

Extent of Utilization of Strategies for Managing Challenging Behavior in the  
Early Childhood Classroom

*Josie Marie B. De Luna*

[jhoemdeluna@yahoo.com](mailto:jhoemdeluna@yahoo.com)

*La Consolacion University Philippines*

*Graduate School Department*

*Master of Arts in Education*

*Major in*

*Early Childhood Education*

## Extent of Utilization of Strategies for Managing Challenging Behavior in the Early Childhood Classroom

### Abstract

Early childhood education has a rich and exciting history from the stories of courageous people who took steps toward improving the lives and behavior of children. In the Kindergarten level, behavioral problems have to come from some deficit from a pupil's personality, which may come from an emotional standpoint (MacLure, et.al., 2012). The Study aimed to determine the strategies in managing challenging behavior in the Early Childhood Education classroom. This study provided a thematic analysis of the data that were generated, which presented emerging patterns and information that revealed the strategies or ways on how early childhood classroom teachers handle difficult pupils. The study made use of a locally-made questionnaire that explores the insights and views of the early childhood classroom teachers. In terms of the strategies teachers employ in managing challenging behavior, it has been found that consultative strategy, interactive strategy, passive strategy and reactive strategy were used by the Early Childhood Education teachers.

**Keywords:** *Early childhood education, Challenging Behavior, Thematic analysis, consultative strategy, interactive strategy, passive strategy, reactive strategy.*

### 1. Introduction

The relationship of behavior in the early childhood classroom has been linked in different studies with a teachers' various concepts. For one, Jennings (2014) concluded in her study that a "teacher's psychosocial characteristics may impact their ability to create and maintain optimal classroom environments and supportive relationships with challenging students." Friedman-Krauss, et.al. (2014) also showed a moderate level of effect on teacher stress and classroom emotional climate. These studies provide empirical evidence of how classrooms can work not only to provide academic support to pupils but also provide the training ground for social and behavioral growth.

In the Kindergarten level, behavioral problems have to come from some deficit from a pupil's personality, which may come from an emotional standpoint (MacLure, et.al., 2012). Emotional competence, or the ability to regulate emotional impulses, while expressed strongly at home is much impressed on their academic and social abilities in school (Denham, Bassett and Zinsser, 2012). In one study, they accepted the premise of socioemotional skills as developed from bottom-up or automatic influences that top-down or regulated processes (Zelazo and Lyons, 2012).

With these current studies, it is sufficient to say that a pupil's social and behavioral development can come from the classroom. The concept of classroom quality expressly shows how important the emotional and organizational quality of pre-school classrooms are to first-grade social skills (Broekhuizen, et.al., 2016). The abovementioned studies provide empirical evidence on the emotional aspects of classroom quality. However, there is more work to be done on assessing the organizational quality of classrooms.

The current study looked at the organizational quality of classrooms by looking at how teachers in the early childhood classroom manage challenging behaviors. It augmented the current studies on the literature not only by providing organizational aspects of classroom quality, but it also provided a glimpse of its impact on short-term.

### *1.2 Statement of the Problem*

The study sought to answer the following problems:

1. What are the lived experiences of ECE teachers in handling challenging behavior?
2. What are the common challenging behaviors in ECE classrooms?
3. What strategies do teachers employ in managing challenging behavior in Early Childhood Education of La Consolacion University Philippines?
4. What framework for addressing challenging behavior maybe proposed in light of the findings of the study?

## **2. Methodology**

The present study models a qualitative research design resembling more of a thematic analysis in grounded theory, which according to Peterson (2017), is involving “oneself in the data in order to identify common ideas or themes that emerge based on the phenomenon under investigation and that resonate with the research questions posed in the study.” Hence, this study provided a thematic analysis of the data that were generated, which presented emerging patterns and information that revealed the strategies or ways on how early childhood classroom teachers handle difficult pupils. The method of thematic analysis followed the constant comparative method of Glaser and Strauss (1967, as cited in Peterson, 2017).

### *2.1 Instrument of the Study*

The study made use of a locally-made questionnaire that explores the insights and views of the early childhood classroom teachers regarding their strategies and practices in handling difficult behavior in the classroom. The survey asks for three case descriptions as chosen by the teachers. While the names of the children were not disclosed, demographic information were asked, including gender, age, and grade level. A short anecdote on the teacher’s observations were also asked. The teacher were also asked to write down particular characteristics that make the pupil difficult to handle, and adjacent to it the strategies they implemented. The said survey instrument was subjected to face and content validity by a Research professor and Early Childhood expert.

## **3. Results and Discussion**

### *3.1 Lived Experiences of Early Childhood Education Teachers in Managing Challenging Behaviors*

**Teacher 1.** Since most of the students in the early age have some problems when it comes to their behaviors, Teacher 1 observed that one of the students sleep in class and is not interested in the class discussion. On the other hand, another student has an issue of bullying as well as damaging the school faculty while the third student keeps on inflicting harm to others and disrespecting teachers.

Teacher 1 has managed to call the attention of the student sleeping and keeps on giving a question related to the lesson so he can participate in class discussion. Meanwhile, she gives warning to the students who are aggressive with their classmates as well as giving them time to talk to the guidance counselor for assessment.

**Teacher 2.** In her case, Teacher 2 explained the misbehavior of her students in class, wherein one student keeps on using his gadgets and playing games during the discussion while another student is disobedient whenever there are activities that need to be done in the classroom. Another problem is that one student keeps on insisting to get what she wants even if those things are not necessary.

Teacher 2 tries to limit the student's usage of gadget in class and collect their gadgets during the discussion. Also, teacher tries to tell the student about the consequence of not obeying rules and explain to them that not all things are necessary as they only need to focus on what is needed and important.

**Teacher 3.** The teacher explains the misbehaviors of the student including being noisy, late and frequent absences. One student always says bad words that leads to the distraction of the lesson. Another student has frequent absences and is late in the class while the other one is always noisy and does not perform in class.

Teacher 3 resolved the problem by asking the help of guidance counselor for consultation and giving students additional activity so they will not get noisy and will only focus on the task assigned to them.

**Teacher 4.** Same misbehaviors are encountered by the teacher in the class. Two of her students are always late while the other is noisy and stands often to go to his friend's place. He often distracts students are doing their activities. Another student tends to miss class activities due to sports contest where she is mostly active. The third student is always shy and quiet and has difficulty in completing his activities in class.

Teacher 4 tries to give some consequences to the students like community service and giving them additional activity so that the pupils will realize their mistakes and refrain from doing these things again.

**Teacher 5.** Some of the students of Teacher 5 are talkative and hyperactive. They always roam around the classroom and most of their time are wasted talking to their classmates. They easily get distracted and has difficulty in focusing and participating in class discussion.

Teacher 5 tried to talk to the pupils to remind them of the possible outcome of being noisy and talkative in class. She also tries to talk to their parents and explain to them the misbehavior of the students in class.

**Teacher 6.** Most of the misbehaviors that the teacher observe are also same behaviors encountered by the previous teachers. Teacher 6 has noticed that one of her students is a talkative child and his classmates are being disturbed during the lessons. Meanwhile, one student always cries and does not want to go inside the room. The third students always has misunderstanding and keeps on throwing bad words to his classmates. He does not show respect to his teachers, too.

Teacher 6 set an appointment with the guidance counselor and the parents of the children. She also tries to figure out and talk to the child about being talkative and hyperactive in class.

**Teacher 7.** Students in the class of Teacher 7 have misbehaviors with regards to telling lies, being talkative and aggressive. One student always becomes the cause of misunderstanding of his classmates and keeps on telling lies when being confronted. Moreover, two of her students tend to hurt other classmates and are always angry.

Teacher 7 set an appointment with their guidance counselor and their parents so they talk about the misbehavior of their children and finally get some solutions so that these students will be able to limit and lessen misbehaviors in the classroom.

**Teacher 8.** Like other misbehaviors in the classroom, Teacher 8 also encounters same problems such as students having problems with temper, impatient and are easily distracted with other things and cannot focus on their activities. One student always gets the things of his classmate and transfer it to other bags as well as he keeps on pushing and hitting his classmates every time he gets caught. Another student has a difficulty in completing class activities while the other student has difficulty in waiting for his turn.

Teacher 8 tries to ask the pupil to be a teacher assistant and to call names of the pupils who want to answer in the activities. In this case, the student has finally regained focus. Another student also tries to do some activities with regard to cooperation and teamwork which gives him a sense of responsibility.

**Teacher 9.** Different misbehaviors are encountered by the teacher wherein one student is an attention seeker based on her observation because both of his parents are working. He wants to be recognized every time especially in class discussion. Another student keeps on playing her own food while the other one immediately cries every time she cannot accomplish her activities in class.

Teacher 9 tries to set a conference with both parents for the child who is attention seeker in class. The teacher also explains that playing her own food is not good for her and it will make her tummy ache if she will continue doing it every time she eats.

**Teacher 10.** In her situation, same behaviors such as tardiness, aggression and child's silliness can be seen in the classroom. One student cannot handle his anger properly and always ends up fighting with his classmates. Meanwhile, the other student always has a record of tardiness while the other keeps on laughing when he hears something silly or naughty in class.

Teacher 10 tries to arrange a conference with their parents to manage the issues and misbehavior of the children in class.

### *3.2 Common Challenging Behaviors in the Early Childhood Classroom*

**Character misbehavior.** Students' misbehaviors can affect the learning process in the classroom. Different forms of behaviors such as disruptive talking, chronic avoidance of work, clowning, harassing classmates and disrespecting teachers do not only disrupt the class and waste so much time in the classroom management but also may interfere with their academic achievement as well as with a possibility of a delinquent behavior if things would not be avoided (Sun & Chek, 2012). Therefore, noticeable misbehaviors of children can always be seen in the classroom.

One noticeable misbehavior is tardiness wherein a teacher claimed, "The pupil always come to the class late. She usually have an accumulated tardiness record of 16 per month."

Children during their young age, tends to become more active and curious with their surroundings. Since they do not yet understand the rules commonly set by the teachers clearly, children often disregard these things as they become involved with quarrels and misunderstanding inside the classroom.

Aggression is conceptualized as a personality trait or having problems with temper. It also identifies as a symptom with a definite intention of hurting others either verbally or physically. This is clearly defined by Reebye (2005) as the "act direct toward a specific other person or object with intent to hurt or frighten, for which there is a consensus about the aggressive intent of act."

One teacher noted that "The pupil can't handle his anger properly and he always end up fighting w/ his classmate."

Aside from aggression, other forms of character misbehavior are making nonverbal noise, disobedience, talking out of turn, idleness, tardiness, untidiness and even verbal abuse. Numerous studies also examined character misbehavior such as in United States wherein fooling and fighting are treated as severe misbehavior (Sun & Chek, 2012).

Another teacher observed how the students became more attention seeker during the lessons and while in the classroom, "this child is an attention seeker based on our observation because both of his parents are working. He wants to be recognize every time especially during discussion."

**Class disruptive behavior.** Children during their young years, tend to be more active most of the times. Their knowledge and ability on how to properly behave in class may face problems and conflicts as they are not fully aware of the things that they should or should not do. There has been an increasing desire for understanding disruptive behavior in class especially to the educators. Disruptive behavior in class may take away the attention from other students, may affect their learning and attention and may also increase the burnout rate for teachers (Bru, 2009).

A total of seven (7) teachers observe that certain students are "noisy and talkative" while another teacher noticed that one pupil "Hits pushes or shoves other children."

Reasons for the disruptive behavior of the child were implicated in the study of Dery, Toupin, Pauze, & Verlan (2004) as they found that most of the common disruptive behavior disorders were Attention Deficit Hyperactivity Disorder, Oppositional Defiant Disorder and Conduct Disorder. The purpose of understanding class disruptive behavior should not be about treating a child in a special way but rather be able to assist the child in receiving the right learning and care in the classroom.

Moreover, (Darling-Hammond, 2000) investigated the academic outcomes of children with disruptive behavior, the study found that there has been no significant lower academic outcomes for classrooms when it comes to the disruptive students. Students commonly show so much energy in the class as well as being talkative and noisy especially during the discussion.

One teacher observed one pupil claiming "He is very talkative and hyperactive in class."

**Cognitive difficulties.** Children in the early stage of learning still need an adequate amount of time and learning in order for them to understand the concepts and ideas in their surroundings. It would take some time for them to grab facts and easily understand lessons in general. However, some of the children have difficulty in focusing with the lessons and can be easily distracted with things such as toys and other objects while the class is ongoing (Borah, 2013).

One teacher have seen how one of her students "easily distracted and lost his focus."

Children learn at different rates while other research claimed that children only learn when they are ready. Most of the pupils also tend to cry or burst out crying as they do not what to do and would feel the need to finish their task as soon as it was given to them. Studies also noted that educators must be involved in educational programs for the children who experienced difficulty in understanding the lessons and get who are too sensitive when they cannot accomplish a simple task. Commonly children who are having problems in their cognitive aspects have no problems in their adaptive behavior but they still need proper guidance from their teachers (Mami & Arayesh, 2010).

One teacher observed, "He keeps on crying when there is a multiple choice activity and any command type of exam. He is confused to do the activity on his own."

**Misbehavior in class interactions.** Children can be easily distracted which may lead to being misbehaved during discussions or when the teacher is busy explaining the lesson. One of the student characteristics that modified the teacher-student interaction is temperament. School-age students commonly have low tempers in task persistence, high in activity, and high in negative reactivity which likely to have negative interactions with their teachers and exhibit disruptive classroom behavior (McClowry, et al., 2013).

Teacher noted, "The student is noisy in class. He stands often to go to his friends place. He often distract students that are doing work."

Studies have also shown that teachers were mostly engaged in a negative reinforcement pattern due to students' misbehavior during classroom interactions. It was found that negative interactions between the students with challenging behaviors and their teachers are 7 times more prevalent than positive interactions. This became a challenge for most of the educators since adjusting to the students' behavior and trying to find effective strategies are difficult to achieve as well (Reinke, 2016).

A teacher noted that, "The student don't seems interested in the class discussion," while the other observed, "He is a talkative child. Most of the time, his classmate can easily disturb him during the discussion."

**Misbehavior with peers.** Misbehaved children do not only disrupt the learning process on their own but it can also affect others such as their peers or even their classmates. Children who are often being noticed as those with problems when it comes to attention, disobedience and being talkative in class keep on interacting with other students as well which may lead to underlying problems and more alarming issues.

In this case, teachers should only concern themselves with the effect that students' academic achievement has on their peers but also how their behavior may contribute others. Carrell & Hoekstra (2010) addressed the common belief that there is a concept of "bad apple" peer effect wherein misbehaved students in class are responsible for negatively impacting the learning of their classmates. It has been reported that 85% of teachers believed that the most of the students became more involved in misbehavior and misconduct due to their peers.

One teacher noted that a student keeps on "inflicting harm to his classmate."

Moreover, bullying is one concern of the teachers which can be truly alarming as children in their young age tend to become more aggressive and rude to their classmates and friends. Although, early

childhood settings provide an opportunity for educators to prevent any form of misconduct, children are engaged in bullying as young as age 3 (Storey & Slaby, 2013). Thus, early childhood educators need to understand bullying within the context of early childhood settings.

Bullying is defined as a form of emotional or physical abuse which is comprised of three defining characteristics:

- Deliberate- A bully's intention is to hurt someone
- Repeated- A bully often targets the same victim again and again
- Power imbalanced- A bully chooses victims he or she perceives as vulnerable.

Furthermore, types of bullying may be physical bullying such as hitting and pushing, verbal bullying such as yelling and name-calling, and relational bullying such as excluding or getting others to hurt someone. Young children commonly make mean faces, say threatening things, grab objects, push others aside, falsely accuse others or isolate particular children (Storey & Slaby, 2013).

Two of the teachers claimed that their students are into "bullying" and "disrespecting."

**Misbehavior with teachers.** Ideally, students would come to school with certain skills in the classroom such as control and cooperation as well as ability to follow directions, control anger and respect teachers and mentors (Lane, Givner, & Piernon, 2004). Stacks (2005) stated that behavioral issues during childhood years in the school setting may lead to unhappiness, anxiety and loneliness of students which can have a greater effect on their mental and emotional wellbeing.

Disrespecting teachers appeared to be an attitude but the teacher could concretely describe some behaviors under this category. In this case, one teacher commented about her student's disobedience in class in general as well as not following instructions and being disrespectful.

**Nonintrusive Behaviors.** Other behaviors of children in the classroom which were observed in the study are sleeping in class, excessive use of gadgets, doing things without permission and being spoiled.

These kinds of behavior may affect the learning and development of children as well as how they should interact in class. For instance, children who excessively use gadgets during classroom discussion tend to be more distracted. It has also been considered that using gadgets may have a negative impact on a child's character and is one of the biggest problems in this growing world of cyberspace and technology. Children also happen to see adult content rather search educational sites which leads bad impact on their character as they forget moral values in general (Sundus, 2017).

One teacher noted, "sobrang games / gamit ng cellphone" on one of her students during the class. Another teacher claimed to have other problem, "Sometimes he does not do the activities that is given to him. He goes out the classroom without asking for permission."

As children get to be more distracted and become disobedient, other misbehaviors were noted by the teacher wherein one of the teachers observed, "Every morning this student always cry and don't want to go inside the room. She always wants to be with her grandmother."

Even though studies have shown that responsiveness is important for children to have positive life-long gains in their social-emotional development, the question still remains whether or not too much attention was given to a particular student. The term spoiling means to respond so frequently to child's



cues of demands which can make a child to be dependent and clingy. This may also cause a child to make difficulties in detaching himself from his closed and loved ones.

Most of the parents often misinterpret spoiling as they overindulge their child to a wealth of healthy and abundant resources such as material goods, time, attention, experiences and lack of responsibility. In this case, the child may want to get all that he wants without thinking of others feelings or without knowing the reasons why things should not be done (Bredehoft, et al., 2002).

One teacher noted that one of her student tends to be spoiled, "Kapag nag papabili ng mga bagay na di naman kaylangan."

### *3.3 Strategies of ECE Teachers in Handling Challenging Behaviors*

Educators need to continually reflect on the type of teaching strategies that they are employing and be ready to make changes when appropriate. Teaching strategies provides opportunity to the learner to produce relatively permanent change through the engagement in experiences provided by the teachers (Galvez, 2018). Learners performs well and takes active role because of the different teaching strategies used by teachers. Learners can construct new knowledge based on the applicable strategies used by the teachers (Santos, 2017).

**Consultative Strategy.** Consultative strategy focuses on how Mental Health/Developmental Clinician gathers information within these settings through observation, a formal measure of social and emotional development together with the teacher or if needed with the guidance of school administrator. Misbehaved children needs help in the part of the teacher of counselor to see how the child functions and reacts in his environment after the consultation (Duran, et al., 2006).

One teacher claimed that she made an intervention and strategy, "I brought to the discipline office & guidance office." Another claimed "the teacher called parents conference with the supporting documents."

In this case, the clinician or the counselor helps the teacher understand the meaning of child's behavior which may lead them to be more aware of the child's situation in particular. The counselor works collaboratively with the teacher to develop individual and classroom strategies to decrease misbehaviors and enhance child's social-emotional development. This has been reported to have positive impact on children's interaction in the classroom (Child First, 2017).

Six of the teachers also claimed that "guidance consultation," has been used as a part of consultative strategy based on the results of the data gathering. Another part of consultative strategy is the involvement of parents during the consultation where one teacher noted that she "consulted the parents to discuss the child's behavior" and one teacher also claimed that "I talked to his guardian."

**Interactive Strategy.** Children during their early year accept reality and limitations, act in ways in which they first ask or wait for approval of elders and be self-reliant with their needs. However, they have not internalized all the rules especially the complicated ones while others often show misbehaviors that need strategy and intervention through their teachers.

One teacher reported, "I talked to the student regarding his behavior to know what his problem is."

Another educator claimed, "Ipapaliwanag ko na pwede naman na hindi muna yun bilin kasi merong bagay siya na mas kailangan at yun ang unahin at sa susunod nalang yung gusto nya."

Explaining them their mistakes and making clear instructions should be used liberally, but not excessively especially if the child does not listen to this kind of strategy and tend to repeat the same behavior all over again. The use of appropriate motivators should be encouraged. Acceptable means of

discipline include withdrawal or delay of privileges, consequences and time-out (Canadian Pediatric Society, 2004).

This is evidently seen in the strategy done by one teacher as she claimed that she, "Talked to the pupil and reminded her of the possible outcome of being talkative in class." Other educators give children some tasks to do to avoid any conflicts and misbehavior as students became more distracted with other things and forget about crying or being too naughty.

This can be seen on two teachers as they reported that, "The teacher asked the pupil to be a teacher's assistant to call the names of the pupils who want to answer and gave basic activities that he can solve." Another teacher has the same strategy, "The teacher asked the help of the pupil to lead the class to check some trashes under the table and fixing the tables while waiting."

Much of the students' development is invisible to teachers. Children's experiences set the school setting for their readiness to learn and their skills in social interaction. In this case, it is important for teachers to consider and find out how a child's experience might have formed self-concept and make him understand that misbehaviors should not be done in classrooms (Durrant, 2015).

Other interventions of the teacher in explaining the right thing to do to the students can be seen on the strategies of the respondents as one teacher illustrated that she, "Explained to him that it is okay to use loud voice sometimes especially if there is a game activity in the class that needs active participation of the pupils."

Another strategy where the teacher noted is, "Sawayin sya sa pag-iingay at pag hindi nakinig kakausapin ng maayos at tatanungin bakit sya nag iingay."

**Passive Strategy.** The passive learning approach such as discussions does not require students to participate. Education scholars also viewed this strategy as teachers ignore students whenever they show misbehaviors in the classroom. In this case, the student will then stop what he is doing and later on focus on doing the task assigned to him more rather than trying to make unnecessary movements and behaviors in the classroom (Patton, 2015).

Passive strategy indicates the child's reduction of ignoring distress and later on diverges in the development of his tasks. Distraction can be evident but when children observed that their teacher tends not to notice them, they will then continue doing their tasks (Supplee & Skuban, 2012).

One of the teachers claimed, "Hayaan lang muna sya hanggang lumipas yung pagtatantrums nya saka kakausapin na mali yung ginawa nya."

**Reactive Strategy.** Teachers usually use reactive strategies in the classroom as a way of classroom management procedure and strategy such as punishing disruptive students or establishing negative reinforcement. Most of the teachers became strict in imposing the rules then become less authoritarian at the latter part of the school year or particular lesson. Preventive and reactive strategies are different whereas the establishment of rules and procedures and favorable teacher-student relationship are considered as preventive strategies while disciplinary interventions such as warnings or punishment are considered as reactive strategies (Korpershoek, et al., 2014).

One of the teachers have commented, "Kolektahin ko yung cp at bibigay lang ng oras kung Kailan lang sya pwede humawak ng cp." Another teacher claimed, "Bibigyan ko sya ng punishment na kung di sya susunod bawal syang maglaro o manood ng favorite nyang palabas."

Most of the reactive strategies that the respondents do are to “give additional activities,” and “marking activities as zero.”

In the past, reactive strategies tended to be the predominant response to children’s misbehavior. Teachers have been seeking prevention-based and early intervention strategies for creating positive working environments of the students. However, most of the teachers and even recent studies keep on avoiding the use of reactive strategies as they keep on promoting a harmonious environment for the students with no means of punishment in general (Benedict, et al., 2007).

Lastly, one teacher answered, “I tried to figure out the cause of his action to have a deeper understanding of his child.”

### 3.4 Framework in Managing Challenging Behavior

After understanding and determining misbehaviors of children and the strategies that were used by the teachers, a framework was done to serve as an output of the study to further discuss the implication from the findings of this research.

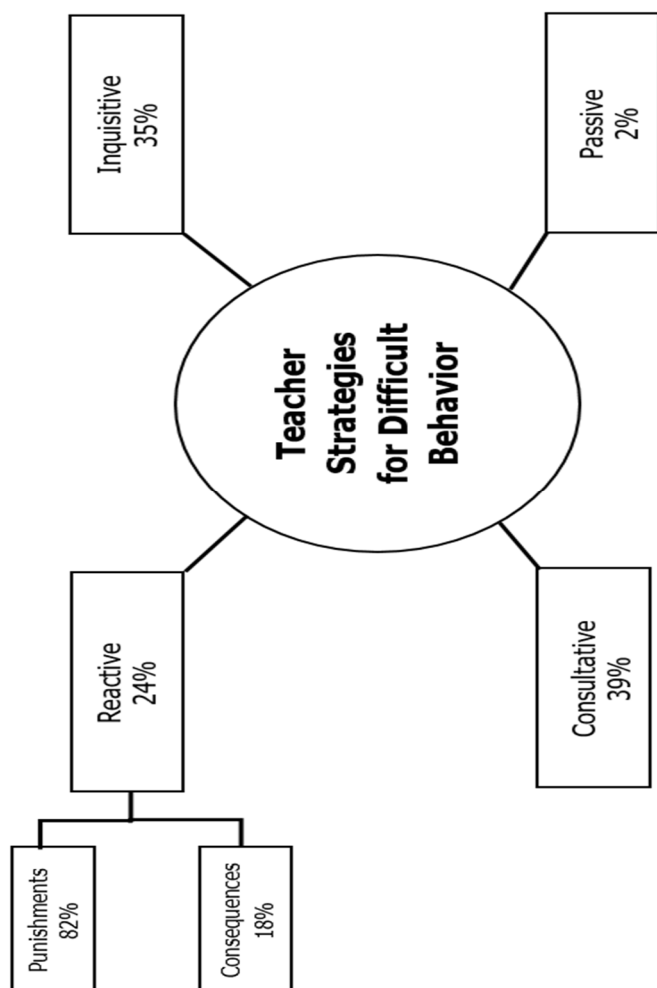


Figure 2 above explains the proposed framework of the study. It branches out the strategies used by the teachers for difficult behavior were further classified into four which are as follows: Reactive, which involves teachers reacting through punishments and consequences; Interactive, where the teacher engage through personal interaction with the students to win their hearts, while getting inside their heads (Wolk, 2003); Consultative, which involves having help with cases to experts and authorities, and passive, where the teacher let the misbehavior or difficulty permeate with the hopes of it dissipating in time.

In the highlight, punishments were widely used as a means of controlling negative behavior but it was now illegal in most educational institutions. However, there are still countries that allow corporal punishments in schools (Gershoff, 2017). Punitive discipline strategies are not only violent and outdated, studies have also shown them to be ineffective and actually perpetuate negative behaviors instead of good ones (Talwar and Lee, 2011).

Next, consultative strategy is also defined as collaborative consultation which involves using a special instructor or a psychologist in the classroom who has the aptitude to be a specialist to a general education teacher (Hallahan, 2013) On the other hand, several studies (Sun & Shek, 2012; Kirschner, Sweller, & Clark 2006) propose that passive strategy is ineffective, like providing minimal guidance for instruction.

#### **4. Conclusions and Recommendations**

##### *4.1 Conclusion*

Based on the findings of the study, the researcher concluded the following:

1. The researcher has determined that common misbehaviors of children which involve character misbehavior wherein children were caught cheating, aggressive, attention seeker accompanied by tantrums. Moreover, class disruptive behavior include children who are talkative and hyperactive while children with cognitive difficulties are impatient. Other challenging behaviors include tardiness, bullying and excessive use of gadgets.
2. The researcher concluded that strategies and interventions involve consulting the guidance counselor and informing the parents of the child, ignoring the child who frequently misbehave in class, enforcing negative reinforcement or minor punishments such as giving additional activities or distracting the child with other activities. Other strategies include talking to the child to know the reason of misbehavior and withdrawing the use of gadgets during classroom activities.
3. The researcher also developed a framework in managing challenging behavior of students in the Early Childhood Education wherein strategies were presented. In this case, punishments are involved while the teacher made the students understand the consequences of misbehaving in class.

##### *4.2 Recommendations*

After understanding the results and findings of the study, the following researcher would like to recommend the following for further development and improvement of the research.

1. It is recommended to focus on factors affecting the misbehaviors of children to understand the reasons of such actions in the classroom. This is due to the alarming misbehaviors which are evident in the study such as bullying and aggression.

2. Future researchers may also conduct a quantitative study to further improve and determine the strategies in managing behaviors in the Early Childhood Education.
3. It is also suggested to develop a training program for the Early Childhood Education teachers for them to learn more about the right strategies and interventions when encountering challenging behaviors.
4. The study also recommends to explore other variables that may help in improving the study such as parenting styles, excellence of students and misbehaviors and the in-depth effects of bullying and aggression in their young age. This may help in resolving major issues of children and their parents in general.

### References:

- Bartkowski, J. P., & Ellison, C. G. (1995). Divergent models of childrearing in popular manuals: Conservative Protestants vs. the mainstream experts. *Sociology of Religion*, 56(1), 21-34.
- Benedict, E. A., Horner, R. H., & Squires, J. K. (2007). Assessment and implementation of positive behavior support in preschools. *Topics in Early Childhood Special Education*, 27(3), 174-192.
- Boulware, G. L., Schwartz, I., & McBride, B. (2012). *Practical ideas for addressing challenging behaviors*. Denver, CO: The Division of Early Childhood of the Council for Exceptional Children.
- Bredehoft, D. J., Mennicke, S. A., Potter, A. M., & Clarke, J. I. (2002). Perceptions attributed by adult to parental overindulgence during childhood. *Journal of Family and Consumer Sciences Education*, 16(2), 3-17.
- Brown, J. G., Hemmeter, M. L. (2016). *Blended practices for teaching young children inclusive settings*. USA: Paul Brookes Publishing.
- Buck, K. A., & Ambrosino, R. J. (2014). Children with severe behavior problems: A survey of Texas child care centers' responses. *Early Childhood Education Journal*, 31(4), 241-246.
- Campbell, S. B. (2012). Behavior problems in preschool children: A review of recent research. *Journal of Child Psychology, Psychiatry and Allied Disciplines*, 36(1), 113-149.
- Canadian Pediatric Society. (2004). Effective discipline for children. *Pediatric Child Health*, 9 (1), 37-41.
- Carrell, S. E. & Hoekstra, M. L. (2008). Externalities in the Classroom: How Children Exposed to Domestic Violence Affect Everyone's Kids. *NBER Working Paper*, 2 (1).
- Cullinan, D. (2012). *Students with emotional and behavioral disorders: An introduction for teachers and other helping professionals*. Upper Saddle River, New Jersey: Pearson Education, Inc.

- Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Education Policy Analysis Archives*, 8(1), 1–44.
- Duran, F. B., Hepburn, K. S., Kaufmann, R. K., & Le, L. T. (2006). Early childhood mental consultation. *The Center on the Social and Emotional Foundations for Early Learning*, 1-16.
- Durrant, J. E. (2015). What is positive discipline? *Guidelines for Educators*, 1-4.
- Fox, L. Dunlap, G., & Cushing, L. (2013). Early intervention, positive behavior support, and transition to school. *Journal of Emotional and Behavioral Disorders*, 10(3), 149-157.
- Galvez, R. (2018). Effectiveness of Animated Visuals for the Teaching of Chemical Bonding in Junior High School Chemistry. Retrieved from: <http://www.ijern.com/journal/2018/January-2018/11.pdf>
- Gershoff, E. T. (2017). School corporal punishment in global perspective: prevalence, outcomes, and efforts at intervention. *Psychology, health & medicine*, 22(sup1), 224-239.
- Gordon, A. M., & Browne, K. W. (2014). *Beginnings and beyond: Foundations in the early childhood education*. USA: Wadsworth Cengage Learning.
- Haberman, M. (1995). *STAR teachers of poverty*. Bloomington, IN: Kappa Delta Pi.
- Hester, P. P., Hendrickson, J. M., & Gable, R. A. (2009). Forty year later—The value of praise, ignoring, and rules in preschoolers at risk for behavior disorders. *Education and Treatment of Children*, 32(4), 513–535.
- Keenan, K., & Wakschlag, L. (2012). Can a valid diagnosis of disruptive behavior disorder be made in preschool children? *American Journal of Psychiatry*, 59, 351-358.
- Lane, K.L., Givner, C.C., & Pierson, M.R. (2004). Teacher Expectations of Student Behavior: Social Skills Necessary for Success in Elementary School Classrooms. *The Journal of Special Education*, 38(2), 104-110.
- Mami, S., & Arayesh, B. (2010). Comparative study of educational status and behavioral disorder between slow-learner and normal students of Ilam province. *Social and Behavioral Sciences*, 5, 221-225.
- Markos-Capps, G., & Godfrey, A. B. (2012). Availability of day care services for preschool children with special health care needs. *Infants and Young Children*, 11(3), 62-78.
- McCabe, L. A., & Frede, E. C. (2007). Challenging behaviors and the role of preschool education. *Preschool Policy Brief*, 16.
- McClowry, S. G., Rodriguez, E. T., Spellman, M. E., & Carlson, A. (2013).

- Teacher/student interactions and classroom behavior: The role of student temperament and gender. *Journal of Research in Childhood Education*, 27, 283-301.
- Moffit, T. E. (1990). Juvenile delinquency and Attention Deficit Disorder: Boys' developmental trajectories from age 3 to age 15. *Child Development*, 61, 893-910.
- Patton, C. M. (2015). Employing active learning strategies to become the facilitator, not the authoritarian: A literature review. *Journal of Instructional Research*, 4, 134-141.
- Porter, L. (2012). *Young children's behaviour: Practical approaches for caregivers and teachers*. Sydney, Australia: MacLennan & Petty Pty Limited.
- Reebye, P. (2005). Aggression during early years- Infancy and preschool. *Child Adolescence Psychiatry Review*, 14 (1), 16-20.
- Reinke, W. M., Herman, K. C., & Newcomer, L. (2016). The brief-student-teacher classroom interaction observation. *SAGE*, 42, (1).
- Santos, N.C. (2017). *Learning Motivation Factors of Grade 8 Students and its Implications in Science Teaching*. Retrieved from: <https://www.gssrr.org/index.php/JournalOfBasicAndApplied/article/view/7310/3821>
- Scarlett, W. G. (2008). *Trouble in the Classroom: Managing the Behavior Problems of Young Children*. San Francisco: Jossey-Bass.
- Stacks, A.M. (2005). Using an Ecological Framework for Understanding Treating Externalizing Behavior in Early Childhood. *Early Childhood Education Journal*, 32(4), 269-278.
- Stayton, V.C., Smith, B.J., Dietrich, S.L., & Bruder, M.B. (2012). Comparison of state certification and professional association standards in early childhood special education. *Topics in Early Childhood Special Education*, 32, 24-37
- Storey, K., & Slaby, R. (2013). *Eyes on bullying in early childhood*. USA: Education Development Center, Inc.
- Sun, R. C., & Shek, D. T. (2012). Student classroom misbehavior: An exploratory study based on teachers' perceptions. *Scientific Journal*, 12.
- Sundus, M. (2017). The impact of using gadgets on children. *Journal of Depression and Anxiety*, 7 (1).
- Supplee, L. H., & Skuban, E. M. (2012). Preschool boys' development of emotional self-regulation strategies in a sample at-risk for behavior problems. *Journal of General Psychology*, 172 (2), 95-120.
- Talwar, V. and Lee, K. (2011). A punitive environment fosters children's dishonesty: A natural experiment. *Child Development* 82(6), pp. 1751-1758.

Peterson, Brittany, L. (2017). Thematic Analysis/Interpretive Thematic Analysis. In

Matthes, J., Davis, S. and Potter, R. (Eds.). *The International Encyclopedia of Communication Research Methods*. John Wiley & Sons, pp. 1-9.

Wolk, S. (2003). Hearts and minds. *Educational Leadership*, 61(1), 14-18.