to class and anti-social behaviour is the one that is harmful and not accepted in the society such as drug and alcohol use and bullying (Doe, 2009)

Behaviour management has always been and will most likely be an issue close to the hearts of many individuals involved in education (Jones, 2010). This means that, over the past decades it has become an issue brought to the attention of both those involved in education and public alike through the media, the focus becomes increasingly unfavorable. Good behaviour and good learning and teaching are inextricably linked (Steer, 2005). Promoting effective learning and teaching is of paramount and should be the main agenda to various education stakeholders linked with behaviour management (Cymru, 2012).

Behaviour standards of children in schools seem to be deteriorating (Gray, 2002). This has much to do with changes in values in the society as whole as well as children being increasingly exposed to a range of corrupting influences (Jones, 2010).Behaviour management has been and still is the chief concern of educators across the countries (Dunlap, Iovannone, Wilson, Kincaid, & Strain, 2010; Westling, 2010). This has been the case because when students misbehave, they learn less and keep their peers from learning and take up teachers' time and disrupt the classroom and school at large. Being that the case, more should be done to create effective teaching-learning through the use of better behaviour management approaches (McKinney et al, 2005; Westling, 2010).

As in 1986 corporal punishment was banned in state schools in the UK and started impacting other nations including developing ones (Greg, 2012). From that point onwards, if you wanted to have your children physically abused by professionals, you had to send them to private school. Unfortunately for some, the ban was extended to private education in 1999. However, Tanzania was late to implement this but there is nowadays a light for the movement. With the changing attitudes toward the use of punishment-based disciplinary procedures, schools have to look for alternative models of student discipline (Steer, 2010).

Effective behaviour management is based on the teacher‘s ability to successfully create a well-managed, structured classroom environment so that learning can occur effectively. General education teachers increasingly find themselves responsible for serving students with special needs, but many of them have neither the training nor the support necessary to ensure success for all students (Helfin & Bullock; Lopes, Monteiro, & Sil, 2004), but the ones to handle those students when at or outside school seems to be not equipped full with ways on how to manage the behaviors of students well in the dynamic era leading to chaos when coming across those issues related to misbehaviors.

1.2 Statement of the Problem

Currently, there is vast and fast change of technology which in one way or another affects the children's behaviuor when at or outside school. If not handled carefully, such technology may lead children to misbehave and affect teaching-learning effectiveness. Additionally, Tanzania has accepted and signed various international human rights agreements. These agreements are now influencing Tanzania to shift from the former approaches e.g. corporal punishments to current alternative approaches of handling indiscipline and misbehaviors' of children at schools with intention of facilitating effective teaching-learning.

Cymru, (2012) confirmed that, key to achieving effective learning and teaching is ensuring that teachers have the necessary skills to approach their teaching in ways that reduce the likelihood of children misbehaving. This means that, teachers need to be equipped with effective skills and responses for those instances where difficult behaviour does occur. Behaviour management skills are of particular importance to teachers in the educational system (Baldwin & Baldwinn, 1986). Being that the case, teachers need to be prepared in behaviour management at colleges before they commence their teaching-learning jobs, and in Tanzania, very little had been done in studies justifying the preparation of pre-service teachers in management of behaviors' in relation to effective teaching-learning and this study was therefore meant to address the observed gap.

1.3 Objectives of the study

1.3.1 General Objective

The general objective of this study was to assess the training on behaviour management for promoting effective teaching-learning; a case of two teachers colleges in Morogoro.

1.3.2 Specific Objectives

i. To examine the content of training on behaviour management offered at Dakawa and Morogoro teachers training colleges.

ii. To identify different approaches of behaviour management taught to pre-service teachers at Dakawa and Morogoro teachers training colleges.
iii. To explore the challenges encountered in training on behaviour management at Dakawa and Morogoro teachers training colleges
iv. To investigate the application of behaviour management skills in effective teaching and learning.

1.4 Research Questions

i. What contents of training on behaviour management are offered at Dakawa and Morogoro teachers training colleges?
ii. What relevance of different approaches taught is got to pre-service teachers on behaviour management at Dakawa and Morogoro Teachers Training College?
iii. What challenges are encountered in training the pre-service teachers on behaviour management?
iv. How is the behaviour management skills taught applied in effective teaching and learning?

1.5 Scope of the Study

The study covers the variables from their relationship of the training on behaviour management in connection to the promoting effective teaching and learning whereas the contents of training on behaviour management was critically looked at, approaches taught to the pre service teachers, challenges encountered as well as application of behaviour management skills in effective teaching and learning.

1.6 Significance of the Study

The study would contribute to the overall knowledge base about the training of pre-service teachers on behaviour management approaches regarding learner's behavioral conditions as the purpose of behaviour management is; to promote a positive caring classroom community that encourages student learning, positive peer and teacher relationships as well as self-motivation. Specifically, this study focused on preparation

of the pre-service teachers on behaviour management before they commence teaching job. The implication comes from contents and behaviour management approaches taught to these trainees and their perceptions on whether the taught contents and approaches can lead to the effective teaching-learning.

Hence, the study is significant for the research as it contributes to the existing knowledge on administrative law making process to impart tutors with behavioral skills which may be useful to teacher trainees. Moreover, the study is meant to be a tool to raise student-teachers/tutees awareness by disseminating information to the key stakeholders in the need for participating in making by laws/ principles which guides them through the whole process of acquiring their professional studies during their stay in colleges for they would have acquired the awareness that; it's not about forcing students to comply with teachers' demands, but allowing them to have ownership and success in all aspects of their schooling (Charles 2002, p224) .

Lastly, the study is also useful to the Ministry of Education and Vocational Training (MOEVT) in improving counseling unit in all teachers' training colleges in Tanzania through Education Sector Development Plan (ESDP). It informs for the awareness, welcomes a safe school which allows the core agents to make learners take action in promoting and recognizing positive behaviour and minimizing risk. Besides school leaders, teachers and families can all contribute to the positive behaviour management of learners inside and outside the classroom as learners themselves play an important responsibility in creating and maintaining a safe and positive school environment.

1.7 Limitations of the Study

During data collection some complications took place as it was during closing and opening days so respondents had a tight college schedule, so that they (tutors and student teachers) were not ready to fill in questionnaires. Some of them returned unfilled sheets of questionnaires, so that researcher had to redevelop the tools and provide them again to respondents. On the part of interview the concerned people (principals) delegated power

to the other member of the college management who faced difficult in providing some of the information. In focused group discussion, some respondents were dominating the group, some were very moody but the researcher did the best in maintaining group discipline and advantageous environment for all members to make effective participation.

1.8 Organization of the dissertation

The thesis is composed of six chapters namely; chapter one which is about Introduction/ problem setting: including Background, Statement of the problem, Objectives of the study, Research questions, scope of the study, Significance of the study, Limitation and organization of the dissertation. Chapter two is about Literature review which consist Theoretical framework, Empirical framework and conceptual framework, Chapter three is about Research methodology and consist of research Design, Research area, Population of the study, Data collection methods and Data Analysis methods validity, reliability and research ethics.

Chapter four is where presentation and analysis of the findings of the study were done. The chapter shows personal information, the content taught approaches and theories, challenges as well as application of behaviour management skills. Chapter five discusses the findings presented in chapter four. In so doing it explains why the findings appear the way they are and tries to associate the findings and real world. Moreover, Chapter six comprises summary form before coming to the conclusion, and recommendations, and also it calls for further study. Lastly there are references and Appendices.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter predominantly focuses on theoretical framework where the used schools of thoughts were elaborated, empirical framework where other scholars' works have been exposed as well as the conceptual framework.

2.1 Theoretical Framework

Santrock (2009) defines behaviour as everything that we do both verbal and nonverbal that can be directly seen or heard: a child create a poster, a teacher explaining to a child, one student picking on another student, and so on. Generally behaviour can be the way a person, an animal, a plant and a chemical behaves or functions in particular situation.

Behaviour management can be a significant challenge for early career teachers, as well as those that are more experienced (Arthur-Kelly et al, 2007). Behaviour management according to Porter (2000) has two meanings: prevent disruptions proactively, through the teacher meeting the children's needs being educational, social and emotional. It also means the proactive intervention that the teacher does in order to get his/her pupils/students displaying acceptable behaviour.

Baldwin and Baldwinn (1986) state that, there is a great deal of researches on "behaviour change" and "behaviour management" B.F. Skinner and Carl Rogers have given two distinctly different approaches for addressing behaviour. Skinner's approach says that anyone can manipulate behaviour by first identifying what the individual finds rewarding. Once the rewards of an individual are known, then those rewards can be selected that the manager is willing to give in exchange for good behaviour. Skinner calls this "Positive Reinforcement Psychology". Rogers proposes that in order to effectively address behaviour problems, individuals must be persuaded to want to behave appropriately. This is done by teaching the individual the difference between

right and wrong including why he or she should do what is right. Rogers believes that the individual must have an internal awareness of right and wrong.

In general behaviour management strategies have been very effective in reducing classroom disruption (Brophy, 1986). In addition, recent efforts have focused on incorporating principles of functional assessment into the process (Angela Waguespack, Terrence Vaccaro & Lauren Continere, 2006). There are three main parts to behaviour management systems: Whole group, table group and individual, argues Maryann (2015) These can be things such as marble jars for the class, prize charts for the tables, and a grid chart with 25 spaces for individual students. There are many different types of charts you can find to use for each part. Effective classroom management principles work across almost all subject areas and grade levels (Brophy, 2006; Lewis et al, 2006). When using a tiered model in which school-wide support is provided at the universal level.

According to Behaviour Analysis International (ABAI, 2010) every year, "new and improved" behaviour management approaches hit the schools only to be thrown out by the end of the year. It further stresses that, there are at least five possible causes for this cycle: pre-service teachers may not be trained well in behaviour management methods; teachers may not be trained to analyze research on behaviour management approaches; there is no unified theory of behaviour management; schools often do not have a seamless and consistent approach to behaviour management utilised across classrooms, teachers, and grade levels and finally, behaviour management is often viewed as a reactive approach to behaviour problems rather than as a proactive one.

Allen (2010) states that, if you are to teach successfully, you must have the circumstances that make it possible for you to teach and for your pupils to learn. He further insists that, those circumstances do not happen by accident but you need to develop a plan to ensure that reasonable circumstances for teaching and learning do occur. For that reason, teachers need to be designed and trained in helping them develop a discipline plan for their class; know how to diagnose problems; and know how to

change the plan to fit changed situations in schools they teach. Student behaviour in a classroom results from what teachers do in the classroom and proactive methods of preventing management problems is through teaching students about rules and expectations (Canter and Canter, 1992) This is to say that, a school should have power to establish new rules and regulations which will be made well known to students so as to control students' discipline (behaviour).

Unacceptable pupil behaviour, whether low level or extreme disrupts the continuity and consistency of teachers; it damages teachers' confidence and young people's learning" (National Union of Teachers Learning to Behave, 2005).According to Astor etal. (1999) educators argue that misbehavior like violence has to focus on the creation of more humane environment in which students are known and feel supported. Unilateral Management refers to automatic setting where an organization has an automatic power to establish rules and regulation to govern order in the organization (Prasad, 2006).

2.1.1 Diagrammatic presentation of Theories and models guiding the study

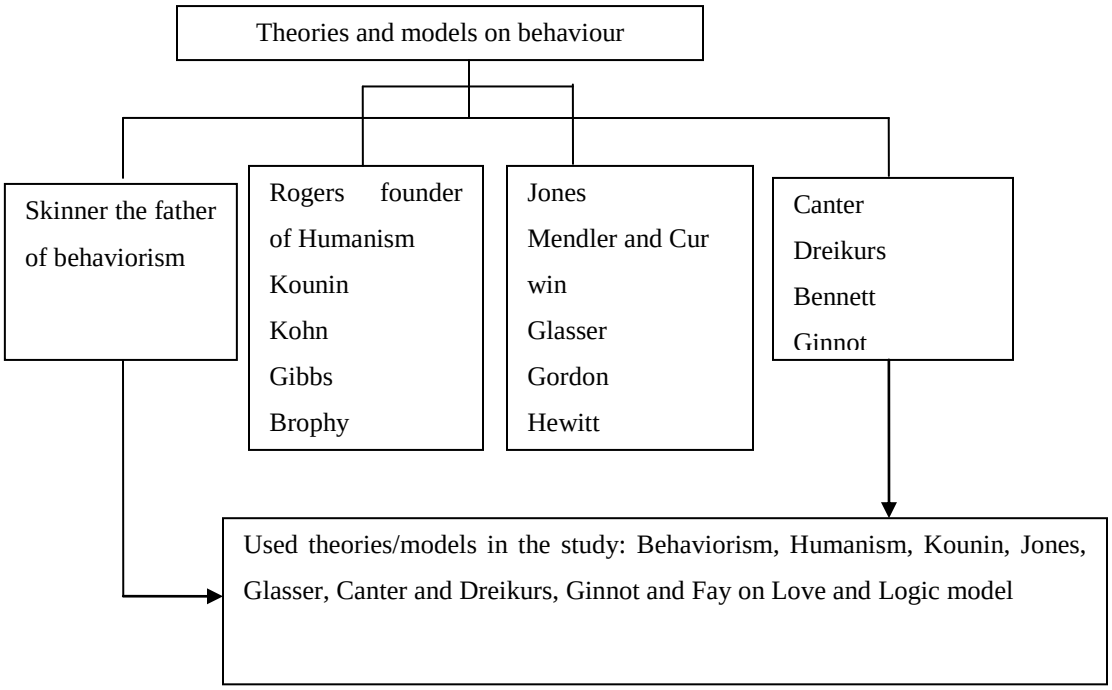


Figure 2.1: Theories/ Models used in the study modified by the researcher from various readings (2016)

These theories were used in the study because they are theories of learning where as models were originated from them hence acting in the vein of producers of other models and approaches of behavior management.

Behavioral management theory is a theory pioneered by B.F. Skinner who talked on the practice of providing consequences for both positive and negative behaviour. The teacher develops a process of systematically applying rewards (reinforcements) and consequences for behaviour. This model of classroom management is also known as Behaviorism, behavioral techniques, behaviour modification and social learning theory.

Behaviorism is a theory that attempts to explain human and animal behaviours in terms of conditioning without appealing to thoughts or feelings, whereby conditioning is a process which involve conditioning of the respondent behaviour through a process of stimuli association and substitution. Behaviorism focuses on one particular view of learning such that a change in external behaviour achieved through a large amount of repetition of desired action, the reward of good habits and the discouragement of bad habits, it emphasizes the scientific study of observable behavioral responses and their environmental determinants such that it focuses on the interactions with the environment that can be seen and measured (King, 2008).

Humanism is a learning theory pioneered by Carl Rogers; it is nondirective i.e. the client deals with what he or she considers important. The theory came against behaviorist ideas as he argued that Humans have free will; not all behaviour is determined. All individuals are unique and have an innate (inborn) drive to achieve their maximum potential. A proper understanding of human behaviour can only be achieved by studying humans - not animals. He further based on ideal personality, client-centered therapy, and person-centered (psychotherapy and counseling) as his methods which made it successful.

In its human nature, Rogers believed that at a basic level, human beings are good and trustworthy. The more fully-functioning a person is, the more that basic nature will be evidence, Inner Freedom this involves freedom from such things as threat, and freedom to choose and be, (Rogers, 1959). Psychology should study the individual case rather than the average performance of groups. Individuals have the inner power to creativity to solve problems, to change the self-concept. That's the source of psychological growth and maturity resides within individuals and is not found in other forces.

The humanistic approach emphasizes the personal worth of the individual, the centrality of human values, and the creative, active nature of human beings. The approach is optimistic and focuses on noble human capacity to overcome hardship, pain and despair. Empathy (being listened to and understood) the ability to understand what the client is feeling, People can be helped to grow by participating in an encouraging relationship that enables them to pursue their drive towards actualization Unconditional positive regard. To give a client or person my full, caring attention without judging or evaluating them, "It is a kind of liking which has strength, and which is not demanding as well as congruence (the quality of agreeing, being suitable and appropriate that's teacher should take their students the way they are.

This means that, training for teachers and other staff has a key role in improving behaviour as there is no single solution to the problem of poor behaviour, but all schools have the potential to raise standards if they are consistent in implementing good practice in learning, teaching and behaviour management (Steer, 2005). Effective practice in promoting positive behaviour and preventing misbehavior can be embedded in all schools by drawing on the approaches currently used by successful schools, including specific consideration of need further support through initial teacher training or professional development in managing behaviour from the colleges (Steer, 2005).

2.1.2 Approaches on Behaviour Management

There are many ways for a teacher to implement classroom management. Some are highly effective; some may need to be re-addressed. What is crucial though, is that all teachers have some form of behaviour management system in place which will enable them to not only control their class, but will also allow for a healthy and productive learning environment. As with most aspects of teaching, a teacher's personality and their actual method of implementation in regards to management techniques will have a direct bearing on the outcome (Rogers, 2004).

Consequently, what may work for one person, may not work for another, or, it is possible that a school's ethos or policy statements, may not allow for a teacher's particular behaviour management style, but there are many more and it must be noted that it is often the case that they are not exclusive to one another. Different behaviour management systems may be overlapped as a teacher establishes the best system for themselves, and significantly, for the particular class under their care.

2.1.2.1 Assertive Discipline Model

Lee Canter and Marlene Canter (1974; 1976; 1992) proposed a classroom management model called Assertive Discipline. This limit-setting approach requires teachers to be assertive rather than passive or hostile. To state rules consistently and clearly, to follow through appropriately, to apply positive consequences when students fail to behave appropriately.

Canter and Canter (1992) describe the following five steps of assertive discipline. First, teachers must acknowledge that they can and do affect student behaviour. Second, teachers must learn to display an assertive response style, which is the most effective style they can have. Third, teachers must make a discipline plan that contains good rules and clear, effective consequences. Fourth, teachers must provide student instruction on the discipline plan. Finally, teachers should instruct students on how to behave responsibly.

Malmgren et al. (2005) summarized the four main components of the model. First, teachers should develop a set of rules for the classroom. Second, teachers should determine a set of positive consequences for following the rules. Third, teachers should establish a set of negative consequences for not following the rules. Finally, teachers should implement the model with the students. A major positive aspect of assertive discipline is the concept that student behaviour in a classroom results from what teachers do in the classroom. Also attempted to add more proactive methods of preventing management problems through teaching students about rules and expectations (Canter and Canter, 1992)

2.1.2.2. The logical Consequences Model

Dreikurs (1968) developed the logical consequences model, built on the belief that we learn through our interactions with the environment. Within this interaction, behaviours are exposed to three types of negative consequences: natural, arbitrary, and logical (Clarizio, 1986). The major aspects of logical consequences include Inappropriate behaviour being motivated by unconscious needs, example; to gain attention, exercise power, exact revenge, or display inadequacy; if the motive for attention is satisfied, inappropriate behaviour associated with other motives will not be manifested; students can learn to understand their own motives and eliminate misbehavior by having teachers help them explore why they behave as they do; presenting students with a choice offers a sufficient basis on which they can learn to be responsible; students react to life based on their birth order; we learn through our interaction with our environment.

Within this interaction, our behaviours are exposed to natural, arbitrary, and logical consequences; natural consequences are usually the most effective form of negative consequences; if we cannot rely on natural consequences under all circumstances, we can use arbitrary or logical consequences; and when teachers have the option of using arbitrary or logical consequences, logical consequences should be chosen because students behave more appropriately when they suffer the logical consequences for their misbehavior. It is important to point out that teachers using logical consequences should

attempt to prevent behaviour issues by avoiding power struggles with students (Malmgren et al, 2005).

2.1.2.3 Reality Therapy Model

Glasser (1965) developed Control Theory. Glasser's basic premise was that, students are in control of their own behaviour and choose whether to behave appropriately or not (Strahan, Cope, Hundley, & Faircloth, 2005). Classroom management should be designed to help students make better choices. Activities such as class meetings conducted weekly or more often can provide students feedback on how their behaviour affects others. In addition, these meetings give students a variety of ideas about how to improve behaviour in the future and provide support from peers to make behaviour changes. Consequences for unwanted behaviours may or may not be used with students.

The key to this approach is getting students to realize how their choices of behaviour affect others. The term *control theory* was changed to *choice theory*. Choice theory is the underpinning foundation of reality therapy (Lawrence, 2004).

There are several key aspects that set the foundation for the reality therapy model. Essentially, students are motivated by five needs. First, students are motivated by the need for survival, which involves the need for food, shelter, and freedom from harm. Teachers can aid students in the satisfaction of this need by helping them feel safe in the classroom and by not using coercion to try to control behaviour. Second, students have a need for belonging and love. Teachers can aid in fulfilling this need by creating a classroom environment in which students work together on meaningful activities, are included in class discussions, and receive attention from the teacher and others.

Third, students have a need for freedom. Teachers should allow students to make choices regarding what they will study, how they will study it, and how they will demonstrate their execution. Fourth, students have a need for fun. Teachers should involve students in interesting activities and allow them to share their accomplishments

with other students. Finally, students have a need for power. Teachers can help students meet their need for power by giving them responsibilities

2.1.2.4 Love and Logic Model

Fay (1981), at the Cline-Fay Institute, developed the love and logic model, which rests on several key aspects. Among these are the teaching and parenting styles the model outlines. According to Fay (1981), there are three types of teaching and parenting styles: helicopters, drill sergeants, and consultants. Helicopters tend to hover over students to rescue them from the hostile world. These teachers make excuses for students, take on the responsibilities of students, make decisions for students, and use guilt to get students to behave in a certain manner. Drill sergeants command students and direct their lives.

These teachers tell students how they should feel and handle responsibility. They have many demands and provide absolutes. They also provide threats and orders and use punishment, including the infliction of pain and humiliation. Consultants provide guidance and consultant services for students. These individuals provide messages of self-worth and strength, share personal feelings about something, provide and help students explore alternatives, and then allow students to make their own decisions. These teachers give support to students in experiencing natural consequences for their actions and in exploring solutions to problems.

Clearly, teachers should focus on being consultants to their students. When students are resistant to teacher guidance, several things should be attempted, for resistant behaviour, teachers should catch students doing something good, interpret the resistant behaviour, try to understand why the students are doing it, and provide qualified positive regard by telling students what the teachers liked. When students are disruptive, the teachers should ignore the behaviour, catch it early before it escalates, talk it over with students, and, if needed, isolate misbehaving students from others. Praise should be used, but it should be specific, directed toward the task, and given sparingly.

2.1.2.5 Ginott Model

Ginott (1971) developed this model showing its key aspects such as student behaviour can be improved if teachers interact with students more effectively, treating them with understanding, kindness, and respect; positive communication by teachers improves the self-concept of students, which produces better classroom discipline; congruent communication should be used because students cannot think right if they do not feel right; students can learn to be responsible and autonomous; accepting and clarifying the feelings of students will improve their classroom behaviour; the improper use of praise encourages student dependency on teachers; punishment encourages student misconduct; insulting students causes them to rebel.

Promoting cooperation increases good discipline; teachers can improve their relationships with students by ending their language of rejection and using a language of acceptance, inviting students to cooperate rather than demanding that a behaviour occur, providing acceptance and acknowledgment for student behaviour, conferring dignity upon the students, expressing anger with "I messages" versus "you messages," using succinct language rather than over talking, and providing appreciative praise that describes student behaviour rather than ability and teachers need to model self-discipline to show their students how to deal with problems.

Ginott (Ibid) believes teachers are the essential element in classroom management and that effective alternatives to punishment should be found because students learn from how teachers respond to problems. Therefore, teachers who show self-discipline are able to show their students (even those who misbehave) how to deal with problem situations. According to Ginott, teachers with a lack of self-discipline lose their tempers, call students names, insult students, behave rudely, overreact, show cruelty, punish everyone for another's actions, threaten, give long lectures, back students into a corner, and make arbitrary rules without student input.

Teachers who show self-discipline are those who recognize student feelings; describe the situation; invite cooperation; are brief; do not argue with students; model appropriate behaviour; discourage physical violence; do not criticize, call names, or insult students;

focus on solutions; allow face-saving exits for students; allow students to help set standards; are helpful; and de-escalate conflict.

2.1.2.6 Kounin Model

Kounin (1970) developed the Kounin model based on early intervention research of effective management skills (e.g., Kounin, Friesen & Norton, 1966; Kounin & Gump, 1958; Kounin & Obradovic, 1968); this model has several key aspects: students need to be controlled by their teachers: control can be improved by increasing the clarity and firmness of desists (i.e., remarks intended to stop misbehavior): teachers can improve control by displaying "withitness" (i.e., being aware of what is going on around them): teachers should use "momentum" by beginning lessons immediately after the start of class, keeping lessons moving with little downtime, bringing the lessons to a close, and making efficient transitions from one lesson to another; teachers should achieve "smoothness" in a lesson by removing undue interference or changes that disrupt the students; teachers can use group alerting by gaining students' attention to inform them of what is expected; students should be made active learners by asking them to answer questions, to demonstrate concepts, or to explain how something is done; teachers can control or have an influence over several activities at once by using "overlapping." ; students are more successful when teachers make lessons interesting, avoiding "satiation" (i.e., when students are bored or frustrated, they tend to become less than interested in a topic) and lessons and seatwork should be enjoyable yet challenging.

To achieve meaningful behaviour change, the Kounin model suggests using 10 concepts in the classroom: (a) the ripple effect, (b) withitness, (c) momentum, (d) smoothness, (e) group alerting, (f) student accountability, (g) overlapping, (h) the avoidance of satiation, (i) valence and challenge arousal, and (j) seatwork variety and challenge. The ripple effect is the tendency for primary-aged students to react to teachers' actions when those actions are aimed at other students. Withitness is being aware of what is going on in the classroom.

Momentum is beginning lessons immediately after the start of class, keeping lessons moving ahead with little downtime, bringing lessons to a close, and making efficient transitions from one lesson to another. Smoothness is being able to conduct a lesson without undue interference or changes that disrupt the students. Group alerting involves making sure students are paying attention and then providing them with specific instruction on what they are supposed to do at any one time. Student accountability involves keeping students involved in the lesson.

Overlapping means that the teacher can control or have an influence over several activities that overlap. Satiation can be defined as the feeling students get when they are too full so stuffed and replete with instruction that they have no more interest or desire to learn, so teachers should avoid satiation by trying to make learning interesting and students successful rather than bored or frustrated. Valence and challenge arousal refers to teachers showing enthusiasm and using a variety of activities when teaching students, so learners have a positive reaction to the lesson. Finally, seatwork variety and challenge refers to the idea that teachers should strive to make seatwork interesting to students.

The aim of discipline is to set limits restricting certain behaviours/ attitudes that are seen as harmful or going against school policies, educational norms and school traditions'. Positive approach is grounded in teachers respect for students and it is revealed from the models/ approaches through the ideal teacher student relationship.

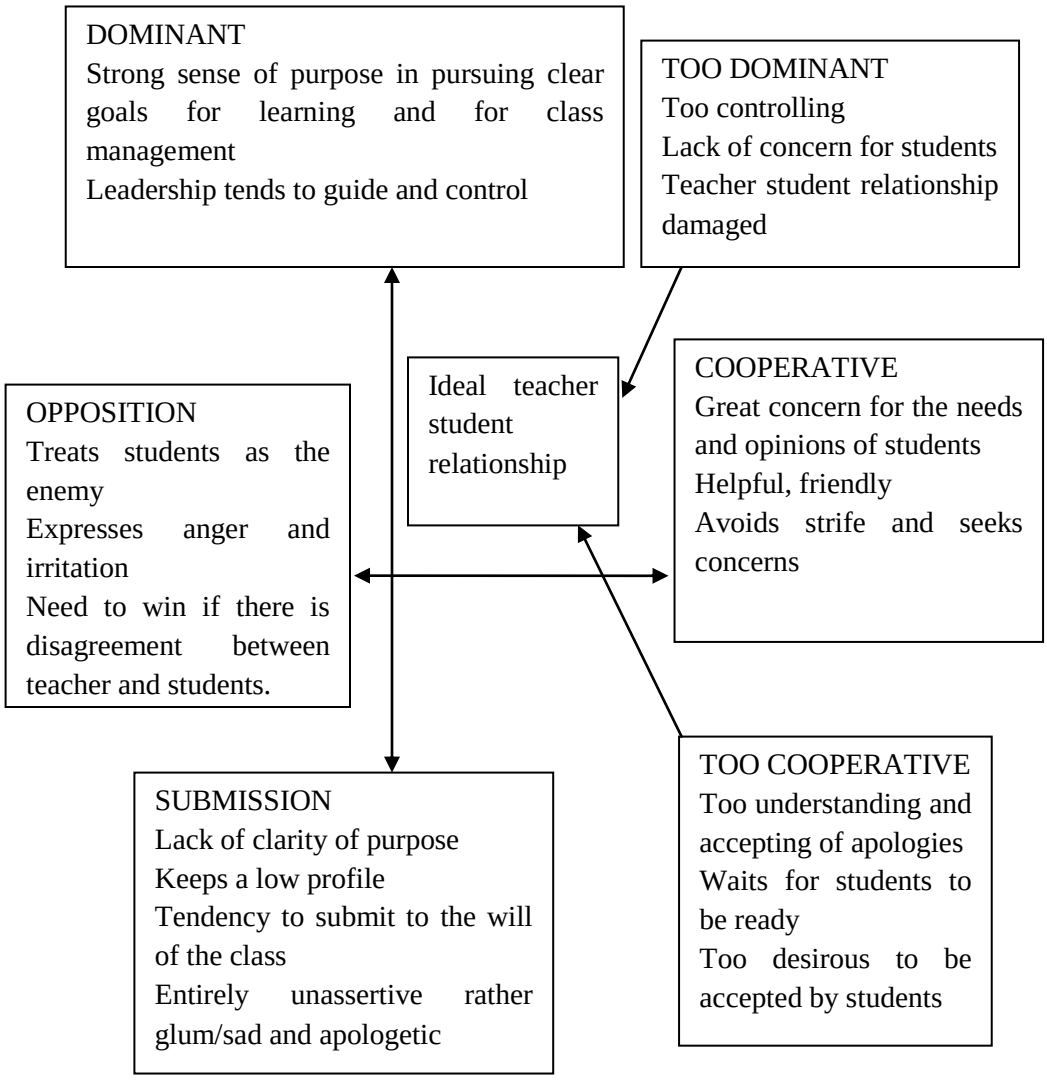


Figure 2:2The Ideal teacher-student Relationship modified from Carl Rogers (2003)

2.1.2.7 Character Education

Character education is more of a philosophical approach to improving student behaviour as opposed to a single model. Key aspects of character education, taken from the Character Education Partnership (2010) include character education promotes core

ethical and performance values; students learn to understand, care about, and act upon these core ethical and performance values; programmes should encompass all aspects of the school culture; teachers should foster a caring school community; students should be given opportunities for moral action; character education supports academic achievement; programmes focus on the intrinsic motivation of students; whole-staff involvement is key; positive leadership of staff and students is essential; parents and community members should be involved and results are assessed and improvements are made.

Character education "is a fairly new and rapidly evolving topic for curriculum interventions. It is also broad, often overlapping with other programme areas" (What Works Clearinghouse [WWC], 2007). Character education often includes focused work on teaching students respect, being fair and trustworthy, caring for others, being responsible, and being a better citizen. There is no doubt that well-ordered classrooms along with good behaviour management skills are necessary for teachers to perform the core task of improving student learning outcomes. Behaviour management is a crucial skill for both beginning and experienced teachers.

The formation and creation of an effective and workable classroom management plan is essential in order to provide a quality learning environment that is productive, manageable and provides opportunities for each student to feel valued (Rogers, 2004; NSW DET, 2003). It is important to implement rules and routines into classroom learning environments in order to maintain a workable and positive ethos/culture within the environment, whilst also ensuring that the teaching and learning sequence runs smoothly and effectively (Rogers, 1990).

Rogers (1990) states that for the implementation of rules to be effective within any classroom, they must be discussed and formulated on a "whole class basis" in the establishment phase of the school year, Furthermore, good rules are on the preventative side of discipline and should be stated positively, inclusively and fairly (Rogers, 1990).

Good rules should focus on the core rights of learning, safety and respect (Edwards & Watts, 2008).

These rules, routines and expectations should be clearly outlined in classroom management plan. It is also important to provide a working consistent rewards system within the classroom environment to motivate students.

Behaviour management training in education has come about at the individualized level from the first circle; the middle circle is handled from a classroom perspective and includes effective instructional supports. Behavioral and academic programming is key aspect in the prevention of and reaction to problem behaviour in the classroom. The third circle represents school wide supports design. Hence realizing the importance of behaviour management for effective teaching and learning, the following given elements have being considered in the implementation of behaviour management that's essential agreements, knowing the learners, helping them understand, age appropriate, planning to avoid poor behaviour, recording punishments, working as consistent staff team as well as working with parents.

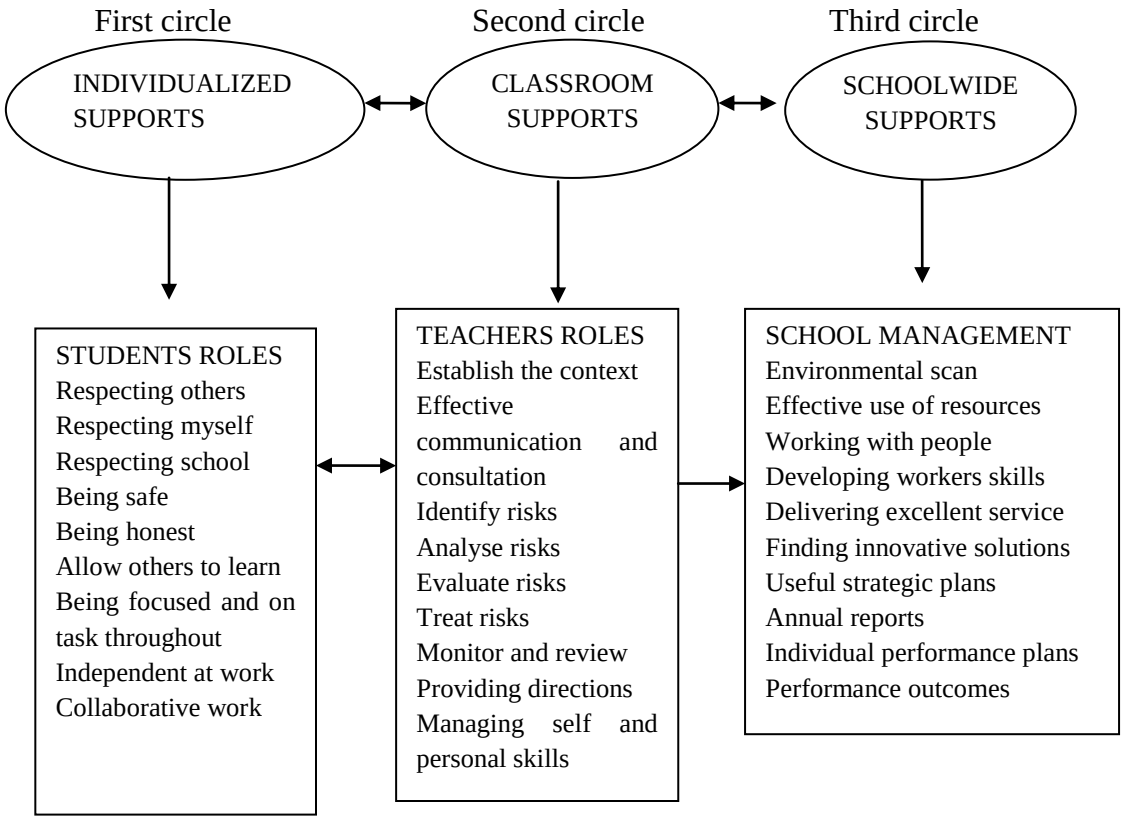


Figure 2:3 Circles associated to behaviour management training on education Source: Modified from Carl Rogers (2004)

2.1.2.7.1 Behaviour Management Planning

Good behaviour management and structured classroom discipline stop most disruptive behaviour, but some students will continue to disrupt. These students need more help so that they can stay in class and succeed. Functional Behaviour Assessment is a process which describes a student's disruptive behaviours, looks for the reasons behind the behaviours and offers interventions that teach new behaviours to replace the undesired ones. Not all disruptions merit an FBA, which is usually reserved for behaviours that interfere with learning. FBA is based upon the following assumptions: challenging behaviours do not occur in a vacuum, behaviours occur in response to identifiable

stimuli, behaviours are governed by the consequences that follow them, and behaviour is a form of communication (Schloss, 1983).

Classroom management and discipline are very important parts of teaching as appropriate actions for each can help teachers build strong relationships with diverse students. Classroom management is the process by which teachers and schools create and maintain appropriate behaviour of students in classroom settings. The purpose of implementing classroom management strategies is to enhance prosocial behaviour and increase student academic engagement (Emmer & Sabornie, 2015; Everston & Weinstein, 2006). Effective classroom management principles work across almost all subject areas and grade levels (Brophy, 2006; Lewis et al, 2006). When using a tiered model in which school-wide support is provided at the universal level,

Figure 2.4 reveals the way teachers and learners play their roles in behaviour management as some rules fall under the continuum approach and others on the eclectic approach where the rules are guided under behaviorist class and others on the humanism block.

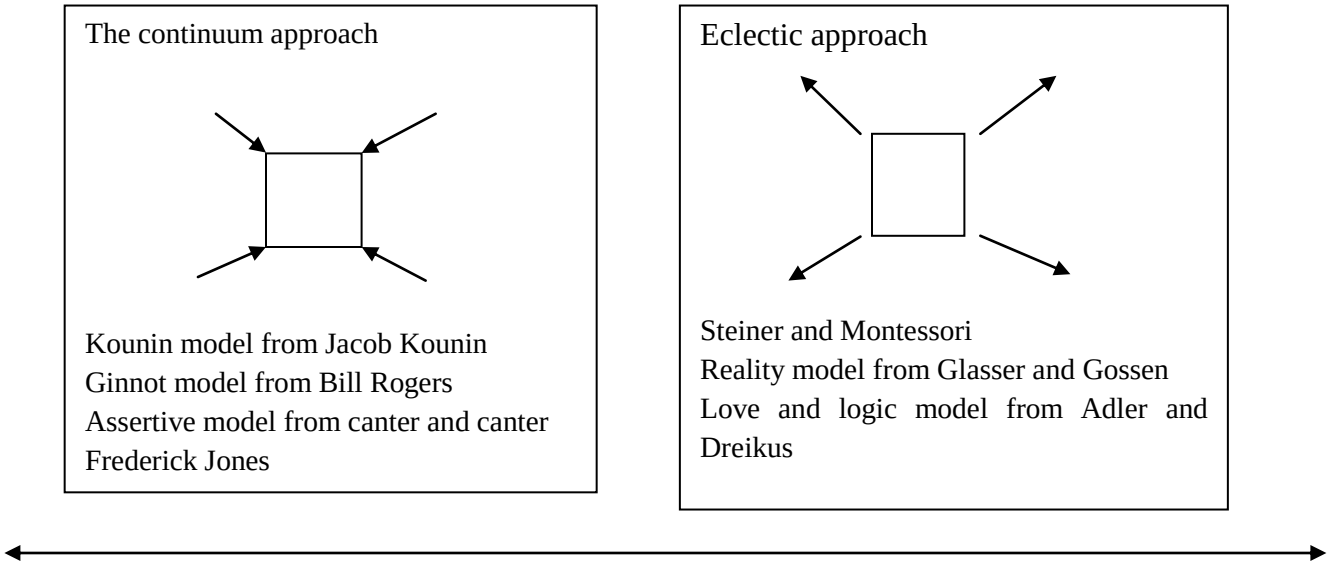


Figure 2:4 The Functional Behavior Assessment modified from Carl Rogers (1959)

Behaviour management is an issue that affects all teachers. Research indicates that factors related to behaviour management play a role in the decision of many early careers, and other teachers' to leave the profession. Issues related to behaviour management are particularly important in the first years of teachers' careers. The daily experiences and reality of the classroom may be quite different from the expectations of beginning teachers. Relationship between student misbehavior and classroom discipline in each national setting, various strategies are examined (Rogers, 2004).

Punishment, Recognition/rewarding Involvement in decision-making (the extent to which teachers tries to include students in decisions relating to discipline) Discussion (provides for the voice of the individual student) hinting and aggression.

Some of the keys to effective management of student behaviour are:

i. Devising comprehensive systems
ii. Consistently reinforcing well-practiced routines and procedures

iii. Packing our professional bags full of positive and respectful preventive strategies and reactive interventions
iv. The way in which we present and conduct our lessons such as overlapping as it pertains to the ability to do many things at the same time (i.e., multi-tasking).

Kounin (1988) stated that this ability is closely related to being "with-it" In his mind, they worked hand-in-hand to produce a powerful effect, saying one without the other reduces the teacher's effectiveness

According to Porter (2007 p. 206), the school and classroom 'climate' has a broad influence on students well-being, as well as their social skills. It is important to provide equal opportunity for every child to succeed, even those who may have a behavioral, physical or emotional disability. Therefore, it is beneficial to provide a positive and supportive learning environment that is inclusive of all students. Arthur-Kelly, Lyons, Butterfield & Gordon (2007, pg. 123), also highlight that through the provision of a positive learning environment, students are more likely to engage in learning activities, and appropriate student behaviour is more effectively maintained.

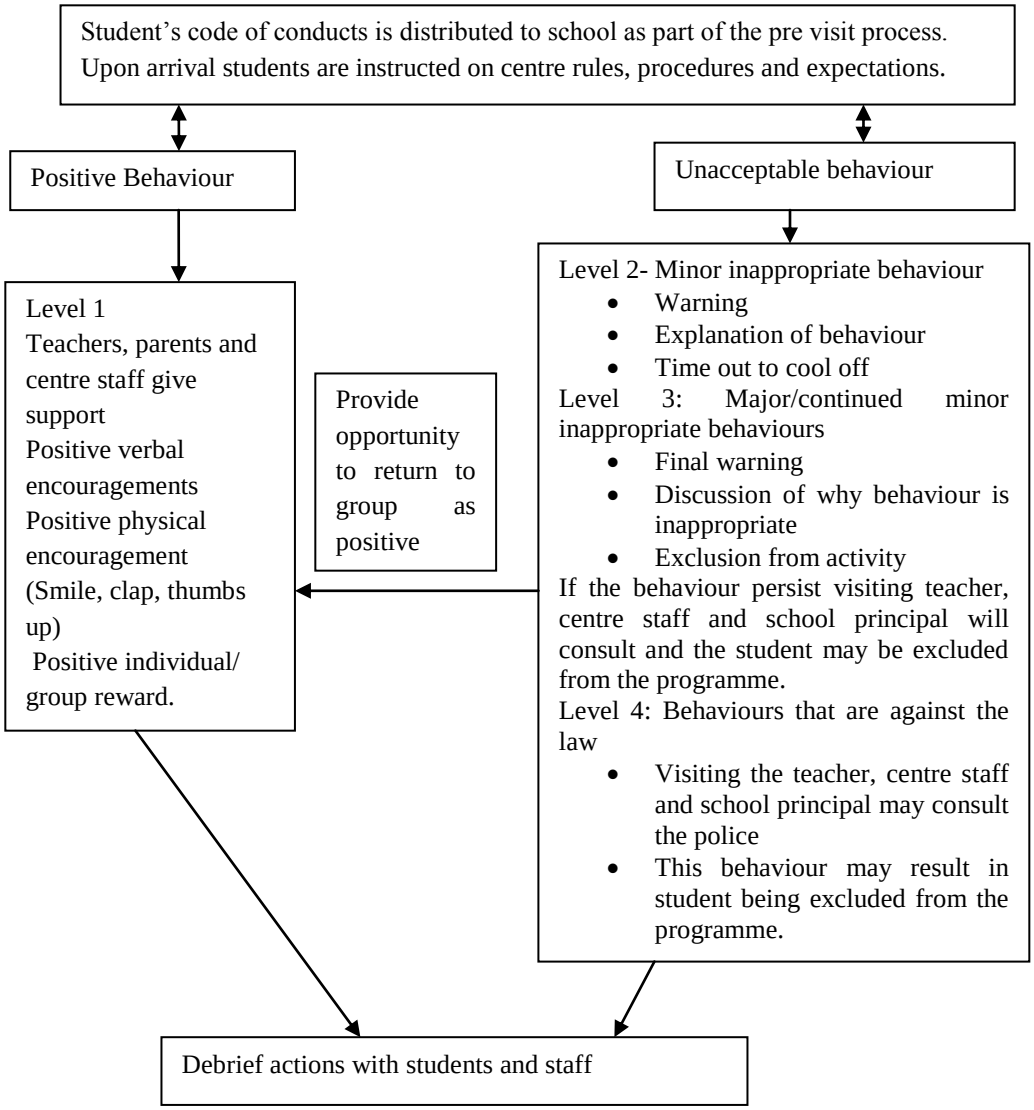


Figure 2:5 Behaviour management plan Modified from Kounin (1988)

Rogers's overall theory of classroom management highlights that the implementation of a decisive, authoritative or democratic teaching style is most effective. Teachers that take on this teaching style allow for an open, inclusive and supportive classroom environment that promotes optimal learning and behaviour outcomes (Edwards & Watts, 2008),which can be achieved by: The teacher knowing the rights and responsibilities of

their students, having a clear plan for responding to inappropriate behaviour, establishing clear rules for students so they know and understand what is expected of them, aiming for student co-operation, rather than pure compliance and developing a series of non-verbal cues/ indication to respond to inappropriate behaviour as shown below in the checklist:-

Checklist for Classroom Management Plan
Overview of Class
Philosophy of Teaching and Learning
Preventative Strategies for behaviour
- Rules, Rights and Responsibilities
- Routines, Organizational routines
- Effective Teaching Strategies

Physical classroom environment
Responsive strategies for behaviour
Reward and incentive systems
Fair and consistent consequences
Specific Student Needs
Bullying
Crisis Intervention – In case of emergency procedures

Figure 2:6.The checklist for behaviour management plan modified from Carl Rogers (2004)

2.2. Empirical Framework

This part presents primary sources of information such as dissertation or research reports done by other people from different contexts, their objectives, methods, findings and their conclusions'.

2.2.1. Contents/topics taught to pre service teachers

Hardman (2009) on his study of A review of teacher education in Tanzania and the potential for closer links between PRESET and INSET; came with the following basing on content of the preset and inset as he said, each of the colleges offers a 2-year full-time certificate course in primary school teaching with the curricula concurrently covering:

Subject Content Knowledge: knowledge and understanding of school subjects in the primary curriculum; Pedagogic Content Knowledge (often known as methods courses): teaching methods and ways of assessing learning related to specific subject areas and matched to the capabilities of learners; Professional Studies: understanding of how children learn and how cognitive, affective, psychomotor, and social development take place, knowledge and skill in classroom management and pastoral care, craft knowledge of effective techniques to promote learning, acquisition of professional identities as a teacher, awareness of relevant educational history, psychology, sociology, philosophy, legislation, responsibilities etc; Relevant educational history, psychology, sociology, philosophy, legislation, responsibilities etc and Teaching Practicum: opportunities to practice teaching under supervision from teachers and college tutors.

In addition, the pre-service programmes included more general programmes for trainees to support personal growth, develop social confidence and leadership skills, guidance and counseling skills, motivation and discipline skills and prepare young adults for taking on the responsibilities of being a teacher. All of the colleges were preparing the trainees to teach across the primary curriculum, i.e. to be able to teach all subject areas, and to play a full role in pastoral development. They also provided for a degree of specialisation, especially for upper primary teachers. This is most often related to core subjects - English, Kiswahili, mathematics, science - and in some cases also to teach subjects which are thought to require special expertise such as art, craft and music.

The focus on educational psychology content has also been acknowledged as vital by agencies that accredit teacher education programmes. According to the second conference on the Teaching of Educational Psychology (2009), many positive changes in educational psychology courses for pre service teachers resulted from activities such as those of teachers, administrators, policy makers, and the public. In particular, responses addressed the warning that principles and concepts from educational psychology will be viewed as relevant for teachers “only when they are learned in forms that render them useful in the context of classroom teaching” (Anderson et al,1995:44).

There has been greater use of cases to contextualize content, illustrate its relevance, promote critical analysis of situations, and represent some of the complexity of classrooms (Sudzina, 1997; Woolfolk Hoy, 1996). That include developmental, learning, motivational, management, and assessment issues have become more plentiful and popular (McGuire, 2007).In general, textbooks have remained encyclopedic rather than becoming streamlined (i.e., organized around central ideas), due largely to the varied demands of instructors (Brophy, 2006).

This is changing a little, however, Some textbook publishers have begun to offer instructors the opportunity to select, from a range of chapters, just those they want included for a specific course, thus creating somewhat customized, leaner versions of text-books. (I.e. topics that may be taught in a separate course in some institutions) It seems to us that educational psychologists have in general heeded the call to make their content more relevant and meaningful to pre-service teachers and to emphasize connections between theory and classroom application. With these changes, it may be expected that the field's reputation would be enhanced and its position in teacher education programmes strengthened (Brophy, 2006).

In examining current documents that outline necessary components of teacher education, we believe it is clear that content that educational psychologists consider central to their discipline is integral to teacher education. For example, in the United States, the National Academy of Education (NAE; 2005) published a set of knowledge and skills that teachers need to know and be able to do in order to be highly effective. In their evaluation, teachers require extensive "knowledge of learners and how they learn and develop within social contexts" Furthermore, "understanding children, how they develop, and how they learn is critical for effective instruction (NAE, 2005 pg5).

Teachers need to understand general developmental progressions, as well as individual differences in development The NAE (2005) contended that highly effective teachers understand cognitive processing, metacognition and motivation. And that regardless of the type of training programme teacher educators receive, candidates in all programmes

should receive comprehensive education in this core areas (Bransford, Derry, Berliner, Hammerness &Beckett, 2005). In fact, they reported that teachers who are the most prepared to teach are those well versed in development, learning, and assessment (they also noted pedagogical content knowledge, which is outside educational psychology). Furthermore, having had coursework on these topics is associated with increased likelihood of staying in a teaching career (NAE, 2005).

National Council for the Accreditation of Teacher Education (NCATE, 2008) requires that teacher education programmes meet certain standards in order to adequately prepare teacher candidates for the teaching profession such as the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and the professional dispositions necessary for teacher candidates to develop in order for them to help all students learn. Some of this knowledge, includes; student learning, school and family contexts, assessment, language acquisition, and cultural influences on learning, falls clearly within the scope of typical educational psychology classes.

2.2.2. Approaches taught on behaviour management

Pittman (1985) indicates that some teachers think about misbehavior in terms of three categories;

i. Never tolerated misbehaviuors like stealing, intentionally hurting somebody and destroying property.
ii. Minor misbehaviuors like noisiness, socializing and daydreaming.
iii. More serious misbehaviuors such as arguing, failing to respond to group directives

Therefore, in making any decision concerning any category among the mentioned above, school administrators or teachers have to select a response or strategy that is relevant to the offence committed by the particular student.

Gupta (2006) conducted a study on the description of two categories of discipline as follows: Positive discipline/Self-discipline implies a sense of duty to observe the rules and regulations; which is the ability to avoid unhealthy excess of anything that could lead to negative consequences. It involves creation of an atmosphere where students adhere to rules and regulations without being forced. Self-discipline appears in various forms, such as perseverance, restraint, endurance, thinking before acting, finishing what you start doing, and as the ability to carry out one's decisions and plans in spite of inconvenience. One of the main characteristics of self-discipline is the ability to forgo instant and immediate gratification and pleasure, in favor of some greater gain or more satisfying results.

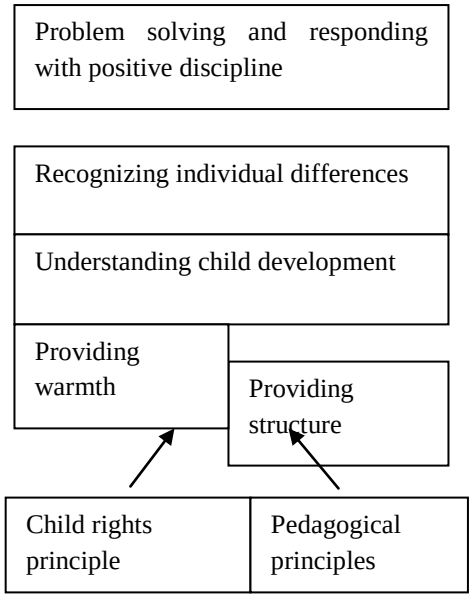


Figure 2:7 Positive discipline in everyday teaching modified from Gupta (2006)

Negative discipline is when punishment is used to force students or teachers in a school to adhere to the rules and regulations. In it measures like suspension, corporal punishment, fires and expulsion are taken upon those who break rules.

Gupta (2006) highlights the causes of indiscipline/misbehavior cases into the following categories:

Ineffective leadership; this means that when heads of school/principals are not well equipped with leadership skills, they will not be able to control discipline/behaviour in their respective schools.

Inadequacy of well-defined code of conduct to guide students' behaviour, This happens when the code of conduct is not well known to students and rarely emphasized thus making the students to behave in unacceptable behaviour at school.

Faulty supervision, it happen when school management make biased student decisions to students in terms of religion and social status instead of making fair decisions. Also this may be caused by the tendency of favoritism to certain individuals or group which may lead to dissatisfaction hence in disciplinary cases. Through programmes such as Secondary Education Development Programme (SEDP) which demand the quality of education should focus on having morally satisfied teachers to bear the best results in Big Results Now (BRN).

Lack of timely response to problems happening at school like strikes due to some issues relating to students interests such as poor teaching, quality of food and insecurity may be a challenging situation for the students to break laws. However, Education for All (EFA) goals stress on the quality of education as it has been stated in Millennium Development Goals (MDG) still there is a need to check up the quality of our teachers especially morally.

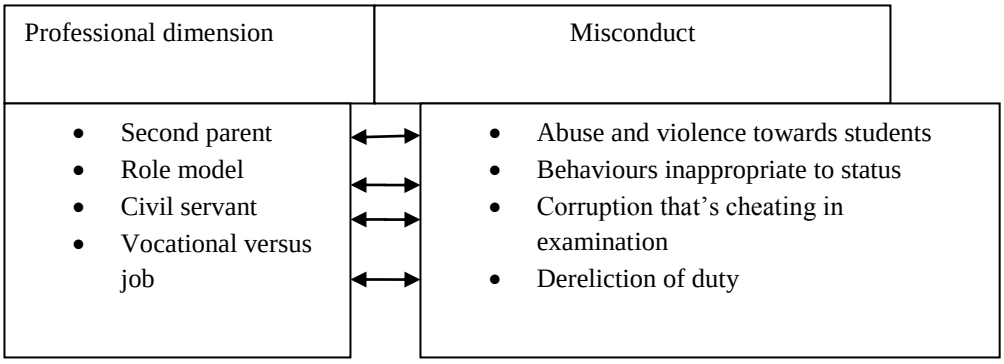


Figure2:8 Forms of misconduct related to the dimension of professional modified from Gupta (2006

Kratochwill (2016) conducted a study on Classroom Management: Teachers Modules as the definition was given that; Classroom management is the process by which teachers and schools creates and maintain appropriate behaviour of students in classroom settings. The purpose of implementing classroom management strategies is to enhance prosocial behaviour and increase student academic engagement (Emmer & Sabornie, 2015; Everston & Weinstein, 2006). Effective classroom management principles work across almost all subject areas and grade levels (Brophy, 2006; Lewis et al, 2006). When using a tiered/ranked model in which school-wide support is provided at the universal level.

The study showed the importance of classroom management that; Effective classroom management: Establishes and sustains an orderly environment in the classroom, Increases meaningful academic learning, facilitates social and emotional growth, Decreases negative behaviours and increases time spent academically engaged. Although effective classroom management produces a variety of positive outcomes for students, according to a 2006 survey of pre-K through grade 12 teachers conducted by APA, teachers reports a lack of support in implementing classroom management strategies. Chaotic classroom environments are a large issue for teachers and can contribute to high teacher stress and burnout rates.

Therefore, it is important to use effective classroom management strategies at the universal level in a tiered model, as they serve as both prevention and intervention methods that promote positive outcomes for students.

Parental involvement in school management seems to be effective: civil service teachers were more likely to be in class and teaching during random visits in schools where the school committee was empowered to monitor teachers than in schools without the monitoring. Furthermore, we find evidence that suggests the students of civil service teachers in schools with empowered parent committees performed better (particularly in math) than their counterparts in schools without empowered committees (Duflo *et al*, 2009 p16).

2.2.3 Challenges encountered during training on behaviour management

Anangisye (2010) performed a study on promoting teacher ethics in colleges of teacher education in Tanzania: practices and challenges. The paper focused on the initiatives and challenges of promoting ethics in teacher training colleges. It drew on qualitative data; generated from Dar es Salaam, Iringa and Mbeya regions of Tanzania in East Africa. Data collected reflect views of informants, including teacher educators, school teachers, student teachers, school inspectors, Teachers Service Department (TSD) officers, and education officers. The data was generated from both interviews (primary) and documentary (secondary) sources.

Analysis of data involved data reduction, organization and interpretation (Huberman & Miles, 1994). The findings unveiled two major initiatives: the use of college regulations and the teaching of religious code of conduct. Challenges, on the other hand, ranged from the absence of a course related to teacher ethics, professional "incompetence" of teacher educators, shortage of qualified teachers, lack of resources, the moral problem of society or the irresponsibility of parents and society. The study has concluded that without a well-defined education policy in favor of promoting teacher ethics education, efforts to that effect are doomed to fail.

Arguably, promoting teacher ethics is a means through which to curb misdemeanors/ wrongdoings likely to arise amongst school, college, and university teachers. However, the initiatives in place at teacher training colleges aimed at promoting teacher ethics notwithstanding; there are challenges that seem to undermine such efforts. Research findings reveal levels of challenges that these colleges encounter as follows: Absence of a course in professional ethics: Generally, "teachers ought to be professionally trained in colleges where one learns ethics of the teaching industry" (Mwaimu, 2001 p. 22). For many years, however, courses on teacher ethics have been glaringly absent from the curriculum of teacher education and training.

The colleges, departments, or faculties of education did not have specific and separate courses on teacher ethics. The focus was on other education courses: The teaching/learning process (through specific subjects, curriculum studies, psychology and guidance and counseling); Pedagogical knowledge (understanding the learner and the theories of learning); Classroom management; Preparation and use of teaching/learning materials; Basic knowledge in ICT (Mhando, 2006 p.3).In such course, the place of teacher ethics is not well-defined. As teacher ethics is not well-defined in the curriculum itself, the teaching of such a subject is not guaranteed.

Pre-service teachers are very focused on content because they are trying to get their head around syllabuses, the Essential Learning's and assessing outcomes they struggle between what is really important, and content. They are driven by assessment, results, curriculum and accountability (Woolfolk Hoy, 1996). Positive student behaviours are most effectively developed and supported through relationship-based whole-school and classroom practices, and clearly communicated behavioral expectations. Some students exhibit challenging behaviour and require additional support and interventions to address this behaviour and to develop positive behaviours. Behavioral expectations, approaches to promoting positive behaviour, and consequences for breaching behavioral expectations should be set out in a school's Student Engagement Policy.

2.2.4. Application/advantages of behaviour management skills

Skilled behaviour managers have learned to entice rather than coerce their students into behaving appropriately. Research indicates that behaviour is more likely to change for the better when kids are guided and directed to show an appropriate behaviour, and then positively recognized (e.g., praise, thanks, rewards) for having done so. This approach also promotes a more cooperative and productive atmosphere in the classroom and builds a positive emotional bond between teachers and students. The days when a stern teacher who kept students "under the thumb" was respected are gone. The educator who yells or demeans needs to learn more about effective positive techniques that make kids feel good about schools, teachers, and themselves (Rogers, 2004).

Order, limits, firmness and kindness are the qualities of a positive and effective classroom; however, comprehensive classroom management doesn't just happen. In the words of Ginnot (1978): "Discipline is a series of little victories, not something that occurs overnight." It takes thoughtful planning, implementation and maintenance. Well-developed plans implemented by a positive and respectful teacher result in well managed classrooms that are conducive to learning. Skilled behaviour managers foster a classroom climate in which kids feel valued and motivated.

Democratic classrooms are characterized by students being engaged “citizens” with a voice in their own learning (Frieberg, 1996). The teachers in the current study argued that effective values-based education can only occur when students are encouraged to take ownership of their learning and their behaviour. As such, the teachers highlighted that pre-service teachers must be willing to adopt a democratic teaching style in the classroom. For example, Pre-service teachers need to let go a little and trust that the students will take responsibility for their learning and behaviour if given the chance.

Developing a deeper understanding of yourself and your own values is an important foundation for becoming a quality teacher and that a reflective teacher is in a better position to assist their students to learn. According to McInerney and McInerney (2010)

self-awareness offers teachers the opportunity to make more informed and beneficial choices for themselves and their students, and means that teachers can explain their teaching choices and model valued behaviours to their students to enhance student cooperation and understanding.

An effective teacher is one who has a good content knowledge in terms of curriculum and good pedagogical content knowledge (Masters, 2009). More experienced teachers are in an excellent position to mentor pre-service teachers as they strive to create a democratic classroom. Pre-service teachers need to be exposed to skilled others who can model the teaching 'performance' to a high standard. As teachers beliefs about their ability to teach effectively and form meaningful connections with their students are formed early in their teaching career.

2.3.5. Behaviour management for Effective teaching and learning

Eisner (2002) in his study of Creation of an effective learning environment he suggested that; it is the interaction of the following five key factors that provide a foundation for good teaching as follows:

Teachers' knowledge, enthusiasm and responsibility for learning, Classroom activities that encourages learning, Assessment activities that encourages learning through experience, Effective feedback that establishes the learning processes in the classroom and Effective interaction between the teacher and the student creating an environment that respects, encourages and stimulates learning through experience.

He further argues that; Good teaching depends on sensibility and imagination. It courts surprise. It profits from caring. In short good teaching is an artistic affair (pg577). And he further added on the factors that influences learning which are; Clarity, Task orientation (clear instructions, checklists, procedure sheets), Student opportunity (time budgeting, space and materials), Variety of approaches (has a better chance of changing

behaviour than if you had used a single approach) and Teacher enthusiasm (showing interest in the topic is likely to make students understand).

Effective teaching and learning requires more than an orderly classroom. Traynor, identified five strategies used by teachers in classroom management: coercive, laissez-faire, task oriented, authoritative and intrinsic (Traynor, 2002) Using two criteria: Teaching and learning must result in the development or practice of a desired learning skill and teaching and learning must contribute to the maintenance or development of a student's emotional well-being. Two of these five approaches appear to be more effective than the other three: authoritative and intrinsic.

Using the authoritative strategy, the teacher manages student behaviour by enforcing a specific and reasonable set of classroom rules (Collette & Chiapetta, 1989 as cited by Traynor, 2002) Traynor notes that the goal of the intrinsic strategy for classroom order is to increase student control over himself/herself, firm, fair and sensitive policies are the key components in establishing and maintaining school discipline (Gaddy & Kelly, 1984 as cited in Traynor, 2002) Dr. Kounin recognized the connection between the actions of the teacher while teaching, and student behaviour.

He believed that; effective teaching and effective classroom management is established through the mastery of the following five areas: withitness, overlapping, movement management, smoothness, and group focus. Additionally, his purported/self-styled that classroom organization, planning, proactive interventions, and student involvement were essential to a well-run, productive classroom. "It is not necessary to know what the teacher knows is going on – it is what the students believe she knows." (Kounin, 1981)

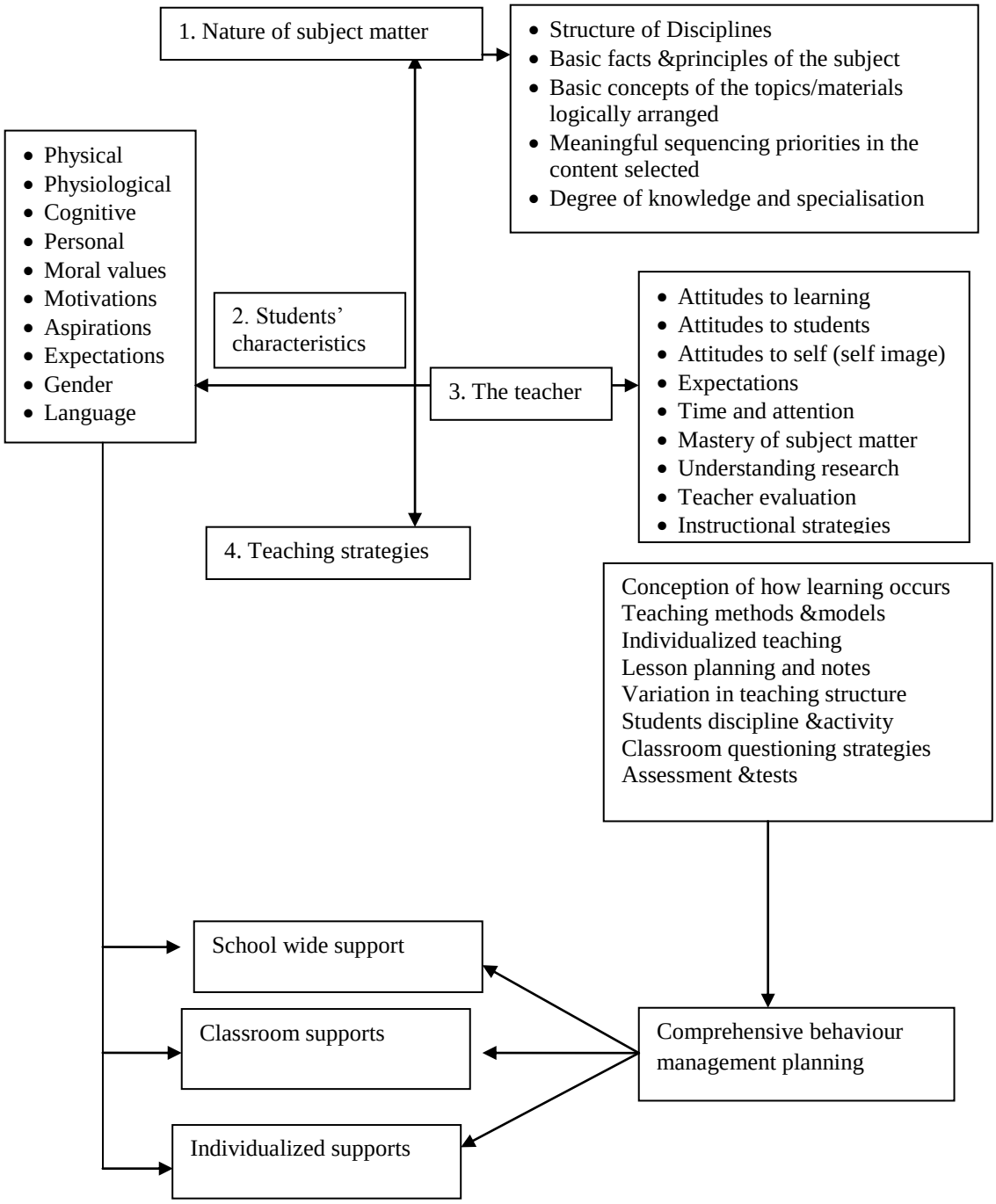


Figure 2:9. Effective teaching and learning outset Source: **Modified from Omari et al. (2006)**

2.3 The Conceptual Framework

Loughran (2010) asserts that pedagogy is the relationship between teaching and learning" classroom management strategies are a reflection of educational philosophy, in those students needs to be active participants in the culture and activities of their classroom. From the topic training on behaviour management for promoting effective teaching-learning, the below model identifies the concepts under study with their relationship where by the behavioral management model (the independent variable) is composed of the

Contents which involves what they are being taught (the pre service teachers) where as there is no any unified approach specifically dealing with behaviour management hence basing more on the psychology of education where as it contents tells us how the pre service teachers get to be trained on how to handle students behaviour when exposed to field as issues like guidance and counseling, Motivation, Learning and child development to mention a few are within psychology of education.

Assertive discipline model which states the rules, applying positive consequences when students fails to behave appropriately, The logical consequences model which bases on the learning through interactions with the environment. Reality therapy model students are in control of their own behaviour , love and logic model under the teachings and parenting styles, Ginott model which says that students behaviour can be improved if teachers interacts with students more effectively treating them with understanding, kindness and respect as well as the Kounin model which states that students needs to be controlled by their teachers and control can be improved by increasing the clarity and firmness of desist that's remarks intended to stop misbehavior.

The dependent variable is the effective teaching and learning which consist of the Nature of the subject matter basing on the basic contents to be taught (facts, principles, concepts and materials of the topics), students' characteristics being presented by their basic

abilities, aspirations, interests(attentiveness, good listeners, cooperative and skeptical about knowledge),The teacher who is an artist and scientist being activity driven, reduce anxieties, fostering motivation and learning for understanding in good sound with the teaching strategies (how learning occurs, the teaching methods and models, student discipline and activity and classroom questioning strategies.

Moreover effective teaching and learning (James et al,1990)Teachers' knowledge of the subject matter is essential to the implementation of important teaching tasks, Active involvement of the learner enhances learning, in the words of James et al.(1990)“Teaching without an accompanying experience is like filling a lamp with water, Something has been poured in, but the result is not illuminating”, Interaction between teachers and students is the most important factor in student motivation and involvement, Students benefit from taking responsibility for their learning.

Both teaching and learning are enhanced by descriptive feedback, without feedback neither learner nor teacher can improve because they will not know what they need to know or to what extent they are fulfilling their goals. The learners' behaviour will more quickly reach the objectives if they are informed (or given feedback) frequently about the correctness of their responses and time plus energy equals learning (James et al. 1990) Learning is enhanced in an atmosphere of cooperation that’s learning is enhanced when it is perceived as a collaborative and cooperative effort between students. The opportunity to share ideas without threat of ridicule and the freedom to respond to the ideas of others increases complexity of thinking and deepens understanding.

Brophy (1986) writes: “Contemporary behaviour modification approaches involve students more actively in planning and shaping their own behaviour through participation in the negotiation of contracts with their teachers and through exposure to training designed to help them to monitor and evaluate their behaviour more actively, to learn techniques of self-control and problem solving, and to set goals and reinforce themselves for meeting these goals." (p. 191)

This independent variable is of overriding importance as its holds much upshot to the effective teaching and learning such as rules (principle or regulation governing conduct, action, procedure, arrangement) these rules are the ones that leads to good classroom management as learners' will have known earlier what is supposed to be done to bring what effect in the whole process of teaching and learning, as behaviour management systems can be done at the whole group, table group, and individual the strategies have been very effective in reducing classroom disruption along with recent efforts which have focused on incorporating principles of functional assessment into the process.

Next to the mutual respect a proper regard for the dignity of a person or position along with empathy has been the foundation for honesty, trust, cooperation and meaningful/positive communication. In addition, Choice Theory differs from other psychologies in that it rejects the commonly-accepted view that outside events influence somebody's behaviour. Instead it stresses that people can and should take control of their own lives and stop trying to control others. Basically, there are two general statements at the very core of Choice theory: *I cannot change others*. And *I can only choose my own behaviour*. Knowing more about Choice theory can help to solve some every-day down-to-earth discipline-related problems and can deepen the awareness of how people interact(Glasser,1998a: 46).

However, having a good relationship with your students isn't always well accepted, as Glasser (1998b: 58) clearly points out in his description of problems that a teacher who wants to lead instead of bossing students around, will encounter: "The lead-teacher will also be criticized for caring too much and told that too much personal involvement is unprofessional. A teacher should therefore be kind and caring as well as deeply interested in their students and their subject. And withitness and character modeling have many effects on the good grades; learners will be organized using time effectively and wisely, study together with note taking for school attendance will be satisfactory consequently effective teaching and learning.

Hence the dependent and independent variables interacts and make up a meaningful and inviting ground for effective teaching and learning to take place as they originate from the well managed behaviour where learners and teachers interacts in a good manner to attain the goals of the trained behaviour from the colleges and how effective the models and approaches were despite the challenges.

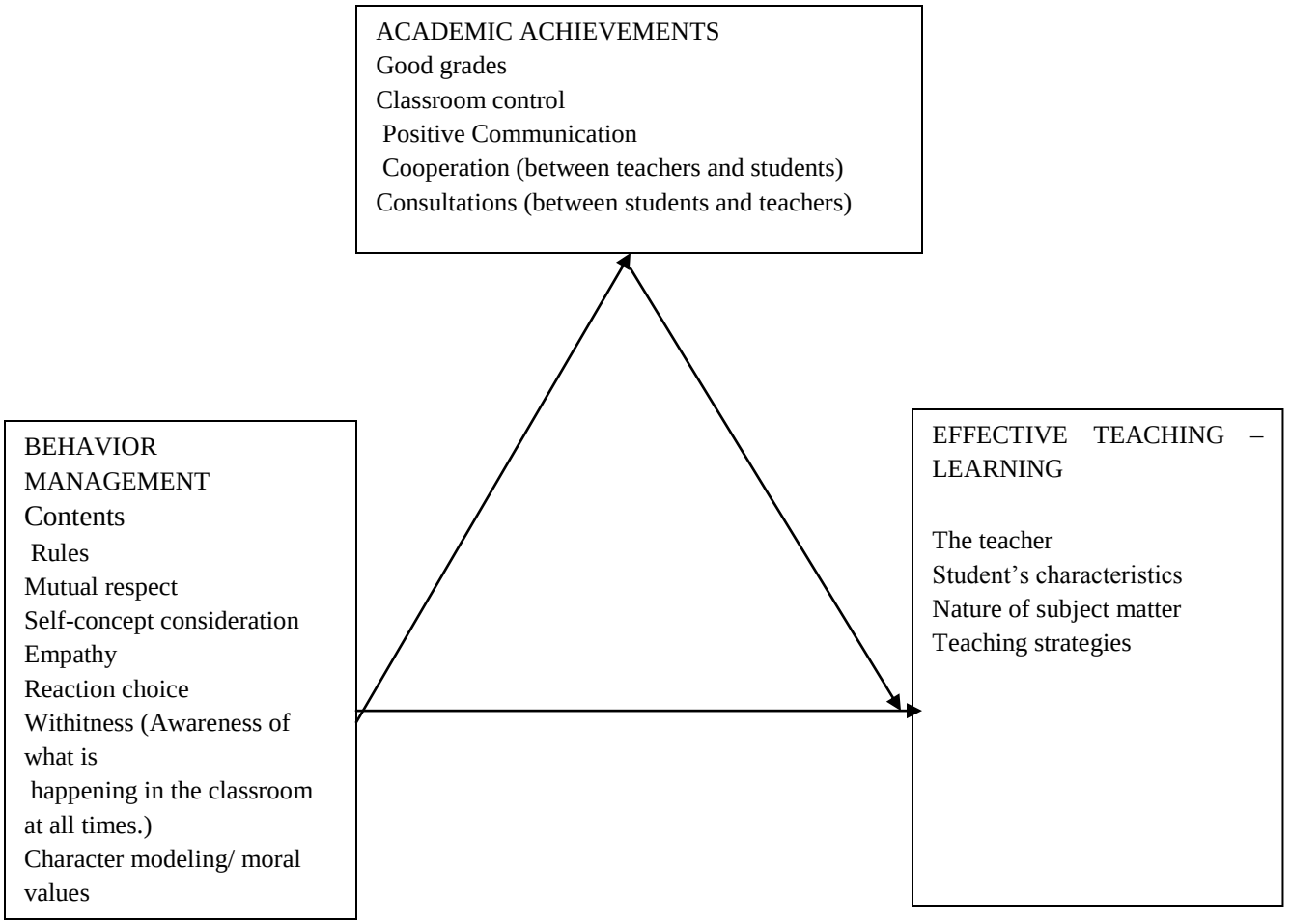


Figure 2:10.The conceptual framework. Source: Author own construct (2015)

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 INTRODUCTION

This chapter principally focuses on research approach used, research design employed study area, unit of analysis, population, sample and sampling techniques, data collection methods, data analysis techniques used, data presentation approaches selected and it also explain how the research ethics were taken into account when executing the proposed study for Methodology refers to the systematic, theoretical analysis of the methods applied to field of study, or the theoretical analysis of the body of method and principles associated with a branch of knowledge. It, typically, encompasses concepts such as paradigm, theoretical model, phases and qualitative or qualitative techniques (Msabila & Nalaila, 2013).

3.1 Research Approach

The approach used is a mixed design as qualitative and quantitative methods were used for numerical data were collected and being presented in tables with their frequency and percentages and descriptive data were collected but due to the nature and purpose of the study qualitative approach dominated almost the whole part of the work was done through qualitative methods such as interview for the key informants (the principal, psychology teachers and academic moderators) focus group discussion and library data.

3.2 Research Design

According to nature of the topic, multiple case study design was adopted as it is related to the contextual conditions. Moreover, it was produced by following a formal research method such as journal and professional conferences rather than popular works. According to Bryman (2008:52) a case study design "entails the detailed and intensive analysis of a single case". Yin (2003 p.13) writes that a case study research design is an

empirical inquiry- study that focuses on the contemporary phenomena in its real context. The aim of employing a case study design in my study was to study the case intensively in order to get detailed information due to its up-close in depth and detailed examination of a subject.

Yin (2009:26) defines a research design "as the logical sequence that connects the empirical data to a study's initial research questions and ultimately to its conclusions". It is a framework of the study which contains what to be studied, how to collect data and what and how the conclusion should be. According to the purpose and nature of the study, a qualitative research design has been used. Strauss & Corbin (1998:11) wrote: "…qualitative methods can be used to obtain the intricate details about phenomena such as feelings, thoughts processes and emotions…" With a qualitative research method, in the present study it was possible to study training on behaviour management for promoting effective teaching-learning along with their emotions, feelings and gestures at the time when they were interviewed.

3.3 Area of the Study

This study was conducted in Morogoro region specifically in the Municipal and in Mvomero district in Tanzania whereby two Morogoro Teachers Training Colleges (Dakawa and Morogoro) were selected and sampled because of their population diversity. This means that, the colleges are located in town and the nearby district (Mvomero) hence required data were effortlessly accessible during field work. My growing up and later my career of working as a teacher motivated me to carry out the study on training on behaviour management for promoting effective teaching and the learning processes.

3.4 Population of the Study

The units of analysis of this study comprised of pre-service teachers/ trainees that are being trained at Dakawa and Morogoro Teachers Training Colleges and their teachers, since it is always the teachers and their students who perform teaching-learning

activities and hence the interaction with pupils/students during the field in schools would have given them much experience basing on the contents, approaches, challenges as well as application of the behaviour management skills that they were taught and how they manage their students at work. Therefore they were the right population to be used in the study. Additionally, the teachers are always the ones who teach, coordinate and supervise such extracurricular activities in schools. These pre-service teachers were accessible by the researcher and they already had ideas on the topic being investigated in the study.

3.5 Sampling Techniques and Sample Size

This study used the purposive sampling technique. Silverman (2005:129) explains purposive sampling technique as: "to choose a case because it illustrates some feature or process in which we are interested". Patton (2002) notes, that a small group allows the researcher to study the group in depth. It was useful to include the principals, the tutors and teacher trainees themselves in the sample because they had important information concerning the schools and students daily activities. Furthermore, it was essential to have had included subject teachers (psychology) in the sample due to their daily experience with students.

The study was conducted in the college with the total of 97 respondents using probability sampling technique in sampling them. Specifically, simple random sampling was used to sample pre-service teachers who were studied. In connection to that, the purposive sampling was utilized to sample pre-service teachers being trained at the colleges.

Table: 3.1: Population sampling and Sample size

Respondents	**Male**	**Female**	**Total**
Principals	2	1	**2**
Academic master/Mistress	2	2	**4**
Deans of students	1	1	**2**
Class tutors	17	17	**34**
Teacher trainees	28	27	**55**
Total	**49**	**48**	**97**
Percent %	**50.5%**	**49.5%**	**100%**

3.6. Data Collection Methods

An assortment of data collection techniques was adopted. The data collection methods were selected with regard of their ability to serve the purposes of the study and their flexibility of use. Primary and secondary data were used for the study. Primary data were collected on specific objectives indicated through questionnaires, interview and observation when became necessary.

Secondary data were extracted from existing published and unpublished records that are; reports, journal articles, magazines on training on behaviour management for promoting effective teaching-learning.

3.6.1. Questionnaire

A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. Although they are often designed for statistical analysis of the responses, this is not always the case. Questionnaires have advantages over some other types of surveys in that they are cheap, do not require as much effort from the questioner as verbal or telephone surveys, and often have standardized answers that make it simple to compile data. However, such standardized answers may frustrate users. Questionnaires are also sharply limited by the fact that respondents must be able to read the questions and respond to them (Foddy, 1994).

In the field questionnaires were given to the respondents (tutors and student teachers) from Dakawa and Morogoro teachers college. The questionnaires were both open ended question and closed ended question prepared in English and was translated in Swahili especially the ones for student teachers because Kiswahili is more understandable than English and it was because of the transitions' made in colleges where as they do everything in Swahili language so the researcher had to simplify to enable them get easiness in giving answers.

For closed ended questionnaires respondents were required to choose one appropriate answer, and answers for open ended questions special spaces were provided for them to put answers. The questionnaires were structured into two parts which were part A: comprising personal information such as sex, age, education level, position of tutors, field of specialisation for student teachers, experience as well as their origin and part B: comprised questions on content taught on behaviour management, approaches of behaviour management, challenges encountered during training the pre service teachers as well as the applications of behaviour management skills/advantages in relation to the effective teaching and learning. (Attached appendices III and IV for tutors and student teachers in the colleges selected)

3.6.2. Interview

"We interview people to find out from them those things we cannot directly observe…we cannot observe feelings, thoughts and intentions" (Patton 2002: 340). Brymann (2008: 437) also suggests that: "Qualitative interviewing tends to be flexible, responding to the direction in which interviewee take the interview and perhaps adjusting the emphases in the research…"

The researcher used interview as data collection method, as it was consent to affectation some follow up questions to gain more understanding. It was also possible to take account of respondents' facial expressions (Attached Appendix V).

3.6.3. Semi-structured Interview

Unlike structured interview which has to follow a clearly specified set and sequence of questions, the use of semi structured interview allowed the researcher to be more flexible moreover going beyond the interview guides so as to get more information. In a semi-structured research interview, a researcher had a list of questions or topics to be covered which were regarded as the interview guides (Bryman 2008 p.438). In this study, it was easy to make use of semi- structured interview with the tutors to get their

views concerning training on behaviour management for promoting effective teaching-learning. To make this turn out I had to set up the semi structured interview guides using Swahili language in the issues concerning training on behaviour management for promoting effective teaching–learning so as to make free expressions by the respondents more possible than if English was used. Kiswahili is the national language of Tanzania and is widely used (Attached Appendix V).

3.6.4 Storage of Interview Data

Interviews were recorded with an audio tape recorder when the researcher was allowed and the researcher also used a note book to record key points, gestures, expressions and emotions. After every interview session, there was spending of sometime to review the notes and listen to the recorded interview.

3.6.5 Focus Group Interview

Focus group interview was used to collect data from the college concerning; the training on behaviour management for promoting effective teaching and learning. Patton (2002: 385) explains a focus group method as: "an interview with a small group of people on a specific topic". Bryman (2008:473) writes on focus group interview that it is "interested in the way in which individuals discuss a certain issue as a member of a group, rather than simply as individuals".

Patton (2002:386) writes that "In focus group participants get to hear each other's' responses and to make additional comments beyond their own original responses as they hear what other people have to say". However, Patton notes that, it is not necessary for participants to agree with each other or to reach any consensus, but neither it is necessary that they disagree; the main thing is to get high quality data on how participants consider their own views in the context of others' views. Using a group focus interview in the field has also other advantages. Patton (2002) points out that, focus group interview is a cost effective method of data collection because, it helps a

researcher collect many detailed data within a short time and that the quality of data usually is enhanced due to interaction between the participants. A focus group interview method also tends to be enjoyable to use, as participants are free to interact and discuss a given topic.

However, a focus group interview method also has some limitations. If a researcher or moderator is not careful, the discussion may be dominated by a few talkative participants. Loss of focus is common. As a moderator, had to facilitate the group to make sure they did not go astray from the topic of study. There was also a possibility of unduly limiting the wideness and depth of discussion of the topic due to the time limit. Another limitation was that; the respondents could not divulge very private views or experiences in front of their peers. In this study; a total of 3 group interview sessions were conducted, 2 focus group sessions from the two colleges, each group consisting of 8 respondents.

3.6.6 Challenges encountered in using Interview Method

During the interview, I faced some challenges; at first I was a bit nervous because it was the first experience of conducting interviews in large population, but later my confidence gained momentum. However, it was a bit of a challenge for me to restrain my own emotions when I encountered emotional respondents from tutors and student teachers.

3.7 Documentary Review

Yin (1994 p.80) notes that no single source of data has a complete advantage over all others, and that a good research study had to use as many sources as possible. In examining training on behaviour management for promoting effective teaching – learning, the investigator analyzed documents with relevant information. These were documents on Tanzania education and training policy, different journals, books and different school reports and records especially on behaviours for instance anecdote records from college library. The documents extracted were useful complements to interviews and focus group interview.

3.8 Data Analysis Methods

In processing, the data collected were edited, coded, classified, tabulated, and computed in order to search for patterns of relationship that existed between the variables. Descriptive statistics was used to analyze the data with consideration of cross tabulation, frequency distribution tables. Data were edited to secure quality standard on the data by coding the data entry and analysis on Statistical Package for Social Sciences (SPSS) programme. The classification basing on categories were done in order to reduce the volume of raw data to be collected hence this became the main tool. In addition to that, the classified data were tabulated for easy statistical computation.

Tables present numerical data in a wide variety of publications and they are the format in which most numerical data are initially stored and making the organization of data collected easy hence it's the effective way of presentation as it applicable when you wish to show how a single category of information varies when measured at different points (in time or space).When database contains relatively few numbers; this is because it is very hard for a reader to assimilate and interpret many numbers in a table, when the precise value is crucial to your argument and a graph or pie chart would not convey the same level of precision.

Descriptive statistics method with the help of student package for social sciences (SPSS) were used to analyze the specific objective number one to number four, in the study at hand, the technique helped to analyze the training on behaviour management for promoting effective teaching and learning in Dakawa and Morogoro teachers college.

3.9. Validity and Reliability

There is a debate concerning whether validity and reliability should be used as assessment criteria in qualitative research. Validity has been related to quantitative research due to its measurements characteristics. It refers to "whether you are observing,

identifying or measuring what you say you are" (Mason 1996: 24 cited in Bryman 2008: 376).

3.8.1 Validity

It is an important aspect in research defined as the quality that an instrument used in research is accurate, correct, true, meaningful and right (Nyenzi, 2010). The researcher determined the appropriateness of the language used and the respondents' language background. Where the language used as the instruments posed a challenge to respondents' back translation was conducted on the research instruments; the interview schedule, themes for focused group discussion and questionnaires that were originally in English got translated in Swahili for easy communication. After they filled the questionnaires and in the focused groups the instruments were translated to English version again and then were passed to other teachers/Swahili native speakers who were asked to translate back the Swahili version into English to check for the clarity and accuracy of the content so as maximize validity.

3.8.2 Reliability

It is also an important aspect in research referred to as consistency of results that instruments give when applied repeatedly in the investigation (Saunders *et al*, 2000).The researcher carried out a pilot study in Morogoro region in four teacher training colleges then two of them were selected that's Dakawa and Morogoro teachers training colleges. There after some questions were modified and other themes were added before they were taken to the field. The interview guide and questionnaire were tested by a pilot study aiming at their validity and reliability to the ten randomly selected respondents (the respondents will include 10 student teachers from Dakawa and Morogoro teachers training colleges Saunders, Lewis and Thorn hill (2003) stipulates that, the number of people for pilot test should be sufficient.

3.9 Ethical concerns

Patton (2002 p.407) suggests that it is especially important to ensure research ethics in qualitative research because of its highly personal and interpersonal, naturalistic inquiry which takes the researcher into the real world where people live. The researcher got provided the introductory letter from Mzumbe University-faculty of social sciences, which explained the purpose of the study, and to request a permission to be granted before field visit to Teachers' Training Colleges identified earlier in Morogoro region.

Arrangements were made with respondents through physical visits before data collection process and on that prior arrangement, the researcher and the respondents agreed on the days and time for the data collection process. The informants' consent was of paramount and informed the purpose of the study before data collection process.

The researcher requested permission from the heads of the institutions before she conducted the study. Neither photographs nor recordings were made without informants consent. Those who refused to be recorded and photographed were not forced into the photographing and tape recording exercises' as well as filling the questionnaires. Neither the real names of the informants nor the institutions were included in the report; this was for ensuring confidentiality. The researcher also informed the informants about their freedom to withdraw from the study once they feel to do so.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Introduction

This chapter principally focuses on analysis and presentation of the study findings, giving interpretation of the findings in line with the objectives of research. These objectives entail the content taught on behaviour management; theories and approaches of behaviour management; challenges in the training of behaviour and application of management skills. The chapter is also based on the research questions and theoretical framework of the study on training on behaviour management for promoting effective teaching and learning being done at Dakawa and Morogoro teachers colleges in Tanzania.

4.2. Part A: Demographic characteristics of the Respondents

The demographic characteristics of respondents were examined basing on sex, age, marital status, education level, position (for tutors), field of specialisation (for student teachers) experience as well as their origin. These features are of vital role because they determine the nature of responses or possible reasons for the responses provided by the respondents as shown below:

Table 4.1 Sex of the Respondents (Tutors and students)

		Frequency	Percent
Valid	Male	14	41.2
	Female	20	58.8
	Total	34	100.0
Valid	Male	28	50.9
	Female	27	49.1
	Total	55	100.0

The findings in Table 4.1 for tutors; male respondents were 14 which are presented by 41.2% and female respondents were 20 presenting 58.8%.

Table 4.1bfor student teachers show that, male respondents were 28 (50.9%) and female respondents were 27 (49.1%). The percentage in table 4.1a: shows that male tutors were

few compared to female tutors being differentiated by 7.6% and table 4.1b: shows that male student teachers and female student teachers were not different much as 1.8% is the only gap between them.The motive behind this aspect was to observe relationship between sex and training on behaviour management for promoting effective teaching and learning.

Table 4.2: Age of respondents (Tutors and students)

4.2a: Tutors

		Frequency	Percent
Valid	26-30	2	5.9
	30-35	15	44.1
	36-40	7	20.6
	41-45	3	8.8
	46-50	6	17.6
	51-55	1	2.9
	Total	34	100.0

4.2b: Students

		Frequency	Percent
Valid	21-25	2	3.6
	26-30	14	25.5
	30-35	24	43.6
	36-40	9	16.4
	41-45	4	7.3
	46-50	1	1.8
	56-60	1	1.8
	Total	55	100.0

The findings express that majority of the tutors who are training behaviour management and the student teachers who are being taught on behaviour management for effective teaching and learning, are mostly ranging on the age of 26 to 40 which make a total of 24 tutors and 40 student teachers which makes a total of 64 respondents out of 97 respondents in the sample.

Table 4.3. Marital status of respondents (Tutors and students)

4.3a: Tutors

		Frequency	Percent
Valid	Single	2	5.9
	Married	31	91.2
	Widow	1	2.9
	Total	34	100.0

4.3b: Students

		Frequency	Percent
+Valid	Single	12	21.8
	Married	43	78.2
	Total	55	100.0

The marital status of surveyed respondents indicated that single tutors and student teachers are 5.9 %, and 21.8%, married ones are 91.2 % and 78.2 respectively and one widow from tutors. From the findings given, it can be noted that, more than 50% of tutors and students teachers are married something which imply that, most of them have parental feelings becoming easy for the understanding in the training of behaviour management for promoting effective teaching and learning as indicated in Tables 4.3a&b for tutors and student teachers.

Table 4.4: Education level (Tutors and student)

4.4a: Tutors

		Frequency	Percent
Valid	bachelor degree	7	20.6
	Postgraduate	27	79.4
	Total	34	100.0

4.4b: Students

		Frequency	Percent
Valid	Certificate	2	3.6
	Diploma	53	96.4
	Total	55	100.0

Regarding the educational level of the respondents, 79.4% of tutors have postgraduate and 20.6% have bachelor degree where as 96.4% of student teachers have diploma and 3.6% have certificate from the SPSS Data Base used it shows that most tutors are

postgraduate and few with bachelor degree and almost all the student teachers are diploma holders .

In so doing, it is prominent that, more than 50% of the surveyed tutors in Dakawa and Morogoro teachers college show that they are having postgraduate level of education and diploma to the student teachers. Therefore, the **tables 4.4a&b** enabled the researcher to unfold the relationship between respondents' education level and the training on behaviour management for promoting effective teaching and learning.

Table 4.5: Position of respondents (Tutors)

		Frequency	Percent
Valid	Tutor	31	91.2
	Principal	3	8.8
	Total	34	100.0

In exploring the administrative position of the college management the survey from **table 4.5** shows that 91.2% are tutors whereas 8.8% are the principals. More than 90% is taken by tutor, and this justifies the cooperation between the existing position of the tutors and the training on behaviour management on promoting effective teaching and learning is highly basing on tutors.

Table 4.6 Subjects taught and field of specialisation (tutors and student)

4.6a: Tutors

		Frequency	Percent
Valid	Science	7	20.6
	Arts	16	47.1
	Both	11	32.4
	Total	34	100.0

4.6b: Students

		Frequency	Percent
Valid	Science	13	23.6
	Arts	17	30.9
	Both	25	45.5
	Total	55	100.0

Table 4.6a identifies the subjects taught for tutors in science as having 20.6% of tutors seven in numbers; art is having 47.1% tutors which translates to (16) and both subjects

(science and art) are having 32.4% with eleven tutors. Moreover the table proves that arts tutors are in large number compared to the science teachers and those who are teaching both science and arts. **Table 4.6b** identifies field of specialisation for the student teachers. The findings indicate that, the science subject is having 23.6% of thirteen students' teachers, art is having 30.9% of with seventeen student teachers and the ones studying both subjects are twenty five with 45.5%

In so doing, it is well-known that, arts tutors and student teachers are many in number just like those who are in both science& arts subjects at Dakawa and Morogoro teachers college. In spite of the difference between the science and arts tutors with their students shown from SPSS database it is observed that it does not affect the training on behaviour management on promoting effective teaching and learning as every teacher studies behaviour management from psychology discipline as educational subject.

Table 4.7. Work Experience (tutors and student)

4.7a: Tutors

		Frequency	Percent
Valid	0-5years	3	8.8
	6-10years	16	47.1
	11-15years	6	17.6
	16-20years	4	11.8
	21-25years	3	8.8
	above 26years	2	5.9
	Total	34	100.0

4.7b: Students

		Frequency	Percent
Valid	0-5years	14	25.5
	6-10years	21	38.2
	11-15years	16	29.1
	16-20years	2	3.6
	21-25years	1	1.8
	above 26years	1	1.8
	Total	55	100.0

From the Table4.7a&b the experience of respondents (tutors and students teacher) were categorized into six groups as follows: 1=0-5 years, 2=6-10years, 3=11-15years, 4=16-

20years, 5=21-25years, 6= above 26 years. The findings expresses that the majority of the tutors and student teachers who are teaching and being taught training on behaviour management for promoting effective teaching and learning are having experience of 0 to 20 years.

Table 4.8 Place of origin of tutors and students

4.8a: Tutors

		Frequency	Percent
Valid	rural area	16	47.1
	urban area	18	52.9
	Total	34	100.0

4.8b: Students

		Frequency	Percent
Valid	rural area	33	60.0
	urban area	22	40.0
	Total	55	100.0

As seen above Table 4.8a&b presents places of origin of tutors and student teachers whereas the following findings were available; 18 tutors were from urban area in 52.9% and 16 tutors were from rural area in 47.1% and this entails that tutors from urban area are high compared to ones from rural area but all train the student teachers on behaviour management for promoting effective teaching and learning.

In so doing, it is prominent that, more than 50% of tutors at Dakawa and Morogoro teachers college are from urban area as indicated in **Table 4.8a.**

On the other side, from student teachers, the findings realized that 33 (60%) student teachers were from rural areas and 22 (40%) student teachers are from urban area. This implies that majority of student teacher are from rural areas and unlike the student teachers who comes from urban areas, but all are being trained on behaviour management for promoting effective teaching and learning. In so doing, it is clear that, more than 50% student teachers at Dakawa and Morogoro teachers college are from rural area as indicated in **Table 4.8b**

4.3. Part B: Teaching/Training Behaviour Management

Content taught (tutors and student)

The study examined the contents of behaviour management to have been taught, it was found that 34 tutors in the sample confirmed to have taught the topics concerning behaviour management, and to student teachers responded yes to have been taught.

Table 4.9: Taught contents (tutors)

		Frequency of responses	Percent
Valid	Psychological concepts, principles and processes	2	5.9
	Guidance and counseling	16	47.1
	Learning	3	8.8
	Child development	2	5.9
	Discipline management	1	2.9
	Motivation	2	5.9
	Human development and psychology of teaching and learning	8	23.5
	Total	34	100.0

An investigation on the contents/topics of behaviour management taught, indicated that, 34 tutors in 100% their frequency of the topics taught were as follows; Guidance and counseling was taught in 47.1%, human development and psychology of teaching and learning in 23.5%, Learning in 8.8%, three topics were covered in 5.9% which are: Psychological concepts, principles and processes, child development, and Motivation then discipline management was taught in 2.9% as seen in **Table 4.9.**

Table 4.10: Contents/ topics taught (students)

		Frequency of responses	Percent
Valid	Psychological concepts, principles and processes	4	7.3
	Guidance and counseling	20	36.4
	Learning	5	9.1
	Child development	6	10.9
	Discipline management	3	5.5
	Motivation	5	9.1
	Human development and psychology of teaching and learning	11	20.0
	12	1	1.8
	Total	55	100.0

From the findings above, it was noted that; all topics are taught but guidance and counseling is highly taught/ learnt along with human development and psychology of teaching and learning.

Approaches taught (students)

An attempt to probe if approaches of behaviour management were taught, it was found that; students teacher confirmed to have been taught the approaches concerning behaviour management.

Table 4.11: Approaches taught (tutors and students)

4.11a: Tutors

		Frequency	Percent
Valid	Assertive discipline model	15	44.1
	Ginnot model	3	8.8
	Love and logic model	3	8.8
	Logical consequence model	2	5.9
	Kounin model	4	11.8
	Reality therapy model	1	2.9
	Character education	6	17.6
	Total	34	100.0

4.11b: Students

		Frequency	Percent
Valid	Assertive discipline model	18	32.7
	Ginnot model	8	14.5
	Love and logic model	7	12.7

	Logical consequence model	6	10.9
	Kounin models	5	9.1
	Reality therapy model	2	3.6
	Character education	9	16.4
	Total	55	100.0

An investigation on the approaches of behaviour management taught indicated that approaches were taught such as; Assertive discipline model, Character education model, Kounin model, Ginnot model along with love and Logic model, logical consequences model and Reality therapy model and the leading ones are; assertive discipline model and character education were highly taught and learned in the colleges as seen in **Table 4.11a&b.**

Treating others with respect (tutors & student teachers)

The study also looked into finding out if approaches of behaviour management were being taught. The findings indicate that; tutors have taught their students to encourage children's on treating others with respect and student teachers confirmed to have been taught to encourage the children to treat others with respect. Hence from the findings above it noted that both tutors and student teachers got knowledge on treating others with respect**.**

Friendly treatment (tutors and students)

Tutors acknowledged to have been taught their students to encourage the children's on being friendly to others rather than being enemies. Consequently from the findings above it was noted that; more than 80% of both tutors and student teachers got knowledge on friendly treatment from training on behaviour management in the colleges

Responsibility and autonomy (students)

Findings indicate that, 90.9% student teachers acknowledged to have been taught on being responsible and autonomous due to training on behaviour management in the colleges.

Independent rather than dependent (tutors and student)

It emerged from the findings that tutors have taught to encourage the children's to be independent rather than being dependent. On the other hand, student teachers confirmed to have been taught to encourage the children to be independent rather than being dependent.

Interaction, kindness and respect (tutors)

The findings indicate that tutors have taught their students to improve the behaviour of children/pupils by interacting with and understanding them, showing kindness and respect to them and student teachers confirmed to have been taught to improve the behaviour of children/pupils by interacting with and understanding them, showing kindness and respect.

Table 4.19: Positive communication (tutors and students)

Tutors have taught their students to have positive communication which will improve the self-concept of children/pupils and some have not taught their students to have positive communication which will improve the self-concept of children/pupils in the whole process of teaching and learning but most student teachers have been taught to have positive communication which will improve the self-concept of children/pupils. Hence positive communication is emphasized.

Cooperation (tutors and students)

The findings of the study indicate that tutors have taught their students that promoting cooperation increases good discipline between teachers and pupils in the whole process of teaching and learning. On the other hand student teachers confirmed to have been taught that; promoting cooperation increases good discipline between teachers and pupils.

Teaching and parenting style (tutors and students)

It is established that, tutors have taught their students that teaching and parenting style improve discipline to pupils in the whole process of promoting effective teaching and learning. On the other hand, student teachers confirmed to have been imparted with the knowledge that teaching and parenting style improve discipline to pupils in the whole process of promoting effective teaching and learning.

Praise (tutors and students)

It was found that, tutors have taught their students that praise should be used while directing toward the task given freely the same way to student teachers who confirmed to have been taught that praise should be used while directing toward the task given freely in the whole process of promoting effective teaching and learning.

Guidance and counseling (Tutors and students)

Looking into the approaches of behaviour management, tutors and student teachers said yes to have got the awareness on guidance and counseling as have taught their students that teachers should handle responsibility, provide guidance and consultant services to pupils. In addition to guidance and counseling, the tutors emphasized on consultations to their student's teachers that they should be consultants to their pupils. For that reason, from the findings above it was noted that; all investigated tutors taught their students teachers to handle responsibility, provide guidance and consultant services to pupils, and consultant services to pupils.

Learning through interaction (tutors and student)

Findings on the approaches of behaviour management, tutors said yes they taught their students that learning is effective through interaction with the environment of the pupils and student teachers confirmed that they have been taught that learning is effective through interaction with the environment of the pupils to handle responsibility.

Avoid power struggles (tutors students)

Insights on the approaches of behaviour management, on avoiding power struggles with students show that,70.6% tutors acknowledged to have taught their students that they should avoid power struggles with their pupils for smoothness in teaching-learning and 70.9% student teachers confirmed that they have been taught to avoid power struggles with their pupils for smoothness in teaching-learning.

Control by their teachers (tutors and students)

47.1% tutors acknowledged to have taught their students that pupils need to be controlled by their teachers throughout their learning and 52.9% have not taught their students that pupils need to be controlled by their teachers throughout their learning. On the further hand 70.9% student teachers confirmed that they have been taught that pupils need to be controlled by their teachers throughout their learning and 29.1% said no in confirmation of not to have been taught that pupils need to be controlled by their teachers throughout their learning. In view of the findings above it is noted that, more than 60% student teachers have the awareness that pupils need to be controlled by their teachers throughout their learning but more than 50% of tutors said pupils do not need to be controlled by their teachers throughout their learning.

Displaying withitness (tutors and students)

Looking into the approaches of behaviour management, 88.2% tutors said yes they have taught their students that teachers can improve control by displaying “withitness” (i.e. being aware of what is going on around pupils, On the further hand 72.7% student

teachers said yes to confirm that they have been taught that teachers can improve control by displaying “withitness” (i.e. being aware of what is going on around pupils.

Good relationship (tutors and students)

Looking into the approaches of behaviour management, it was found that all tutors acknowledged to have taught their students that good relationship is created when the teachers respect their pupils and on the further hand 76.4% student teachers said yes to confirm that they have been taught that good relationship is created when the teachers respect their pupils. 23.6% said no in confirmation of not to have been taught that good relationship is created when the teachers respect their pupils. Thus, from the findings above it is noted that; 97.1% of tutors and 76.4% of student teachers see eye to eye that good relationship is created when the teachers respect their pupils throughout the process of promoting effective teaching and learning.

Smoothness (tutors and students)

Moreover, it was found that; 55.9% tutors said yes that they have taught their students that they should achieve “smoothness” in a lesson by removing undue interference and in addition 61.8% student teachers said yes to confirm that they have been taught that they should achieve “smoothness” in a lesson by removing undue interference. It thus comes out clearly that more than 50% of tutors and student teachers have the same opinion that “smoothness” is achieved in a lesson by removing undue interference.

Making Learning joyful and challenging (tutors and student)

All tutors said yes to have taught their students that they should make pupils active learners by making their learning joyfully yet challenging. Moreover, 72.7% student teachers said yes to confirm that they have been taught that they should make pupils active learners by making their learning joyfully yet challenging. As a consequence, from the findings above it is noted that more than 70% of tutors and student teachers have the same opinion that pupils are made active learners by making their learning joyfully yet challenging.

Variety of activities (tutors and students)

With the objective to gain insight into the approaches of behaviour management, the researcher investigated, tutors said yes that they have taught their students that teachers should use a variety of activities when teaching pupils. In addition,76.4% student teachers said yes to confirm that they have been taught that good relationship is created when the teachers respect their pupils and 23.6% said no in confirmation of not to have been taught that good relationship is created when the teachers respect their pupils.

Therefore from the findings above it comes out well that, more than 70% tutors and student teachers have the same opinion that teachers should use a variety of activities when teaching pupils.

Core and ethical performance values (tutors and students)

Looking into the approaches of behaviour management, it was realised that 73.5% tutors said yes they have taught their students that teachers should make their pupils learn to understand, care about and act upon the core ethical and performance values. Moreover, 69.1% student teachers said yes to confirm that they have been taught that they should make pupils learn to understand, care about and act upon the core ethical and performance values. Consequently, from the findings above it was noted that, more than 60% of tutors and student teachers have the same opinion that pupils should be made learn to understand, care about and act upon the core ethical and performance values for effective teaching and learning.

Well-ordered classrooms (tutors and students)

It was noted that 76.5% tutors said yes they have taught their students that well-ordered classrooms with good behaviour management skills are necessary for teachers and 23.5% responded no, In addition, 67.3% student teachers said yes to confirm that. As an end result, from the findings above it was distinguished that; More than 60% tutors and student teachers became in agreement that well-ordered classrooms with good behaviour management skills are necessary for teachers.

Provision of a consistent rewards (tutors and students)

Looking into the approaches of behaviour management, 85.3% tutors said yes they have taught their students that they should provide a working consistent reward system within the classroom environment to motivate pupils. On top of that; 78.2% student teachers said yes to confirm that they have been taught that should provide a working consistent rewards system within the classroom environment to motivate pupils .As an end result, from the findings above it was distinguished that; more than75% of tutors and student teachers had the same opinion that a working consistent reward system should be provided within the classroom environment to motivate pupils.

Behaviour control (tutors and students)

Looking into the approaches of behaviour management, it was found that, 85.3% tutors said yes they have taught their students that pupils are in control of their own behaviour for effective teaching and learning, In addition, 81.8% student teachers said yes to confirm that they have been taught that pupils are in control of their own behaviour for effective teaching and learning. Therefore, from the findings above it was distinguished that; More than 80% of tutors and student teachers have the same opinion that pupils are in control of their own behaviour for effective teaching and learning.

Classroom design (tutors and students)

Looking into the approaches of behaviour management, it was realised that; 64.7% tutors said yes they have taught their students that teachers should design classroom management to help pupils make better choices. Moreover, 87.3% student teachers said yes to confirm that they have been taught that teachers should design classroom management to help pupils make better choices. Thus, from the findings above it was generalized that; more than 64% of tutors and student teachers have the same opinion that classroom management should be designed to help pupils make better choices for effective teaching and learning.

Pupils' motivation (tutors and students)

Looking into the approaches of behaviour management, it was revealed that; 52.9%tutors said yes they have taught their students that pupils are motivated by the need for survival (i.e. need for food, shelter, and freedom from harm, a need for belonging and love)and 47.1% responded no, meaning that they have not taught their students that pupils are motivated by the need for survival (i.e. need for food, shelter, and freedom from harm, a need for belonging and love).In addition,81.8% student teachers said yes to confirm that they have been taught that pupils are motivated by the need for survival (i.e. need for food, shelter, and freedom from harm, a need for belonging and love). Therefore, from the findings above it is seen that more than 50% of both tutors and student teachers declare that pupils are motivated by the need for survival i.e. need for food, shelter, and freedom from harm, a need for belonging and love.

Safety in the classroom (tutors and students)

It was found that; 79.4% tutors said yes they have taught their students that teachers can help pupils to feel safe in the classroom by not using coercion in controlling their behaviour, 20.6% responded no, meaning that they have not taught their students that teachers can help pupils to feel safe in the classroom by not using coercion in controlling. Moreover 72.7% student teachers said yes to confirm that they have been taught that teachers can help pupils to feel safe in the classroom by not using coercion in controlling their behaviour. The findings therefore shows that; More 70% of tutors and student teachers answered yes indicating that pupils should be involved in interesting activities and allow them to share their accomplishments with other pupils.

Interesting activities (tutors and students)

Looking into the approaches of behaviour management, it was found that 70.6% tutors said yes they have taught their students that teachers should involve pupils in interesting activities and allow them to share their accomplishments with other pupils, 29.4% responded no, meaning that they have not taught their students that teachers should

involve pupils in interesting activities and allow them to share their accomplishments with other pupils.Moreover,80.0% student teachers said yes to confirm that they have been taught that teachers should involve pupils in interesting activities and allow them to share their accomplishments with other pupils and the rest said no. The findings therefore shows that more than 70% of tutors and student teachers answered yes indicating that pupils should be involved in interesting activities and allow them to share their accomplishments with other pupils.

Table 4.12: Theories of behaviour management (tutors and students)

4.12a: Tutors

		Frequency	Percent
Valid	Theory of human development: Darwin's theory of evolution	1	2.9
	Freud's psychoanalytic theory 1856-1939 basing on human nature	1	2.9
	Erickson theory of psychosocial development	4	11.8
	Skinner's operant conditioning theory	9	26.5
	piaget cognitive development theory	19	55.9
	Total	34	100.0

4.12b: Students

		Frequency	Percent
Valid	Theory of human development: Darwin's theory of evolution	3	5.5
	Freud's psychoanalytic theory 1856-1939 basing on human nature	4	7.3
	Erickson theory of psychosocial development	10	18.2
	Skinner's operant conditioning theory	17	30.9
	Piaget cognitive development theory	21	38.2
	Total	55	100.0

Going through the theories of behaviour management taught, it was recognized that taught theories were: Piaget cognitive development theory, Skinner's operant conditioning theory, Erickson theory of psychosocial development, were presented Freud's psychoanalytic theory 1856-1939 basing on human nature and Theory of human development: Darwin's theory of evolution. The findings therefore show that the leading

theories of behaviour management are Piaget cognitive development theory and skinners operant conditioning theory as seen in **Table 4.12a&Table 4.12b.**

Table 4.13: Behaviorist learning theories (tutors and students)

4.13a: Tutors

		Frequency	Percent
Valid	Operant conditioning (B.F skinner)	5	14.7
	connectionism/law of Learning(Edward Thorndike)	11	32.4
	Social learning theory(Albert Bandura)	18	52.9
	Total	34	100.0

4.13b: Students

		Frequency	Percent
Valid	classical conditioning	2	3.6
	Operant conditioning	7	12.7
	Connectionism/law of learning	14	25.5
	Social learning theory	32	58.2
	Total	55	100.0

In exploration of the theories of behaviour learning theories taught by tutors to student teachers were; Social learning theory by Albert Bandura, Connectionism/Law of learning theory, Operant conditioning by B.F Skinner in then classical conditioning in The findings therefore indicates that, the leading theory being taught is social learning theory by Albert Bandura above 50%, and connectionism/ law of learning theory as depicted in **Table 4.13b &Table 4.13a**

Challenges (tutors and students)

In regard with challenges of behaviour management, it was found that all tutors said yes there were challenges in the training on behaviour management in promoting effective teaching and learning. Also student teachers said yes to confirm that there were challenges during the training on behaviour management in promoting effective teaching and learning. The findings therefore show that; all tutors and student teachers confirmed that there were challenges in the training on behaviour management in promoting effective teaching and learning.

Table 4.14: Challenges (tutors and students)

4.14a: Tutors

		Frequency	Percent
Valid	No unified theory	2	5.9
	Basing much on content rather than methodology	4	11.8
	Frequent change of curriculum to pre service teachers	8	23.5
	Inadequate resources	9	26.5
	Failure to transform lesson into relevant situation	11	32.4
	Total	34	100.0

4.14: Students

		Frequency	Percent
Valid	Unreliable source of information for the updates	1	1.8
	No unified theory/model for behaviour management	3	5.5
	Basing much on content rather than methodology	9	16.4
	Frequent change of curriculum to pre service teachers	13	23.6
	Inadequate resources	13	23.6
	Failure to transform lesson to relevant situation	16	29.1
	Total	55	100.0

In exploring the challenges encountered in the training of behaviour management, the challenges faced by tutors and student teachers were; Failure to transform lesson into relevant situation, Inadequate resources, frequent change of curriculum to pre service teachers23.5% Basing much on content rather than methodology 11.8%, No unified teachers, The findings therefore show that the leading challenges on both sides (tutors and student teachers) were those of failure to transform lesson into relevant situation, inadequate resources as well as frequent change of curriculum to pre service teachers as depicted in **Table 4.14a.&Table 4.14b**

Application of behavior management skills (tutors and students)

In investigating if there are applications/advantages of behaviour management skills; it was found that all tutors and student teachers said yes there are application of behaviour

management skills in promoting effective teaching and learning and it was realised that; all tutors and student teachers said yes there is influences of behaviour management in the promotion of effective teaching and learning.

Table 4.15: Advantages/application (tutors and students)

4.15a: Tutors

		Frequency	Percent
Valid	To make discipline plan	2	5.9
	diagnosing pupil problems	4	11.8
	To change discipline plan(adaptability)	7	20.6
	Establishing clear expectations	6	17.6
	Approaches of making follow ups	6	17.6
	Ability to make proper choice of approaches	9	26.5
	Total	34	100.0

4.15b: Students

		Frequency	Percent
Valid	Helps a teacher to make a discipline plan	3	5.5
	Teachers know how to diagnose problems	7	12.7
	Ability to change discipline plan(adaptability)	9	16.4
	Ability to establish clear expectations	10	18.2
	To know approaches in making follow up on issues related to behaviour	10	18.2
	Enables understanding of approaches such as consultation and advice, guidance and counseling.	16	29.1
	Total	55	100.0

In investigating the application of behaviour management skills from tutors and student teachers it was found that the applications/advantages were; Ability to make proper choice of approaches, To change discipline plan (adaptability) knowing how to establish clear expectations to pupils and knowing approaches and making a follow up on issues related to behaviour, Enabling understanding of approaches such as consultation and advice, guidance and counseling diagnosing pupils problems as well as making discipline plan all basing on promoting effective teaching-learning, as depicted in **Table 4.15a &Table 4.15b.**

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1. Introduction

This chapter mainly extends the last chapter by presenting discussions and details of training on behaviour management for promoting effective teaching and learning at Dakawa and Morogoro teachers colleges in Morogoro. The chapter has five sections namely; introduction, contents of training on behaviour management, Approaches of behaviour management taught to pre-service teachers, challenges encountered in training the pre-service teachers on behaviour management as well as Behaviour management skills in relation to effective teaching and learning at Dakawa and Morogoro teachers training colleges.

5.2 Contents of training on behaviour management are offered at Dakawa and Morogoro teachers training colleges.

It was previously found that following topics were taught: Psychological concepts, principles and processes, Guidance and counseling, Learning, Child development, Discipline Management, Motivation, Human Development and Psychology of teaching and learning. Besides that, 90% of tutors and student teachers on topics/contents concerning behaviour management confirmed that guidance and counseling with human development and psychology of teaching and learning were the leading topics.

It may be argued that, human development and psychology of teaching and learning is important as human development is a multidimensional depending much on nature and nurture of a child. Hence, a teacher should be made aware of because it's a lifelong process from conception to death. (NAE, 2005, pg5) posit that, teachers require extensive "knowledge of learners and how they learn and develop within social contexts". Furthermore, "understanding children, how they develop, and how they learn is critical for effective instruction. "Teachers need to understand general developmental progressions, as well as individual differences in development" (pg 9-10) contended that

highly effective teachers understand cognitive processing, metacognition, and motivation and that regardless of the type of training programme teacher educators receive, candidates in all programmes should receive comprehensive education in these core areas.

In addition, Guidance and counseling is vital because it's a programme that all the activities and services engaged in any institution such as home, school, hospital or college enables individuals to make and carry out adequate plans so as to achieve a satisfactory adjustment in all aspects of his/her life daily. And the two are inseparable due to the reason that counseling is the brain as well as the wheel of guidance for it's a communication and nature of the relationship between teacher and the student. Additionally its application can be seen in education problems like poor time management, lack of study skills, poor skills in taking notes to mention a few.

Hardman (2009) validated this too on his study when he said that the pre-service programmes include more general programmes for trainees to support personal growth, develop social confidence and leadership skills, guidance and counseling skills, and motivation and discipline skills and prepare young adults for taking on the responsibilities of being a teacher. All of the colleges were preparing the trainees to teach across the primary curriculum, i.e. to be able to teach all subject areas also providing for a degree of specialisation, especially for upper primary teachers. This is most often related to core subjects - English, Kiswahili, mathematics, science - and in some cases also to teach subjects which are thought to require special expertise such as art, craft and music.

5.4. Approaches of behaviour management taught to pre-service teachers at Dakawa and Morogoro Teachers Training Colleges.

It emerged from this study that all approaches were taught to the pre service teachers which are: Assertive discipline model which states the rules, applying positive consequences when students fail to behave appropriately. Ginott model which says that

student's behaviour can be improved if teachers interact with students more effectively treating them with understanding, kindness and respect .Love and logic model under the teachings and parenting styles. The logical consequences model which bases on the learning through interactions with the environment.

Reality therapy model students are in control of their own behaviour, Kounin model which states that students needs to be controlled by their teachers and control can be improved by increasing the clarity and firmness of desist that's remarks intended to stop misbehaviour as well as the Character education: a new and rapidly evolving topic for curriculum interventions often overlapping with other programme areas and includes focused work on teaching students respect, being fair and trustworthy, caring for others, being responsible, and being a better citizen. From the findings; More than 90% of student teachers were taught the approaches, nevertheless assertive discipline model and character education were highly taught and learned in the colleges.

And the findings gave additional results that the models were being taught as theories whereas the findings got behaviour management theories. Such theories include Theory of human development; Darwin's theory of evolution; Freud's psychoanalytic theory 1856-1939 base on human nature, Erickson theory of psychosocial development; social influence emphasizing on ergo, Piaget cognitive development theory 1896-1980 dealing with Cognition, Assimilation, Accommodation, Cognitive equilibrium& Cognitive disequilibrium and Organization, Skinner's operant conditioning theory believes on the acquisition of new habits of the behaviour.

Moreover, there were behaviour leaning theories which include Classical conditioning by Ivan Pavlov, Operant conditioning by B. E. Skinner, Connectionism/law of learning (Edward Thorndike), and Social learning theory by Albert Bandura. The leading theories of behaviour management and behaviorist learning theories were; Piaget cognitive development theory, skinners operant conditioning theory and social learning theory by Albert Bandura connectionism/ law of learning which were all above 50%.

Assertive Discipline Model: is a clear indication of the rules, reminders of the rules, indication of consequences, establishment of a positive discipline system, and use of positive consequences as opposed to negative and negative consequences are to be graded in severity. It is also supported by Gupta (2006) that Positive discipline/Self-discipline; implies a sense of duty to observe the rules and regulations; which is the ability to avoid unhealthy excess of anything that could lead to negative consequences. It involves creation of an atmosphere where students adhere to rules and regulations without being forced.

The main focus of Canter's model is on assertively insisting on proper behaviour from students, with well-organized procedures for following through when they do not. The model provides a very strong system of corrective discipline. This method aims to establish a positive discipline system that reinforces the teacher's authority to teach and control in order to ensure an environment that is optimal for learning, using rewards and punishments in the behavioral sense.

Character education Model is the intentional effort to develop in young people core ethical and performance values that are widely affirmed across all cultures. In its effectiveness, character education included all stakeholders in a school community and permeated school climate/culture and curriculum (social-emotional learning, positive youth development, civic education, and service learning).

The vie also relates to the following interview response extract by academic tutors, dean of students and the discipline master;

> *Stakeholders (i.e. faculty, parents, tutors, students, community members) reported that the principal is a visible and supportive champion of the effort, who values and trusts his input, but that if the principal leave the college, we continue at full strength as a result of shared leadership and school culture. Staff encourage students to examine their own behaviour in light of the core values and challenge them to make their behaviour consistent with the core values (e.g., through journal writing, discussion of*

events in the classroom, one-on-one adult-student conversations about past or present behaviour). Students receive practice in and feedback on academic and behavioral skills such as setting goals, monitoring their progress, listening attentively and apologizing. And through the ordinary conduct of the classroom such as the normal flow of teaching and learning, procedures, role plays, class meetings, cooperative learning groups.

The interviewed members further added that,

Students have the opportunity to practice the core values in the context of relationships such as through cross-age tutoring, mediating conflicts, and helping others and in the context of classroom work and students demonstrate that they care about the quality of their work and incorporate feedback in order to improve their performance. Actions and statements of the principal and other key leaders for instance articulation of goals and principles; modeling and personal example and decisions regarding policies, personnel, staff development, and allocation of time and other resources are clearly supportive of character education and the long-range survival and growth of the initiative

Despite assertive and character education model being the leading ones they wouldn't have been complete without these other approaches and the theories being found from the field as shown below.

Reality therapy model is a moderate approach which was put forward by Glasser. It is a mixture of interactions, humanist and behaviorist approaches. Glasser believes in power of sharing classroom meetings to deal with any issues including rules, behaviour, discipline etc. Students are allowed to discuss any topic without fear of condemnation with the outcome of the meeting being an agreement of a solution to the problems by both parties, together with an agreement to follow the solution through. Additionally;

Students need to have a sense of belonging, to feel important, to have fun and freedom believing that are all social. The model emphasized on building a relationship, focus on behaviour not a person, giving students' responsibility and evaluation to be done in (redo, retake and revise) as an effort of making a follow up.

Dreikurs logical consequences gave ideas that teachers should consider the motivational and goals of the students behaviour in the development of a management plan. It's more humanistic approach than just focusing on discipline. The teacher then applies logical consequences to assist students in taking responsibility for their actions and behaviours. The goal of logical consequence based on Alfred Alder's concept that all behaviour had a purpose/ goals of misbehavior; to seek attention, to gain power, to seek revenge for some perceived injustice and to avoid failure. And it revealed through their results as 69.1% of tutors and student teachers got knowledge that promoting cooperation increases good discipline between teachers and pupils.

Kounin model focused on preventive discipline techniques and strategies designed to prevent the occurrence of discipline problems in the first place. Good classroom management depends on effective lesson management. His ideas included the ripple effect, withitness, overlapping, effective transitions, group focus and satiation. Adding that teachers need to be more effective to all aspects of classroom, effective teacher's keep students attentive and actively involved, teacher should be able to attend two events/ activities at the same time, activities should be enjoyable and challenging as well as withitness i.e. being aware of what is going on in all parts of the classroom (having eyes in the back of head) as more than 50% of tutors and student teachers confirmed to have the awareness on using variety of activities, withitness, overlapping as well as lesson managing by making a good preparation.

Love and logic model by Fay supported on teaching and parenting styles that students should be made responsible for their own learning emphasizing on provision of threats

and orders, punishment, including the infliction of pain and humiliation as well as consultations to provide guidance and counseling services for students.

5.5. Challenges encountered in training the pre-service teachers on behaviour management.

Teachers face not only the challenge of managing their students' behaviour while training. They also face many conflicting theories about how to manage it such as assertive discipline, logical consequences, behaviour management or Reality therapy. There is no one correct way to encourage positive classroom behaviour, but if they begin with good foundation it is possible.

Huberman & Miles (1994) findings unveiled two major initiatives; the use of college regulations and the teaching of religious code of conduct. Challenges, on the other hand, ranged from the absence of a course related to teacher ethics, professional "incompetence" of teacher educators, shortage of qualified teachers, lack of resources, the moral problem of society or the irresponsibility of parents and society. The study has concluded that without a well-defined education policy in favor of promoting teacher ethics education, efforts to that effect are doomed to fail.

With increasing societal demand for education, practice in teaching and learning has changed, and from the study it was noted that more that 95% tutors and student teachers confirmed that there were challenges in the training on behaviour management in promoting effective teaching and learning. The leading challenges were that of failure to transform lesson into relevant situation, inadequate resources as well as frequent change of curriculum to pre service teachers.

The opinions of the interviewees at Dakawa and Morogoro teachers colleges are reflected in the following extract:

> *Our country (Tanzania) faces a lot of hindrance that leads to difficulties in education system due to much domination of political influences as*

many leaders interfere education issues such grading system, putting much time for learners to be in class rather than at field work so as they can mingle with the society and come with much experience on handling issues of learners especially on managing their behaviour so as they can reshape the behaviours which are inappropriate and not accepted for their achievement during their school stay. Despite, discipline is a series of little victories, not something that occurs overnight. It takes thoughtful planning, implementation and maintenance. Well-developed plans implemented by a positive and respectful teacher result in well managed classrooms that are conducive to learning. Skilled behaviour managers foster a classroom climate in which learners feel valued and motivated

They further argued that;

Stakeholders in the ministry of education do forget dealing with the core agents and the learners themselves basing much on arm chair research when making changes in curriculum without even teachers and students consultations which lead to stating out to us on what do without giving means on how to go about them, additionally there are no uniformity in the system, things do change every now and then and from globalization winds they think abrupt changes could accommodate that, something which is impractical.

Any learner, anywhere should be reshaped to a person who fits to be a model in the society but mostly teachers are the ones treated with less concern thus why sometimes teachers/ trainers never consult the learners to a fully needed basis and forgetting to upload their behaviour too as students interact with them copy things which are not health for other tomorrows' learners. But now from new president with new slogan of "HAPA KAZI TU" the leaders have woken up and

education has started gaining its stands and everyone is responsible for effectiveness of what he/she is doing to avoid chaos as the upper leader during their quick and quiet visits always need statements of such changes making them work conscientiously with not any favors to anyone hence discipline gets to be adhered from the top to down.

5.6. Application of Behaviour management skills in effective teaching and learning

Teachers play various roles in a typical classroom, but surely one of the most important is that of classroom manager. Effective teaching and learning cannot take place in a poorly managed classroom. Effective teachers appear to be effective with students of all achievement levels regardless of the levels of heterogeneity in their classes. And the findings from the previous chapter showed that; more than 98%of tutors the same as student teachers confirmed that behaviour management skills encompasses influence on promoting effective teaching and learning, and they confirmed that the most notable leading applications were; Ability to make proper choice of approaches and ability to change discipline plan (adaptability), Greater focus has been placed on building self-control. Brophy (1986) writes:"Contemporary behaviour modification approaches involve students more actively in planning and shaping their own behaviour through participation in the negotiation of contracts with their teachers and through exposure to training designed to help them to monitor and evaluate their behaviour more actively, to learn techniques of self-control and problem solving, and to set goals and reinforce themselves for meeting these goals." (p. 191). He also added that; if classroom management is applied correctly, effective classroom management principles can work across all subject areas and all developmental levels (Brophy, 2006). They can be expected to promote students' self-regulation, reduce the incidence of misbehavior, and increase student productivity.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND POLICY IMPLICATIONS

6.1 Introduction

This chapter gives the summary, conclusions and policy implications of the study. The first section of the chapter gives a summary of the major findings of this study while section two gives the main conclusions which as drawn from the findings of the study. Section three gives the policy implications especially on what should be done as the result of the study's findings.

6.2 Summary

This study had four specific objectives; to examine the content of training on behaviour management offered at Dakawa and Morogoro teachers training colleges, to identify different approaches of behaviour management taught to pre-service teachers at Dakawa and Morogoro teachers training colleges; to explore the challenges encountered in training on behaviour management at Dakawa and Morogoro teachers training colleges; to investigate the application of behaviour management skills in effective teaching and learning.

This study found that, more than 50% of the tutors from Dakawa and Morogoro teachers colleges taught their students contents and approaches regarding behaviour management especially guidance and counseling, child development as they gave them knowledge on Piaget's cognitive theory and social learning by Bandura, assertive discipline which is based on rules and regulations as they are pillars of ethical and moral values in any institution. The student teachers from Dakawa and Morogoro teachers colleges were taught the contents and the approaches on behaviour management but the teaching has been based much on theories as it from there the models/ approaches originated understanding behaviorism by B F Skinner and those of Humanism pioneered by Carl Rogers made them broaden their knowledge and understanding.

6.3 Conclusion

The overall objective of this study was to assess the training on behaviour management for promoting effective teaching-learning at Morogoro region in Tanzania. It is concluded that, there is the relationship between training on behaviour management for promoting effective teaching-learning at Morogoro region in Tanzania.

Effective teaching and learning was measured through classroom control in the course of rules and regulations, Positive Communication (empathy, praise, incentives, rewards and caring learners), Cooperation between teachers and students (teaching and parenting styles), Consultations between students and teachers and Good grades(students achievement).

In today's globalized world alternative approaches of handling discipline and behavioral cases should be situational problem solving for behavior management is a significant challenge to both the new teachers and the experienced ones, thereby teachers in classroom management practices have a significant and positive effect on decreasing problems relating to behaviour in the classroom. Rules and customs are powerful preventative components to classroom organization and management plans because they establish the behavioral context of the classroom by specifying what is expected, what will be reinforced, and what will be retaught if inappropriate behaviour occurs.

Teachers training on behaviour management is of paramount importance because classrooms with frequent disruptive behaviours have less academic engaged time, and the students in disruptive classrooms tend to have lower grades and do poorer on standardized tests and even normal school exams. So enabling teachers on understanding different approaches becomes easy for them to be equipped with multidimensional knowledge and awareness on how to manage students' behaviour by creating positive environments for their learning without forgetting avoidance of power struggles with students it can be fulfilled easily.

6.4 Policy Implications

In teacher preparation programmes, greater emphasis needs to be placed on preparing both general and special educators who are competent and efficient in managing today's classrooms with their diverse range of learners. These approaches meant not only give pre service teachers the intellectual understanding of the issues involved but also ensure that they have ample opportunity for guided practice and feedback in implementing both preventive and corrective behaviour management strategies.

In Tanzania many issues related to the behaviour management in education contexts are taught in the psychology subject hence the curriculum on teachers training colleges should be restructured so as to add behaviour management as a subject which will cover all the behaviour aspects of learners in class and outside the class and teachers themselves.

There should be significant stay puts of research demonstrating the fact that; classroom organization and behaviour management competencies significantly influence the persistence of new teachers in their teaching careers. New teachers typically express concerns about effective means to handle disruptive behaviour, for teachers who have significant problems with behaviour management and classroom discipline often report high levels of stress and symptoms of burnout and are frequently ineffective. Therefore, ability of teachers to organize classrooms and manage the behaviour of their students is critical to achieving both positive educational outcomes for students and teacher retention especially.

Corporal punishment should not be used extremely to cause hurt to learners they should be made understand what is wrong and what is right, vague rules to be let aside and guidance and counseling unit should be active not only when there are problems but even during peace. Moreover, student's behavior that violate school or classroom rules should not be ignored and the teachers not to engage in ambiguous or inconsistent treatment of misbehavior.

Teachers should not solve problems alone if they have serious concern about the student as not all students are motivated by academic success, school psychologist or special education professional should be referred and make students individually assist in identifying what they would find reinforcing along with having effective high school classroom management.

This research was based in two teacher colleges in Morogoro representing other colleges in Tanzania with small sample of population of teachers and student teachers. The same research study can be done in other colleges so as to broaden and justify the findings when considering large area and sample size of population. Apart from the small area and sample size of the population, the study analysis was mainly descriptively. It is therefore recommended that, the same study be done and use the inferential statistical analysis making it a purely quantitative and numerical study.

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APPENDICES

APPENDIX I: RESEARCHER'S DETAILS

FULL NAME: STELLA ZAWADIEL MKILINDI
SEX: FEMALE
INSTITUTION: MZUMBE UNIVERSITY
COURSE: MASTER OF ARTS IN EDUCATION (**MA-EDU**)
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steziebs2015@gmail.com

APPENDIX II: A request for permission to conduct research at Dakawa and Morogoro teachers training colleges

Po Box944/691

Dakawa/Morogoro

11th January2016.

College principal

Dakawa/Morogoro teacher colleges

c/f: Ministry of Education and Vocational Training,

P.O.BOX 9121,

Dar es Salaam.

Dear Sir/Madam,

RE: REQUEST FOR PERMISSION TO CONDUCT A RESEARCH STUDY

Passing on the heading above; I am a second year student in the Master of Arts in Education at the University of Mzumbe -Tanzania.

I hereby seek a permission to conduct research for my master's thesis at Dakawa/Morogoro teachers training college. My research topic is Training on behaviour management for promoting effective teaching-learning at Morogoro region in Tanzania: A case study. I seek to interview the principal/ school management, dean of students, teachers and teacher trainees' questionnaires will be given to them along with focuses group discussion. Come across attached introductory letter from the University of Mzumbe.

Yours faithfully,

Stella Zawadiel Mkilindi.

APPENDIX III: questionnaire for teacher trainees at Dakawa and Morogoro Teachers' training colleges

Dear Sir/Madam,

I humbly and kindly request for your cooperation in responding to the research questionnaires today as a stakeholder in education; **Training on Behaviour Management for Promoting Effective Teaching –learning; A case of Dakawa and Morogoro Teachers Training College.** You're free and comfortable answers/views will in future enable the achievement of the objectives of this research which entails on establishing the relationship between Training on behaviour management for promoting effective teaching –learning in Tanzania.

PART A: PERSONAL INFORMATION

Please Put the Appropriate Number in the Box Provided

S/No.	Information	Option	Box
1	Sex	1. Male	
		2. Female	
2	Age	1. 21-25	
		2. 26-30	
		3. 30-35	
		4. 36-40	
		5. 41-45	
		6. 46-50	
		7. 51-55	
		8. 56-60	
3	Marital Status	1. Single	
		2. Married	
		3. Divorced	
		4. Widow	
4	Education Level	1. Certificate	
		2. Diploma	
		3. Bachelor Degree	
		4. Postgraduate	
		1. Head teacher	
5	Field of Specialisation	1. Science	
		2. Arts	
		3. Sports and Games	
		4. Both	
6	Experience	1. 0-5 years	
		2. 6-10 years	
		3. 11-15 years	
		4. 16-20 years	
		5. 21-25 years	
		6. Above 26 years	
7	Origin	1. Rural Area	
		2. Urban Area	

PART B: TEACHING/TRAINING BEHAVIOUR MANAGEMENT

A. Have you ever been taught about behaviour management by your tutors at the college?

1. Yes ( )
2. No ( )

B. What were the contents/topics of the behaviour management were you taught by your tutors at the college?

1. Psychological concepts, principles and processes. ( )
2. Guidance and counseling ( )
3. Learning ( )
4. Child development ( )
5. Discipline Management ( )
6. Motivation ( )
7. Human Development and Psychology of teaching and learning
8. Other contents/topics (***please mention them below***)

_____

_____

_____

C. Have you ever been taught about the approaches of behaviour management by your tutors at the college?

1. Yes ( )
2. No ( )

D. What were the approaches of behaviour management you were taught by your tutors at the college?**(*you can tick more than one option if it applies)***

1. Assertive Discipline Model ( )
2. Ginnot model ( )
3. Love and logic model ( )
4. Logical consequence model ( )
5. Kounin models ( )

6. Reality therapy model ( )
7. Character education ( )
8. Others if any (***please mention them below***)

_____

_____

_____

9. None of the above

E. Have you been taught to encourage children/pupils to treat others with respect?

1. Yes ( )
2. No ( )

F. Are you taught to encourage students to be responsible and autonomous?

1. Yes ( )
2. No ( )

G. Are you taught to encourage children/pupils to be always friendly to others rather than being enemy?

1. Yes ( )
2. No ( )

H. Are you taught to encourage children/pupils to be independent rather than dependent?

1. Yes ( )
2. No ( )

I. Are you taught to improve the behaviour of children/pupils by interacting with and understanding them, showing kindness and respect to them?

1. Yes ( )
2. No ( )

J. Are you taught to have positive communication which will improve the self-concept of children/pupils?

1. Yes ( )
2. No ( )

K. Are you taught that, promoting cooperation increases good discipline between teachers and pupils?

1. Yes ( )
2. No ( )

L. Are you taught that, teaching and parenting style improve discipline to pupils?

1. Yes ( )
2. No ( )

M. Are you taught to praise your children/pupils while directing them freely toward the task given?

1. Yes ( )
2. No ( )

N. Are you taught to handle responsibility; provide guidance and consultant services to pupils?

1. Yes ( )
2. No ( )

O. Are you taught that, learning is effective through interaction with the environment of the pupils?

1. Yes ( )
2. No ( )

P. Are you taught that, you should avoid power struggles with their pupils for smoothness in teaching-learning?

1. Yes ( )
2. No ( )

Q.Are you taught that, pupils need to be controlled by their teachers throughout their learning?

1. Yes ( )
2. No ( )

R. Are you taught that, you teachers can improve control by displaying "withitness" (i.e. being aware of what is going on around pupils)?

1. Yes ( )
2. No ( )

S. Are you taught that, good relationship is created when the teachers respect their pupils?

1. Yes ( )
2. No ( )

T. Are you taught that, you teachers should achieve "smoothness" in a lesson by removing undue interference?

1. Yes ( )
2. No ( )

U. Are you taught that, you teachers should make pupils active learners by making their learning joyfully yet challenging?

1. Yes ( )
2. No ( )

V. Are you taught that, you teachers should use a variety of activities when teaching pupils?

1. Yes ( )
2. No ( )

W. Are you taught that, you teachers should make your pupils learn to understand, care about and act upon the core ethical and performance values?

1. Yes ( )
2. No ( )

X. Are you taught that, well-ordered classrooms with good behaviour management skills are necessary for teachers?

1. Yes ( )
2. No ( )

Y. Are you taught that, you teachers should provide a working consistent rewards system within the classroom environment to motivate pupils?

1. Yes ( )
2. No ( )

Z. Are you taught that, pupils are in control of their own behaviour for effective teaching and learning?

1. Yes ( )
2. No ( )

AA. Are you taught that, you teachers should design classroom management to help pupils make better choices?

1. Yes ( )
2. No ( )

BB. Are you taught that, pupils are motivated by the need for survival (i.e. need for food, shelter, and freedom from harm, a need for belonging and love)?

1. Yes ( )
2. No ( )

CC. Are you taught that, you teachers can help pupils to feel safe in the classroom by not using coercion in controlling their behaviour?

1. Yes ( )
2. No ( )

DD. Are you taught that, teachers should involve pupils in interesting activities and allow them to share their accomplishments with other pupils?

1. Yes ( )
2. No ( )

EE. The following are the theories of behaviour management that I was taught in the college?

1. Theories of human development: Darwin's theory of evolution ( )
2. Freud's psychoanalytic theory 1856-1939 base on human nature ( )

3. Erickson theory of psychosocial development; social influence emphasising on ergo ( )
4. Piaget cognitive development theory 1896-1980: Cognition, Assimilation, Accommodation, Cognitive equilibrium& Cognitive disequilibrium and Organisation ( )
5. Skinner's operant conditioning theory believes on the acquisition of new habits of the behaviour. ( )

FF. The following are the behaviourist learning theories that I was taught in the college?

1. Classical conditioning (Ivan Pavlov) ( )
2. Operant conditioning (B. E. Skinner) ( )
3. Connectionism/law of learning (Edward Thorndike) ( )
4. Social learning theory (Albert Bandura) ( )

GG. Are there any challenges you faced when you were taught about behaviour management in the college?

1. Yes ( )
2. No ( )

HH. The following are the challenges I encountered when I was taught about behaviour management in the college?

1. Unreliable source of information for the updates ( )
2. No unified theory/model for behaviour management. ( )
3. Basing much on content rather than methodology ( )
4. Frequent change of curriculum to pre service teachers ( )
5. Inadequate resources ( )
6. Failure to transform lesson to relevant situation ( )

7. Others (***please mention them below***)

_____

_____

_____

_____

II**.** Does the teaching of behaviour management have any application (advantage) to you as a teacher?

1. Yes ( )
2. No ( )

JJ. Does the teaching of behaviour management influence effective teaching-learning to your pupils?

1. Yes ( )
2. No ( )

KK.I finds the following as the advantages of being taught behaviour management to me as a teacher:

1. It enables me as a teacher to make a discipline plan containing good and clear rules for effective consequences in teaching-learning ( )
2. It enables me as a teacher to reduce classroom disruption hence effective teaching-learning ( )
3. It enables me as a teacher to know how to diagnose problems from the pupils hence effective teaching-learning ( )
4. It enables me as a teacher to know how to change the discipline plan in fitting the changing situations of the pupils for effective teaching-learning ( )
5. It enables me as a teacher to know how to establish clear expectations to pupils hence effective teaching-learning ( )

6. It enables me as a teacher and school management to know approaches in making a follow up on issues related to behaviour hence effective teaching-learning ( )
7. It enables me as a teacher and school management to know approaches such as consultation and advice, guidance and counseling, punishment, rules and expectations for discipline follow up ( )

APPENDIX IV: Questionnaire for the tutors at Dakawa and Morogoro teachers' Training colleges

Dear Sir/Madam,

I humbly and kindly request for your cooperation in responding to the research questionnaires today as a stakeholder in education; **Training on Behaviour Management for Promoting Effective Teaching –learning; A case of Dakawa and Morogoro Teachers Training Colleges.** You're free and comfortable answers/views will in future enable the achievement of the objectives of this research which entails on establishing the relationship between Training on behaviour management for promoting effective teaching –learning in Tanzania.

PART A: PERSONAL INFORMATION

Please Put the Appropriate Number in the Box Provided

S/No.	Information	Option	Box
1	Sex	3. Male	
		4. Female	
2	Age	9. 21-25	
		10. 26-30	
		11. 30-35	
		12. 36-40	
		13. 41-45	
		14. 46-50	
		15. 51-55	
		16. 56-60	
3	Marital Status	5. Single	
		6. Married	
		7. Divorced	
		8. Widow	
4	Education Level	5. Certificate	
		6. Diploma	
		7. Bachelor Degree	
		8. Postgraduate	
5	Position	2. Tutor	
		3. Principal	

6	Subjects Taught	5. Science	
		6. Arts	
		7. Both	
7	Experience	7. 0-5 years	
		8. 6-10 years	
		9. 11-15 years	
		10. 16-20 years	
		11. 21-25 years	
		12. Above 26 years	
8	Origin	3. Rural Area 4. Urban Area	

PART B: TEACHING/TRAINING BEHAVIOUR MANAGEMENT

A. Have you ever taught behaviour management to your students?

3. Yes ( )
4. No ( )

B. What were the contents/topics of the behaviour management you taught to your students?

1. Psychological concepts, principles and processes ( )
2. Guidance and counseling ( )
3. Learning ( )
4. Child development ( )
5. Discipline Management ( )
6. Motivation ( )
7. Human Development and Psychology of teaching and learning
8. Other contents/topics (***please mention them below***)

_____

_____

_____

C. What is the approaches of behaviour management you taught to your students? **(*You can tick more than one option if it applies)***

1. Assertive Discipline Model ( )
2. Ginnot model ( )
3. Love and logic model ( )
4. Logical consequence model ( )
5. Kounin models ( )
6. Reality therapy model ( )
7. Character education ( )
8. Others if any (***please mention them below***)

_____

_____

_____

D. Do you teach your students (i.e. pre-service teachers) to encourage children/pupils to treat others with respect?

3. Yes ( )
4. No ( )

F. Do you teach your students (i.e. pre-service teachers) to encourage children/pupils to be always friendly to others rather than being enemy?

3. Yes ( )
4. No ( )

G. Do you teach your students (i.e. pre-service teachers) to encourage children/pupils to be independent rather than dependent?

3. Yes ( )
4. No ( )

H. Do you teach your students (i.e. pre-service teachers) to improve the behaviour of children/pupils by interacting with and understanding them, showing kindness and respect to them?

1. Yes ( )
2. No ( )

H. Do you teach your students (i.e. pre-service teachers) that positive communication by teachers improves the self-concept of children/pupils?

1. Yes ( )

2. No ( )

I. Do you teach your students (i.e. pre-service teachers) that promoting cooperation increases good discipline between teachers and pupils?

1. Yes ( )

2. No ( )

J. Do you teach your students (i.e. pre-service teachers) that teaching and parenting style improve discipline to pupils?

1. Yes ( )
2. No ( )

K. Do you teach your students (i.e. pre-service teachers) that praise should be used while directing toward the task given freely?

1. Yes ( )
2. No ( )

L. Do you teach your students (i.e. pre-service teachers) that teachers should handle responsibility, provide guidance and consultant services to pupils?

1. Yes ( )
2. No ( )

M. Do you teach your students (i.e. pre-service teachers) that teachers should be consultants to their pupils?

1. Yes ( )
2. No ( )

N. Do you teach your students (i.e. pre-service teachers) that learning is effective through interaction with the environment of the pupils?

1. Yes ( )
2 No ( )

O. Do you teach your students (i.e. pre-service teachers) that teachers should avoid power struggles with their pupils for smoothness in teaching-learning?

1. Yes ( )
2. No ( )

P. Do you teach your students (i.e. pre-service teachers) that pupils need to be controlled by their teachers throughout their learning?

1. Yes ( )
2. No ( )

Q. Do you teach your students (i.e. pre-service teachers) that teachers can improve control by displaying "withitness" (i.e. being aware of what is going on around them)?

1. Yes ( )
2. No ( )

R. Do you teach your students (i.e. pre-service teachers) that if teachers respect their pupils good relationship is created between them (i.e. pupils and teachers)?

1. Yes ( )
2. No ( )

S. Do you teach your students (i.e. pre-service teachers) that teachers should achieve "smoothness" in a lesson by removing undue interference?

1. Yes ( )
2. No ( )

T. Do you teach your students (i.e. pre-service teachers) that teachers should make pupils active learners and learning should be enjoyable yet challenging?

1. Yes ( )
2. No ( )

U. Do you teach your students (i.e. pre-service teachers) that teachers should use a variety of activities when teaching pupils?

1. Yes ( )
2. No ( )

V. Do you teach your students (i.e. pre-service teachers) that pupils learn to understand, care about and act upon the core ethical and performance values?

1. Yes ( )
2. No ( )

W. Do you teach your students (i.e. pre-service teachers) that well-ordered classrooms with good behaviour management skills are necessary for teachers?

1. Yes ( )
2. No ( )

X. Do you teach your students (i.e. pre-service teachers) that teacher should provide a working consistent rewards system within the classroom environment to motivate pupils?

1. Yes ( )

2 No ( )

Y. Do you teach your students (i.e. pre-service teachers) that pupils are in control of their own behaviour?

1. Yes ( )
2. No ( )

Z. Do you teach your students (i.e. pre-service teachers) that classroom management should be designed to help pupils make better choices?

1. Yes ( )

2. No ( )

AA. Do you teach your students (i.e. pre-service teachers) that pupils are motivated by the need for survival (i.e. need for food, shelter, and freedom from harm, a need for belonging and love)?

1. Yes ( )
2. No ( )

BB. Do you teach your students (i.e. pre-service teachers) that teachers can help pupils to feel safe in the classroom by not using coercion in controlling their behaviour?

1. Yes ( )
2. No ( )

CC. Do you teach your students (i.e. pre-service teachers) that teachers should involve pupils in interesting activities and allow them to share their accomplishments with other pupils?

1. Yes ( )
2. No ( )

DD. Are there any challenges you face when teaching behaviour management to your students (pre-service teachers)?

1. Yes ( )
2 No ( )

EE. The following are the theories of behaviour management that I was taught in the college?

1. Theories of human development: Darwin's theory of evolution ( )
2. Freud's psychoanalytic theory 1856-1939 base on human nature ( )
3. Erickson theory of psychosocial development; social influence emphasising on ergo ( )
4. Piaget cognitive development theory 1896-1980: Cognition, Assimilation, Accommodation, Cognitive equilibrium& Cognitive disequilibrium and Organisation ( )

5. Skinner's operant conditioning theory believes on the acquisition of new habits of the behaviour. ( )

FF. The following are the behaviourist learning theories of that I was taught in the college?

1. Classical conditioning (Ivan Pavlov) ( )
2. Operant conditioning (B. E. Skinner) ( )
3. Connectionism/law of learning (Edward Thorndike) ( )
4. Social learning theory (Albert Bandura) ( )

GG. The following are the challenges I encounter in teaching pre-service teachers on behaviour management

1. Unreliable source of information for the updates ( )
2. No unified theory/model for behaviour management. ( )
3. Basing much on content rather than methodology ( )
4. Frequent change of curriculum to pre service teachers ( )
5. Inadequate resources ( )
6. Failure to transform lesson to relevant situation ( )
7. Others (***please mention them below***)

_____

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_____

HH. Does the teaching of behaviour management have any application (advantage) to the pre-service teachers?

1. Yes ( )
2. No ( )

II. Does the teaching of behaviour management influence effective teaching-learning?

1. Yes ( )
2. No ( )

JJ. The following are the advantages of teaching behaviour management to the pre-service teachers:

1. It enable teachers to make a discipline plan containing good and clear rules for effective consequences in teaching-learning ( )
2. It reduces classroom disruption hence effective teaching-learning ( )
3. It enables teachers to know how to diagnose problems from the pupils hence effective teaching-learning ( )
4. It enables teachers to know how to change the discipline plan in fitting the changing situations of the pupils for effective teaching-learning ( )
5. It enables teachers to know how to establish clear expectations to pupils hence effective teaching-learning ( )
6. It enables the teachers and school management to know approaches in making a follow up on issues related to behaviour hence effective teaching-learning ( )
7. It enables the teachers and school management to know approaches such as consultation and advice, guidance and counseling, punishment, rules and expectations for discipline follow up ( )

APPENDIX V: Interview Schedule for Tutors/Management of the college

1. Do you teach your students about behaviour management?
2. How long have you been teaching about behaviour management?
3. Which behaviour management models do you teach to your students?
4. What are the contents of the course behaviour management you teach to your students?
5. Do you think training on behaviuor management have any influences to effective teaching and learning?
6. What are the challenges do you always face when teaching behaviour management to your students?
7. How do you make students learn to understand, care about, and act upon these core ethical and performance values?
8. What ethical issues do emphasise to the teachers and students at school and outside school compound?
9. Which theories of behaviour management do you teach your students?

APPENDIXVI: Research Activities and Time

S/N	ACTIVITY	DURATION (MONTH)							
1	Preparation of Research Proposal and Approval.								
2	Field Work Data Collection								
3	Data Analysis/ Processing								
4	Data Interpretation								
5	Report Writing								
6	Submission of the Report								
7	Marking								

APPENDIX VII: Research Budget (Approximation)

SN	COMPONENT	COST
1.	Preparation of Proposal	
2	Field work Data Collection	
3	Data Analysis/ Processing	
4.	Data Interpretation	
5	Report writing and Draft Preparation	
6	Finalizing and submission of the report	
TOTAL (Tshs)		