

**MIDLANDS STATE UNIVERSITY**



**FACULTY OF EDUCATION**

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM  
STUDIES**

**RESEARCH TOPIC: CASE STUDY OF AGGRESSIVE BEHAVIOUR PROBLEMS OF  
ORPHANS IN ECD B AT A PRIMARY SCHOOL IN BULAWAYO.**

**BY**

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATION  
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS OF THE BACHELOR OF  
EDUCATION DEGREE IN EARLY CHILDHOOD EDUCATION.**

**GWERU**

**ZIMBABWE, 2018**

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**Case study of aggressive behaviour problems of orphans in ECD B at a primary school in Bulawayo.**

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**YEAR DEGREE GRANTED: 2018**

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## **Dedication**

The study is dedicated to my family. My husband Dumoluhle Ndlovu and daughter Eliana Ndlovu who have been a strong and steadfast support in my journey. Most of all, I cannot fully express in words the priceless love and encouragement that Scholastic and Kelly Chuma gave me throughout the study.

## **Acknowledgements**

I would like to express my gratitude to all those who gave me the possibility to complete my study. A special thanks to my final year dissertation supervisor Dr D Mawere, whose help, suggestions and encouragement helped me to coordinate my dissertation. I would also like to acknowledge with much appreciation the important role of the staff of the primary school I carried out my study at. Last but not least, many thanks to my colleagues in the same programme who assisted me throughout dissertation.



## **Abstract**

Aggressive behaviour problems are common in the early years of most children's lives. However, children who are not raised by their biological parents are believed to be a greater risk of developing aggressive behaviour problems than those raised by their biological parents. This study was carried out to establish the causes and solutions to aggressive behaviour problems exhibited by orphans in ECD B at a primary school. In an effort to establish the causes and solutions to this problem the researcher took time to observe the children during indoor and outdoor activities and interviewed guardians of the orphans. Questionnaires were also used to solicit the teacher's views on the children's behaviour. From the results obtained, the researcher learnt that aggression in children can be caused by lack of love, care and attention, change of environment, type of food eaten as well as watching movies and programmes that promote violence. This means that children should be given love, care and attention, monitored by both guardians and teachers with love. Workshops should be carried out to teach teachers, caregivers and guardians on how to deal with children with aggressive behaviour problems.

## **CHAPTER ONE**

### **THE RESEARCH PROBLEM**

#### **1.0 Introduction**

From as early as ECD B level children should be afforded opportunities to develop holistically that is physically, intellectually, emotionally and socially. It is therefore important that learners' behaviour patterns be understood by the teachers and caregivers so as to make the teaching and learning process effective and efficient. However, it has been noted that most orphaned children at this level exhibit aggressive behaviour patterns that cause some challenges to teachers, caregivers, guardians and other learners. Therefore, the major goal of this study was to establish the causes and solutions to the aggressive behaviour problems exhibited by orphans at ECD B level. This chapter dealt with the background of the study, purpose of research, statement of the problem, research questions and the assumptions. The delimitations, limitations, significance of the study as well as the definition of terms were highlighted.

#### **1.1 Background of the study**

During the course of my teaching experience at a primary school in Bulawayo, my attention was caught by the aggressive behaviour patterns portrayed by certain learners in the ECD B class. I took note of their aggressive behaviour mainly during break time, play time as well as during lessons. Upon realizing that most of these learners had similar behaviour patterns, I took it upon myself to know more about their background. After going through the relevant documents that is the enrolment register, checklist and child study record, I found out that

they were orphans (maternal, paternal and double orphans). This triggered interest in me to study the causes of the aggressive behaviour patterns exhibited by learners who are orphans.

According to Adrian, Sheri and Ecaterina (2017) orphans have been reported to show more depressive symptoms, post-traumatic stress symptoms and aggressive behaviour than non-orphans. This implies that there is a significant difference between children who are orphans and those that are being raised by their biological parents. It is highly believed that a mother has the ability to nurture a child's behaviour in a positive way. Hence children raised by their biological mothers or parents have less behaviour problems as compared to orphaned children.

Heymann, Sherr and Kidman (2012) say that, children orphaned by AIDS also report difficulties in socializing with peers. Furthermore, they state that findings obtained from researchers show that such children have behaviour problems such as aggression. In support, Adrian et al (2017) states that the trauma that results from the loss of a parent can trigger behaviour problems of aggression or emotional withdrawal and negatively affect a child's performance in school and the child's social relations. From the above authorities one can conclude that orphaned children through HIV/ AIDS pandemic or other causes face a risk of developmental and behavioural difficulties during their lifetime.

On the contrary, Arif (2013) says some studies indicate that when a child is exposed to violent media his aggressive behaviour is prompted. Arif (2013) further states that children are affected in the long run because they learn through the observational learning. This means that children imitate what they see on the television programmes they are exposed to. For example, children imitate the kicking, punching, pushing and even choking. In support, Huesmann and Eron (2013) say according to advocates of observational learning, children

learn to behave aggressively by imitating the violent actors on television just as they learn cognitive and social skills by imitating parents, siblings and peers. They further allude that because violence appears on television to a much larger extent than in real life, the television provides even more opportunities to experience violence than real life does. The above authorities are both of the idea that violent television programmes have a bearing on aggressive behaviour problems exhibited by some children.

## **1.2 Purpose of Research**

The research was carried out with the intention of finding the root causes of the aggressive behaviour problems exhibited by orphaned children. The researcher sought to find out the challenges faced by these learners at school as well as at home and come up with ways in which these challenges could be resolved. With all this in mind, the researcher intended to find out how a conducive environment can be created to enhance the learner's development of social skills.

## **1.3 Statement of the problem**

The researcher has observed that orphaned learners at ECD B generally exhibit aggressive behaviour problems. The researcher has become aware that aggression in orphans is a common problem among pre-schoolers. Most learners with this behaviour problem are disruptive and pose as a threat to other learners. Therefore I decided to embark on a systematic inquiry into sources of aggressive behaviour of orphans. With this study, the recognition and strategic management of aggressive behaviour in these learners is bound to improve the teaching and learning processes.

## **1.4 Research Questions**

The study is guided by a main research question and some sub-research questions. These are outlined in the sections to follow.

#### **1.4.1 Main Research Question**

The main research question that this study sought to answer was:

What are the causes of aggressive behaviour problems of orphans in ECD B at a primary school in Bulawayo?

#### **1.4.2 Sub questions.**

- What are the causes of aggressive behaviour in orphaned children?
- What are the effects of the aggressive behaviour of orphans?
- How can the aggressive behaviour problems in orphaned children be addressed?
- What strategies should caregivers employ to deal with aggressive behaviour problems of orphans at ECD B (pre-school) level?

#### **1.5 Assumptions**

It is generally assumed that children not raised by their biological parents do not receive adequate love, support and attention. This in turn is believed to lead to them being hostile and aggressive. Furthermore, it is assumed that their aggression and antisocial behaviour emanates from the mistreatment they receive from their guardians. The bond that exists between the child and guardians is seen to be less strong as compared to the biological bond hence the reason why it is a difficult task for guardians to discipline these children.

#### **1.6 Delimitations**

The research was carried out at a primary school in Bulawayo Metropolitan Province under Mbizo district. The primary school is located in a suburb in Bulawayo. It has one ECD A class and four ECD B classes. The researcher studied the aggressive behaviour problems exhibited by orphans at ECD B level. The four ECD B teachers from the primary school were part of the study. The researcher visited some of the children's families to acquire information about raising orphans and the challenges faced.

### **1.7 Limitations**

In the course of carrying out the research, the researcher encountered a variety of challenges. These challenges slowed down the researcher's pace in carrying out the research and hindered the researcher from obtaining crucial information on the research. One of the most crucial factors that affect the researcher is time as most of it is spent at school preparing for and teaching the learners. As a result the researcher did not have adequate time to visit the nearby library which is in town as well as most families where the learners of interest were being raised. However, the researcher utilised the weekends, few hours after school to visit the library, internet café and families involved. The researcher had to visit some of the families where the children involved in the research are being raised. However, challenges arose as some families felt insecure to disclose information about the children and their lifestyle. In this case, the researcher had to be very tactful in order to be assisted. The researcher produced evidence to show the families that a research is being carried out about the children's behaviour. Upon seeing the evidence in form of the letter from the Ministry of Education, the researcher was hosted well by the families and the information sought after was gathered.

### **1.8 Significance of the study**

The researcher sought to find out about the causes, effects and solutions to aggressive behaviour of orphans at a primary school. The solution to this problem is not intended on benefiting the researcher alone but the children, teachers, guardians, the society and the nation at large.

#### **I. The children (orphans)**

As the study is mainly centred on the children, they would stand to benefit fully from it. The solutions established from the research focused on changing the children's behaviour. With a better or improved behaviour the researcher believed the children would be able to interact, socialize and learn in an effective and efficient way. The children's future will be secure as well.

#### **II. Teachers**

The research would benefit all teachers in coming up with the most conducive learning environment that suits learners with aggressive behaviour problems. With the most conducive learning environment for them it would be much easier to manage and control the children's aggressive behaviour problems. Teachers would be equipped with the strategies, knowledge and skills on how to assist and teach these children.

#### **III. Guardians**

Learning is believed to occur both at home and at school. Therefore, as much as teachers need knowledge on children with aggression, guardians equally need to gain knowledge in order to be able to assist the children at home. Guardians would come up with ways of controlling and managing the aggressive behaviour problems guided by the solutions from

the research. Guardians and teachers would work together on ensuring that the orphaned children develop into productive members of the society.

#### **IV. The society and the nation**

The society and the nation as a whole stands to benefit since these children are the future of the nation. Due to the results of the research, orphans with aggressive behaviour would be nurtured and developed to become adults who can benefit the nation.

### **1.9 Definition of terms**

Aggressive behaviour is defined as behaviour that is intended to inflict harm on another person (or a group of persons), who are motivated to avoid such treatment. This means that aggressive behaviour is being forceful, hostile and being in a position to fight and attack. In this study, aggressive behaviour would be taken to mean the behaviour of being hostile, forceful and violent in a child.

Knitting (2012) defines an orphan as a child whose family care network has catastrophically failed. In support, Ganai and Maqbool (2016) view an orphan as a child who has lost both parents through death, through desertion or when the parents are unable or unwilling to provide care. In this study, an orphan will be taken to be a child who has lost one or both parents to death.

### **1.10 Summary**

In this chapter, the researcher outlined the background to the problem and sub problems of the study. The assumptions, delimitations, limitations, significance of the study were clearly



spelt out. Lastly the researcher defined the terms to be used in the research. The next chapter is on the review of related literature.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.0 Introduction**

In this chapter, the researcher sought to analyse and discuss views from different authors on the aggressive behaviour of orphans at ECD B class level. The researcher also assessed the ideas from the psychology of learning which dwells on the behaviour problems portrayed by children who are orphans.

#### **2.1 What are the causes of aggressive behaviour in orphaned children?**

Gupte (2007) says the cause of disturbed behaviour in a large majority of the children is insecurity, tension or lack of love. He proceeds to say a clinical study carried out on severely psychotic children stressed the importance of a good symbiotic relationship between mother and child in the first year of life. This means that during the first formative years children really need the mother's love, care and support to grow into socially acceptable people. The love, care and support given to the child during early years of life helps them to develop social skills and moral values. Thus lack of love, care, attention and support at a tender age surely results in aggressive behaviour problems as such children lack social skills.

In contrast, Dowling (2010) says physical factors also impact on behaviour. Deprivation of opportunities for frequent and regular exercise will show in all aspects of children's well-being and learning. This means that factors like lack of exercise, sleep can result in children misbehaving, being restless and being overactive. A research by some scholars has shown that lack of sleep on a regular basis has an influence on the processing of knowledge and

information acquired during the day. This may be another contributing factor to aggressive behaviour problems.

Another potential contributing factor to aggression in children is the type and amount of food given to children. Certain types of food have a negative influence on the behaviour of children. The artificial colourings put in food has been proven to cause hyper-activity in children. Children also concentrate better if they are well fed meaning that hungry children tend to be restless and irritated easily. Therefore, some orphans come to school without food hence this may cause restlessness and aggression tendencies throughout the day.

Various situations and reasons contribute to aggressive behaviour problems these include inadequate love, care and support, food eaten as well as lack of sleep and exercise. However, the causes of aggressive behaviour vary depending on the background of the child and the environment they live in.

## **2.2 What are the effects of the aggressive behaviour of orphans?**

According to Edberg (2007) children with aggression have low commitment to conventional society and do not endorse its values, are more likely to engage in delinquent or violent behaviour. This means that orphaned learners with aggression hardly follow rules and do not pay attention to societal expectations. In the classroom, these learners can be extremely violent and may cause physical or emotional harm to others. They may portray verbal abuse such as the use of bad language and swear words as well as physical abuse which ranges from biting, choking and punching.

Children with aggressive behaviour problems have challenges making and sustaining relationships. Their aggressive behaviour leads to breakdowns of relationships. This is supported by UNICEF (2011) which states that the effects of aggression include failure to

form lasting relationships and low self-esteem. Therefore, it can be deduced that these children live in isolation even in the classroom as some children may not be willing to associate with them because of their aggressive behaviour. For example, in an ECD classroom, no one may want to share play materials with them. Furthermore, the UNICEF (2011) highlights that another effect of aggressive behaviour is low self - esteem. This implies that due to lack of lasting relationships the orphaned learners develop low self-esteem and begin to look down upon themselves.

According to Heymann et al (2012) aggression negatively affect a child's performance in school. This means that their overall performance academically is affected. This may be due to the fact that most of these children hardly pay attention in class and can be disruptive during lessons or activities. They tend not to sit still and listen attentively which interferes with the teaching and learning process.

### **2.3 How can the aggressive behaviour problems in orphaned children be addressed?**

Rhule (2005) asserts that, providing intervention strategies at an early level is important to prevent children's later maladjustment and to alleviate the high personal and societal costs of delinquency, addiction and mental health concerns. This implies that, regardless of the level of aggression, it is important to intervene early to help aggressive behaviour in children.

Children with aggressive behaviour problems need to be assisted to develop healthy coping strategies to manage their anger, control their behaviour and resolve conflicts. Early behaviour problems predict later behaviour problems or patterns, the more apparent the behaviour is at an early age, the greater is its severity later on (Capara, Dodge, Pastorelli and Zelli, 2006). A research carried out by the Canada Health Council points out that, if intervention is provided sooner than later, children have the opportunity to grow up healthy,

happy, secure and to realise their full potential in life. However, it is impossible for the behavioural problems of orphans at the ECD B level to be resolved fruitfully without involving their family members. This implies that for one to fully understand and be in a position to assist the young children they should make effort to meet up with the different families that the children come from.

Sukhodolsky and Scahill (2012) state that parents should provide praise and good remarks for the children's appropriate behaviour. In support, Porter (2008) cite that, using the controlling form of discipline in which adults attempt to make children behave in ways they like by giving them rewards such as praise, special treats, or access to favourite activity can be effective. This implies that, since it is believed that most of the times aggressive behaviour is caused by lack of attention and love, it is therefore important for the caregiver to make children feel special. This can be done through the use of praises, good remarks and giving them special treats when they exhibit good or pleasing behaviour. In this way children will continue displaying behaviour that will earn them praises, good remarks and special treatment.

According to Kostelnik, Soderman, Whiren and Rupiper (2015) addressing aggression begins with establishing positive relationships in the classroom. This include adult- child relationships and relationships among peers. This implies that the caregivers, teachers and other learners should thrive to create relationships with children with aggression. This will help those children with aggression to feel less isolated and less lonely. Furthermore, by establishing relationships with these children with aggression, they get emotional support from caregivers, teachers and peers because most of them have emotional problems as well as attention seeking tendencies.

Colon and Degges- White (2012) believe that psycho educational techniques can be employed to assist children in reframing their thoughts and behaviours. This implies that orphaned children who exhibit aggressive behaviour should be taught strategies such as stopping to think before they act as well as talking about situations they encounter in their daily lives. Furthermore, Colon and Degges- White (2012) state that social skills training can also help to improve aggression. Activities can be used in a group setting through the use of games, arts and crafts and cooking. These meaningful activities such as games, art and crafts and weaving can develop organisational and problem solving skills. It is through these activities also that orphaned children with aggression gain social skills that help them express themselves better and interact well with others without being aggressive.

#### **2.4 What strategies should caregivers employ to deal with aggressive behaviour problems of orphans at ECD B (pre-school) level?**

Hockenberry and Wilson (2011: 599) say, 'one of the tasks of pre-schoolers is learning socially acceptable behaviour and the ability to control aggression and redirect their anger'. This means that during this level children are expected to learn how to deal with their emotions and control their temper. This implies that caregivers should strive to act in loco parentis to orphans by seeing to it that they develop socially acceptable behaviour. Hockenberry and Wilson (2011) also assert that caregivers should help children with aggressive behaviour problems by modelling the appropriate behaviour and encouraging them to express themselves verbally. In support, Sukhodolsky and Scahill (2012) assert that parents and caregivers should model for the children appropriate anger management skills such as using calm tone of voice when discussing frustrating situations. This implies that caregivers should allow children to say how they feel about certain situations instead of

hitting, pushing, yelling and shouting. It is also believed that from an early age children learn through imitating the behaviour patterns of people around them, therefore the caregivers should be a good role model to the children in the classroom. The caregivers should deal with aggressive behaviour problems at once and should be consistent in doing so.

Caregivers who deal with ECD learners with aggressive behaviour problems should avoid using any type of discipline that promotes aggressive behaviour (Hockenberry and Wilson, 2011). This means that certain ways employed to discipline children for aggressive acts actually promotes and encourages aggression. For example, spanking a child for an aggressive act teaches the child that all conflicts are resolved by hitting. The caregiver should not use physically aggressive discipline on the children they deal with. For example pushing, pulling as this may be emulated by the children.

Porter (2008) alludes that time out is another effective way of dealing with aggressive behaviour problems at preschool level. The time out procedure is whereby the aggressor and the victim are separated from the rest of the class in order for them to calm down and deal with their emotions. This act interrupts and stops the continuation of the aggressive acts taking place between the aggressor and the victim. Once the children have dealt with their emotions they join the rest of the class. However, whenever the caregiver has to employ this time out procedure as a means of dealing with children's aggressive behaviour, relevant rules and procedures of carrying it out should be explained to the children.

Parental or guardian involvement is another way that can be adopted by caregivers in the school in dealing with aggressive behaviour problems. This implies that guardians to the orphans with aggression should also be involved in trying to assist and correct this behaviour. It is believed that if a child is given attention at home it becomes easy for the teacher to work

with the child in class. The guardian and the caregiver will be working towards achieving the same goal by dealing with the aggression portrayed by children. This strategy can have a positive impact if guardians cooperate with the caregiver in dealing with their child's aggression problem.

## **2.5 Summary**

The literature review showed the various potential causes of aggressive behaviour problems. Intervention strategies that can be used, as well as how, to deal with children with aggression were outlined. The next chapter is on methodology.



## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

In this chapter, the researcher stated and outlined the research design, population and the type of sampling that was used in the research. The instruments, data collection procedures and analysis of data were specified. At the end of the chapter a brief summary of the chapter was given.

#### **3.1 Research design**

Regoniel (2017) defines research design as a plan that guides data collection to achieve the objectives of the research that is to generate new information based on existing ones. Macmillan and Schumacher (2014) also define a research design as a plan for collecting subjects of research sites and data collection procedure to answer research questions. This implies that a research design can be viewed as a systematic inquiry that seeks to acquire detailed information, provide a base for analysis and educatory information.

The researcher used the case study research design for the study, which falls under the qualitative research paradigm. Yin (2014) defines a case study as an empirical inquiry that investigates a contemporary phenomenon in depth and within its real life context. Rani (2017) views a case study as a written description of a problem or a situation. It presents small group problems and focuses on a particular issue. The case study research enabled the researcher to observe the pupils in the classroom, play areas and identify the cause of the problems in and outside the classroom environment. Furthermore, it enabled the researcher to

use the information gathered to attempt to come up with solutions to the identified problem and informing others on how to deal with such a problem.

### **3.2 Population**

Bless and Smith (2012) define population as the interest of objects or groups of people which is object of research and about which the researcher wants to learn more about. Frankel and Wallen (2015) view population as the group of interest to the researcher, the group whom the researcher would like to generalize the results of the study. This includes all individuals with certain specific characteristics. The researcher will study a population made up of ECD B class pupils at the primary school. From this population, the researcher will use 9 pupils who are orphans from ECD B classes and 3 ECD teachers. The researcher will use ECD B class pupils because it is the class level being taught by the researcher. This will enable the researcher to solve a problem that is within their own work environment.

### **3.3 Sample**

Cherry (2017) asserts that a sample is a subset of a population that is used to represent the entire group as a whole. MacMillan and Schumacher (2014) view a sample as a group that has been selected from a larger group called the population. A sample can therefore be defined as choosing a small group of people from a larger group for the research. In this study, the researcher used the purposive sampling to come up with the sample. Gerrish and Lacey (2010) defines purposive sampling can be defined as one where people from a pre specified group are purposely sought out and sampled. Purposive samples have an overrepresentation of people or events of interest to the researcher. In support, Teddlie and Tashakkori (2009) say purposive sampling is a technique whereby the researcher first

identifies the subgroups of the population of interest and then selects cases from sub-group in a purposive manner. They further state that this allows the researcher to discover and describe in detail characteristics that are similar across the strata or subgroups. Therefore, purposive sample can be viewed as where the researcher selects a sample based on their knowledge about the study and population.

### **3.4 Data Collection Instruments**

Frankel and Wallen (2015) define an instrument as any device for systematic collection of data such as a test, questionnaire or interview. According to Chisi et al (2000:46) research instruments are ‘tools which the researcher uses for collecting data and information to find solutions to the problems under investigation’. This means that research instruments are tools that are used by the researcher to gather and collect information to solve a problem. In this study, the researcher will use the interview, questionnaire and observation method to collect data on the aggressive behaviour of orphans at ECD level.

#### **3.4.1 Questionnaire**

According to Debois (2016) a questionnaire is an instrument for collecting data. In this study the questionnaire to be used will be the semi- structured questionnaires which consists of a mixture of closed and open questions. This will enable a mixture of qualitative and quantitative information to be gathered.

#### **Advantages of questionnaires.**

According to Debois (2016) questionnaires have a low cost, generous reach and they allow for complete invisibility. This implies that questionnaires are not costly when administering them. Furthermore, participants will be at liberty to disclose the information they desire to

disclose as they complete the questionnaires in the absence of the researcher. A certain level of confidentiality will be maintained as well thus allowing respondents to feel more comfortable.

### **Disadvantages of questionnaires.**

Dishonesty can be an issue with questionnaires, respondents may not be truthful with their answers (Debois, 2016). This means that respondents are bound to give incorrect answers when answering questionnaires. This may be due to the length of questions or the questionnaire itself that causes respondents not to fully read the questions.

### **3.4.2 Observation method**

The observation method is a type of data gathering by which the researcher directly observes, visually and auditory some phenomenon and then records. Children will be observed as they perform assigned tasks and activities. All observed actions and activities will be recorded.

### **Advantages of the observation method.**

The observation method is considered one of the most effective way of collecting data especially in studies relating to behavioural sciences. According to Cargan (2007: 142) an observation method 'is a flexible and can be used to provide an accurate description of situations in their natural settings'. This means that the natural behaviour of the children is portrayed in their natural environment therefore enabling the researcher to observe and record accurate information about their behaviour. Kathari (2004) believes that, the information obtained under this method relates to what is currently happening and is not usually

complicated by the past behaviour and future intentions. Hence the researcher will be assured of getting accurate and relevant information to the study.

### **Disadvantages of the observation method.**

The observation method can be effective when conducted well but like other methods it has its own limitations. Kathari (2004) says, the observation method is an expensive method to employ, meaning it is costly to use as it may require some special instruments or tools for it to be effective. The observation method can also limit the researcher from acquiring crucial information as problems that occurred in the past cannot be studied by means of observation. This means that the researcher's results or solutions to the problem may be limited only to what can be observed, therefore the researcher will use interviews and questionnaires to check the validity of data collected.

### **3.4.3 Interviews**

An interview is a direct method of collecting data in a face to face situation (Gray, 2010). This means that an interview is a one on one directed conversation with an individual using a series of questions designed to elicit extended responses. This method will allow the researcher to probe for explanation while the participants have opportunities to express their thoughts in their own words. In turn, the researcher will gain more insight to the problem.

### **Advantages of interviews.**

A skilled interviewer can follow up the thoughts, feelings and ideas behind the responses given, in a way that questionnaire completion cannot capture (MacMillan and Schumacher, 2014). This means that an interview will allow the interviewer to explore and understand responses given. Furthermore, it will give room for interviewer to probe further and gain

deeper understanding to issues. Thus, in this study the researcher will gain more insight on the behaviour problems exhibited by orphans from both the teachers and parents.

### **Disadvantages of interviews.**

According to Cohen and Manion (2011) interviews sometimes create anxiety, fear, suspicious or hostility depending on how the interview was conducted. This implies that once the interviewee is anxious and not at ease they will not be able to give accurate information about the problems at hand.

### **3.5 Data Collection Procedures**

According to Rouse (2016) data collection procedure is the systematic approach to gathering and measuring information from a variety of sources to get a complete and accurate picture of an area of interest. The researcher will seek permission from the Ministry of Primary and Secondary Education's department of research development policy after presenting the introductory letter from Midlands State University. In order for the researcher to carry out the research at the primary school permission will be sought from the school head. The researcher will administer interviews, observations and questionnaires after seeking for permission from the school head. The questionnaires will be distributed to teachers and guardians of orphans with aggression. The face to face interviews will be carried out with the ECD teachers as well as with the guardians of the orphans with aggressive behaviour problems. The interviews will help the researcher to find clarity on information given in questionnaires. Meanwhile children will be observed during indoor and outdoor free play, dramatic play, and meal times. These activities will be carried out to establish how the orphans at ECD level with aggression relate to other children. The researchers seeks to

establish when and how the children become aggressive as well as the causes of their aggression.

### **3.6 Data Analysis Plan**

Pivec and Dziabenko (2010) assert that data analysis is the process of bringing order, structure and meaning to the mass of collected data. This implies that data analysis is the process of evaluating data using analytical and logical reasoning to examine each component of the data provided. The researcher will present data in form of graphs, tables and charts. Data will be summarized into numerical numbers for easy interpretation. Comparative techniques will be adopted to seek clarity on data collected through questionnaires, interviews and observations.

### **3.7 Summary**

In this chapter, the researcher briefly introduced the chapter, highlighted the research design, population and sample as well as the instruments that were used in conducting the study. The researcher proceeded to say out the reasons for using the instruments chosen as well as their strengths and weaknesses. The way in which data would be collected and analysed was briefly highlighted. The next chapter will be on data presentation, analysis and discussion.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND DISCUSSION

#### 4.0 Introduction

This chapter centred on the presentation, analysis and discussion of the research findings. The analysis of data was done through transforming information obtained from questionnaires and interviews into figures through counting the numbers of respondents who gave their responses. This assisted the researcher to establish the causes of aggressive behaviour problems of orphaned children. The data was presented on graphs, pie charts and tables.

#### 4.1 Data presentation, analysis, interpretation and discussion of findings from the questionnaires

The researcher distributed questionnaires to four ECD B teachers in order to gain more knowledge about the behaviour problems exhibited by orphaned children at ECD B at a primary school. The responses obtained are shown on the tables below.

##### 4.1.1 Distribution of participants by gender

There were four participants in the study. All of them were ECD B teachers. The distribution of the teachers by their gender was clearly illustrated on a table (*see table 4.1*).

*Table 4. 1 Distribution of Early Childhood Development teachers by gender*

Gender	Frequency	Percentage %
Male	0	0
Female	4	100
Total	4	100



Table 4. 1 shows the gender of the teachers that were given the questionnaires to complete. It revealed that of the four teachers who completed the questionnaires, none of them was a male teacher. It is important for male teachers to teach the lower grades. However, the teaching of ECD classes seems to be viewed as a profession for female teachers.

#### **4.1.2 Distribution of participants by age**

To show the distribution of participants by their different age groups, table 2 illustrated the distribution.

*Table 4.2 Distribution of participants by their different age groups*

Age group	Frequency	Percentage
20-30 years	0	0
31-40 years	2	50
41-50 years	1	25
51 years and above	1	25
Total	4	100

Table 4. 2 shows that 50% of the respondents are aged between 31 and 40 years. Another 25% are between 41 and 50 years and the other 25% are above 51 years. Therefore from the presentation of data it shows that most of the participants are mature teachers who are in a position to handle young learners at ECD level.

#### **4.1.3 Distribution of participants by professional qualifications.**

It was noted that the participants possessed different educational and professional qualifications. To show the distribution of various qualifications a bar graph was used (*see table 4.3*).

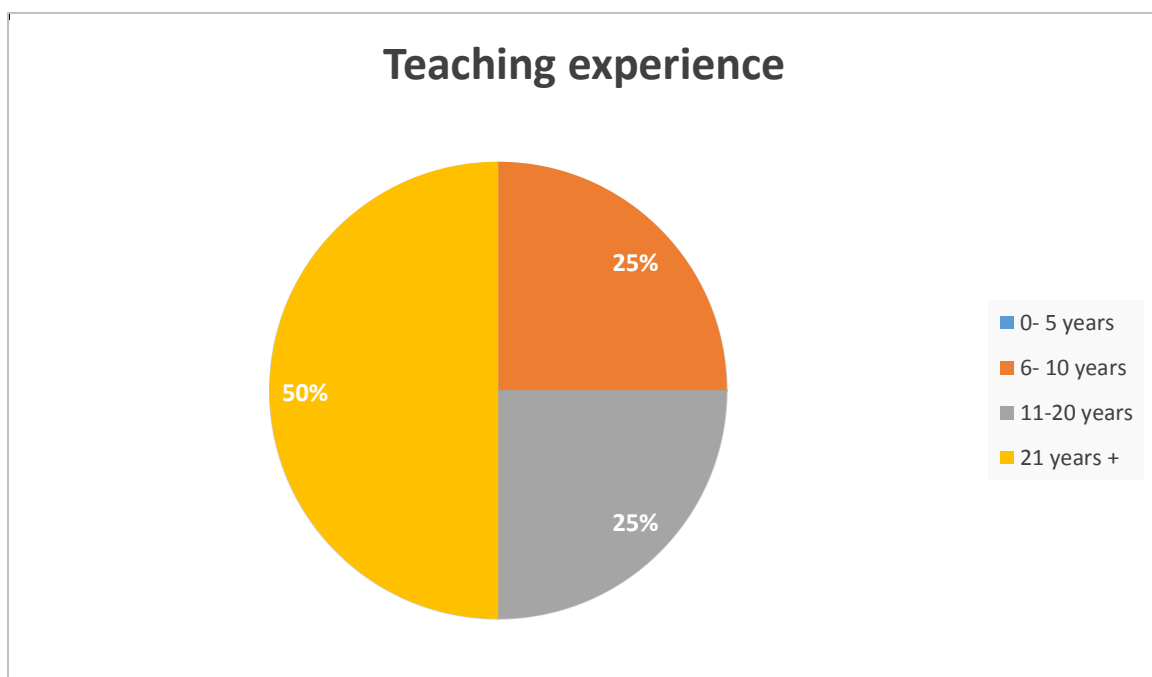
*Table 4.3 Table showing the qualifications of participants.*

Professional qualifications	Frequency	Percentage
Certificate	1	25
Diploma	2	50
Degree	1	25
Masters	0	0
Total	4	100

Table 4.3 shows that 25% of participants hold certificates in Early Childhood Education, 50% hold a diploma in Early Childhood Education and the other 25% hold a Bachelor Degree in Early Childhood Education. This is evidence that the participants had knowledge on Early Childhood Education children's behaviour and needs. They were equipped with knowledge on how to cater for the different needs and in dealing with different behaviour traits that emerge at this level. This is supported by Omariba (2012) who points out that teachers are an important resource in the teaching and learning process, their preparedness therefore should enable them acquire sufficient subject mastery and pedagogy. This implies that the teachers should have adequate knowledge in their area of expertise in order to be effective and efficient.

#### **4.1.4 Distribution of participants by teaching experience.**

The researcher discovered that not only did the participants have different professional qualifications but they also possessed varied teaching experiences. The distribution of the participants teaching experiences was shown on a pie chart (*see figure 4.1*).



*Figure 4.1 Distribution of participants by teaching experiences.*

Figure 4.1 shows that none of the participants have a teaching experience below 5 years. 25% of the participants have teaching experience between 6 and 10 years, another 25% have a teaching experience between 11 to 20 years and 50% have teaching experience of 21 years and above. The distribution clearly shows that the participants have been in the teaching profession for quite some time. It can be assumed that they all had significant experience in teaching Early Childhood Development classes.

#### **4.1.5 Participants' responses to the question, how is the behaviour of orphaned children around the school i.e. towards peers, teachers and other members of staff?**

The participants' responses regarding the behaviour of orphaned children around the school that is towards their peers, teachers and other members of staff were different. The researcher used a table to represent this information (*see table 4.5*).

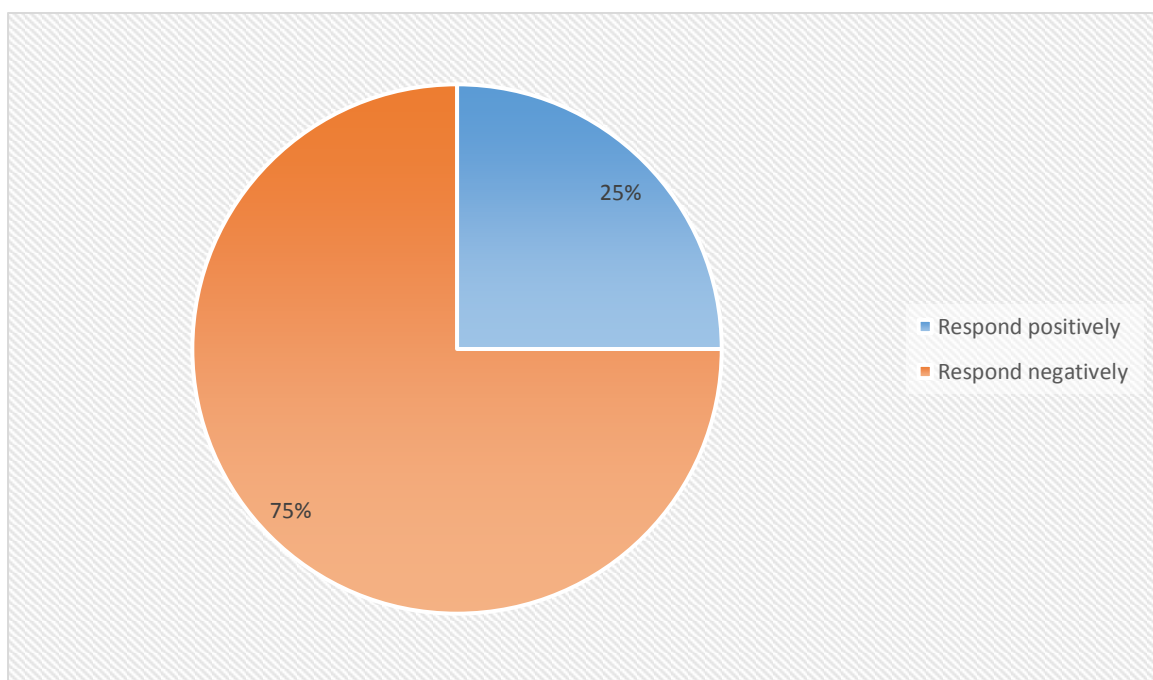
*Table 4.5 Table representing the behaviour of orphaned children around the school.*

Response	Frequency	Percentage
Aggressive	3	75%
Withdrawn	0	0%
Attention seeking	1	25%
Total	4	100%

The table indicates that 3 out of 4 participants said that children were aggressive at school while only one believed they merely misbehaved to get attention from people around them. Tassoni (2002) says there are some specific types of behaviour that early years workers may need to deal with for example destructive behaviour and attention seeking. This means that at this early stage of life children are expected to exhibit aggressive behaviours, seek attention from caregivers and even be withdrawn. The researcher observed that aggressive behaviour was portrayed during manipulative and block play in the classroom. The children were unable to share the play materials given to them. Among the children who could not share materials were the orphaned children who would punch or kick anyone who tried to touch toys and play materials in front of them.

#### 4.1.6 Participants' responses to the question 'How do they respond to instructions given to them?'

Participants had different views on how the orphaned learners respond to instructions given to them. The researcher made use of a pie chart to represent this information (*see figure 4.6*).



*Figure 4.6 Pie chart showing the responses to the question 'How do they respond to instructions given to them?'*

The figure shows that according to the responses given by the participants, the orphaned children found it difficult to follow instructions given to them. Similarly, during a drawing and colouring activity noted that due to not following instructions, most of the orphaned children did not perform according to what was expected from them. Kazdin and Musser (2005) suggest that children who do not follow instructions given by parents or teachers show

a lack of stimulus control. Similarly children with aggressive behaviour are believed not to be in a position to control how they react and respond to instruction.

#### **4.1.7 Participants’ responses to the question ‘How do they interact with other children during outdoor free play time?’**

The participants had similar views regarding to the way the orphaned children interact with other children during outdoor free play time. The researcher used a table to relate this information (*see table 4.7*).

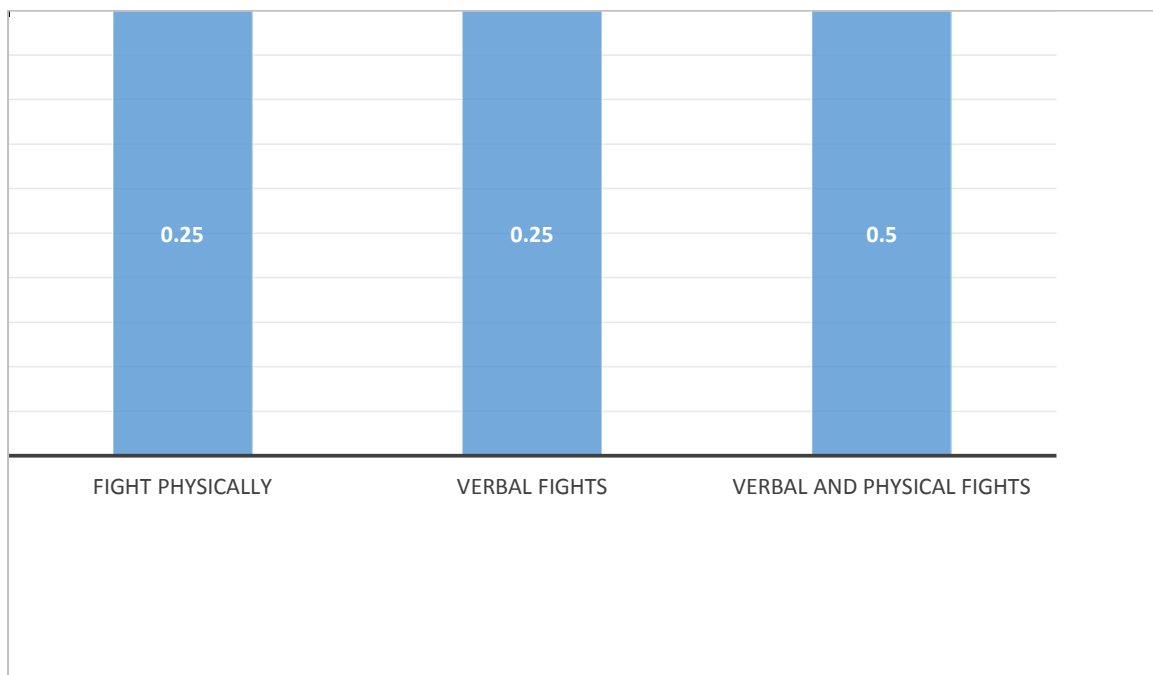
*Table 4.7 Table showing participants’ responses to the question ‘How do they interact with other children during outdoor free play time?’*

Response	Frequency	Percentage
Aggressively	4	100%
Compassionately	0	0%
Other responses	0	0%
Total	4	100%

The table indicates the participants who have observed the orphaned children during outdoor free play time and how they interact with other children. 100% of the participants indicated that these children are aggressive towards their peers and do not show compassion whatsoever. This implies that these children find it difficult to interact well with others due to the lack of social skills. The responses show that the children need to be given activities that help them to develop social skills so that they can interact well with others.

#### 4.1.8 Participants' response to the question 'What signs of aggressive behaviour do they portray when playing or working with their peers?'

The participants' views on the signs of aggressive behaviour portrayed by orphaned learners when playing and working with peers were different. The researcher used a bar graph to represent the information (*see figure 4.8*).



*Figure 4.8 Bar graph showing the participants' responses to the question 'What signs of aggressive behaviour do they portray when playing or working with peers?'*

The bar graph shows that the orphaned children always get into fights with their playmates. They attack their playmates physically and verbally. According to Salters-Peolneault (2004) aggression refers to any behaviour that is hostile, destructive and violent which has potential to inflict injury or damage to the targeted person or objects. The behaviour patterns portrayed by the orphaned children matched that which is spelt out by the authority meaning they can

be said to have aggressive behaviour problems. The researcher also noted the signs of aggressive behaviour during outdoor free play where they yelled and fought physically with their peers.

#### **4.1.9 Participants' response to the question 'How best do you think these children can be assisted?'**

The participants had different opinions on how the orphaned children can be assisted in order to improve their behaviour. A table was used to present this information (*see table4.9*).

*Table 4.9 Table showing the participants' responses to the question 'How best do you think these children can be assisted?'*

Response	Frequency	Percentage
Provide adequate play materials and activities	2	50%
Show love and attention	2	50%
Other possible solutions	0	0%
Total	4	100%

The table above shows that 50% of the participants deemed it necessary for children to be provided with adequate play materials and involved in a variety of activities. This implies that if the children have enough materials and are always engaged in some activities it reduces their chances of exhibiting aggression as they will be occupied. The other 50%



suggested that all that the orphaned children need is love, care and support. This means that they believed these children lacked love, care and support from people around them.

#### **4.2 Data presentation, analysis, interpretation and discussion of findings from the interviews**

The researcher interviewed guardians of orphaned children in the ECD B classes. The interviews were done primarily to find out more information about the orphaned children's general behaviour when they are at home.

#### **Question**

##### **How long have you lived with the child?**

#### **Responses**

The participants' responses to the question how long they had lived with the children varied from a year to five years. Some children had been taken in at a very tender age whilst some had been with them for a short period. The responses given show that most of the guardians had been with the children for a while and should have had time to intervene and help the children gain social skills that reduce aggressive behaviour. Thus, Rhule (2005) asserts that providing intervention at an early level is important to prevent children's maladjustment and to alleviate the high personal and societal costs of delinquency, addiction and mental health concerns.

## **Question**

**How old was the child when you started living with him/ her?**

## **Responses**

The responses given by the participants varied from a few months old to around five years. According to Porter (2008) the acquisition of language, ability to solve conflicts and emergence of self –regulation, empathy and moral reasoning between 24 and 42 months results in a decline of aggressive behaviour. This implies that guardians with children below the mentioned age range have no need to worry about the children’s aggression as they have a chance to outgrow the behaviour. However, the children that are now above the mentioned age range now need to be assisted to develop social skills in order to overcome aggression.

### **Question**

**How was the child's general behaviour when you started living with him/ her?**

### **Responses**

The responses given indicated that most of the orphaned children were quite withdrawn when they started living with them. Some participants mentioned that the children used to cry a lot and had difficulties in adjusting to the new environment. This means that most of the children needed love, care and support in order to adjust to the new environment and family setup.

### **Question**

**How does the child behave when at home i.e. interaction with other family members?**

### **Responses**

Out of all the participants 50% of them said that the children were loving to their family. These responses given showed that despite the aggressive behaviour portrayed by orphaned children, they displayed loving and healthy relationships with everyone at home. The other 50% of the participants said that the children are always seeking for attention from family members. Among the teachers also one believed that all they needed was attention from people around them. Tassoni (2002) highlights that many children at this age show attention seeking behaviour which is a sign of insecurity. This means that the responsibility of guardians, caregivers and teachers is to ensure that these children receive adequate love, care and attention.

### **Question**

**How do you discipline the child when the need arises?**

## **Responses**

75% of the participants believed in the saying 'spare the rod and spoil the child'. The participants indicated that they use corporal punishment method of disciplining children as it works for them better than any other form of discipline. Only 25% of the participants indicated that they vary the methods of disciplining the children depending on the offense for example some use time out and depriving the children of what they love most. However, Tassoni (2002) believes that as a parent or caregiver one should stay calm and be in control of their emotions as they deal with an aggressive child. This helps the parent or guardian to be able to establish the cause of the aggressive behaviour and come up with effective ways of dealing with it constructively. In most cases their aggression is exhibited when they fail to deal with their emotions especially when playing as observed by the researcher during free play and art activities. In trying to deal with their emotions they become aggressive.

## **Question**

**What challenges have you faced in taking care of the child?**

## **Responses**

50% of the participants said that the difficulties they have faced mostly was the failure of the orphaned children to follow instructions. The researcher noted that the guardians and teachers all faced the same problems with the way the orphaned children responded to instruction. Kazdin and Musser (2005) confirm that at this stage children do not follow most of the instructions and believe it is as a result of lack of stimulus control. This suggests that this stage may be a passing phase in a child's life. The researcher also noted this lack of stimulus

control in the way the children handled the play materials, they broke, tore and destroyed learning and play materials during activities carried out at school. 25% of participants said the challenge they faced was inadequate resources in raising the children while the other 25% said the was a challenge of the orphaned children not being able to adjust to the new home environment after losing a parent or parents.

### **Question**

**How does the child respond to instruction given?**

### **Responses**

The responses given by the participants were different that is 75% said that the children could hardly follow instructions given to them by any family members whilst only 25% said the children sometimes responded well to instructions given to them. The researcher also observed the children during manipulative and block play activity and noted that most orphaned children did not take any instruction given.

### **Question**

**What does the child enjoy doing when at home?**

### **Responses**

75% of the participants highlighted that the orphaned children they stay with enjoy watching different programmes on the television while the other 25% said the children loved playing outdoors. This implies that the children are exposed to some programmes that exhibit violent actions such as kicking, punching and choking which they later imitate. For example wrestling shows. Such television increase aggressive behaviours in children.

### **4.3 Discussion**

From the results presented from the questionnaire, interviews and observations, information was gathered on the possible causes of aggressive behaviour problems exhibited by orphaned children at ECD level. The most significant cause of aggressive behaviour problems was suspected to have emanated mainly from lack of love, care and attention from people around the orphaned children. This is because the first years in a child's life are crucial and children at that age level need to be shown love, care and attention. Duke and Smith (2001) have different opinion on the causes of aggressive behaviours. They believe that programmes and shows portraying violence on television are the main cause of aggressive and antisocial behaviour in children. Children imitate what they see on the television programmes they watch which may show people punching, kicking and choking each other. These are actions common in children with aggression clearly showing that they adopt the behaviour from what they watch. Guardians, caregivers and teachers should ensure that children watch what is appropriate for their age.

### **4.4 Summary**

In chapter four, the researcher presented, analysed and discussed findings obtained from the study on the aggressive behaviour problems of orphans in ECD B at a primary school in Bulawayo. Tables, graphs, pie charts were used for data presentation of information obtained from questionnaires. This chapter also presented and analysed findings from responses obtained from interviews and what was observed. The next chapter focused on summary, conclusions, recommendations and areas for further studies.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter focused on the summary, conclusions and recommendations. The chapter is important as it draws out the relevance of the research as well as the aspects to be studied in future.

#### **5.1 Summary**

In Chapter one, the researcher outlined the background to the problem, purpose of the research, research question and sub- question of the study. The assumptions, delimitations, limitations and significance of the study were clearly laid out. The terms to be used in the research were defined. Chapter two, focused on literature review of related issues linked to the study. The researcher analysed and discussed the views from different authors on the aggressive behaviour problems portrayed by orphaned children. Chapter three highlighted the research design, population and sample as well as the instruments to be used in the study. The research instruments used were questionnaires, interviews and observation method. These research methods applied were discussed and analysed giving their advantages and disadvantages. In Chapter four, the findings of the study were analysed and presented. This was done through graphs, pie charts, tables and narrative. The results were analysed and discussed.

#### **5.2 Conclusions**

5.2.1 What are the causes of aggressive behaviour in orphaned children?

From the study, the researcher gathered that various reasons may be the cause of aggressive behaviour problems in orphaned children. The possible causes of aggression noted range from lack of love, care, attention and the type of media the children are exposed to. Other potential contributing factors noted are the type and amount of food given to the children.

#### 5.2.2 What are the effects of the aggressive behaviour of orphans?

The researcher noted that children with aggressive behaviour problems showed challenges when it came to sharing of play materials, learning equipment as well as turn taking. The orphaned children were seen to have difficulties in following rules and instructions given to them. Furthermore, it was found out that in and outside the classroom these children can be violent and cause harm to others. This was evident in their use of bad language and physical abuse such as punching, kicking and choking.

#### 5.2.3 How can the aggressive behaviour problems in orphaned children be addressed?

The researcher found out that lack of love, care and support was one of the main reasons why most orphaned children became aggressive. Therefore it was deemed necessary for these children to be shown love, care and support by those around them. Furthermore, it was realised that the orphaned children need to be provided with adequate play materials and activities as these help them to be occupied and not have time to exhibit their aggression. The creation of relationships with the orphaned children by peers, teachers and guardians was found out to be effective in addressing aggressive behaviour as this makes the children feel less lonely.

#### 5.2.4 What strategies can should caregivers employ to deal with aggressive behaviour problems of orphans at ECD B level?



The researcher noted that children learn through observing therefore it was crucial for caregivers to model appropriate behaviour that the orphaned children could imitate. It was also seen necessary that they avoid correcting the aggressive behaviour in children through physical aggressive discipline that encourages aggressive behaviour such as pushing and pulling. These actions may be emulated by the children thus promoting aggressive behaviour. Furthermore children should not be exposed to violent television programmes like wrestling as they stand to imitate what they see.

### **5.3 Recommendations**

The following recommendations were made based on the research findings:

5.3.1 Given the finding that children with aggressive behaviour showed challenges when it came to sharing of play materials, learning equipment as well as turn taking, it is therefore recommended that workshops to equip teachers with knowledge on how to deal with children with aggressive behaviour problems be conducted by the Ministry of Education.

5.3.2 Given the finding that children learn through observation and they imitate what they see, it is therefore recommended that guardians, caregivers and teachers ensure that children are not exposed to violence. This can be done through limiting the time they spend watching television as well as ensuring that they do not watch movies or video games that portray aggression.

5.3.3 Given the finding that orphaned children can be violent and cause harm to others, it is therefore recommended that teachers and guardians should work hand in hand in coming up with intervention strategies that would help the children with aggression and how to

implement these strategies in a uniform way. This would mean that there should be consistency in corrective measures employed at home and school.

5.3.4 Given the finding that lack of love, care and support is a contributing factor to aggressive behaviour problems of orphaned children, it is therefore recommended that the government should device programmes and strategies that closely monitor and assist families raising orphans. This would help the families to feel encouraged and supported.

5.3.5 Given the finding that the creation of relationships with orphaned children by peers and teachers was found out to be effective in addressing aggressive behaviour, it is therefore recommended that during the staff development meetings, issues to do with general behaviour as well as outstanding behaviour portrayed by children should be raised and discussed. This would help the teachers and other members to be able to relate to the children better.

#### **5.4 Areas for further study**

The researcher was limited in the study due to a number of factors therefore there is need for further research on the following areas:

- a) An analysis on the role played by the government in assisting orphaned children across the nation.
- b) Challenges faced by educators in providing effective and efficient learning opportunities to the orphaned children.

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**APPENDIX 1**

**QUESTIONNAIRE FOR TEACHERS**

I am a student teacher at Midlands State University, currently studying for a Bachelor of Education ECE. I am carrying out a research on the aggressive behaviour problems of orphans at ECD B level. Your response to the questionnaires will be held strictly confidential. Your maximum cooperation will be greatly appreciated.

**SECTION A**

Kindly provide the information by ticking the appropriate box.

1. Gender

Female [ ] Male [ ]

2. Age group

20- 30 years [ ] 31- 40 years [ ]

41- 50 years [ ] 51 – 65 years [ ]

3. Your highest professional qualifications.

DE [ ] B. Ed [ ] M. Ed [ ]

4. Teaching experience in years.

1- 5 years [ ] 6- 10 years [ ]

11- 20 years [ ] 21 years + [ ]

**SECTION B**

Kindly provide information by filling in the space provided.

5. How is the behaviour of orphaned children around the school i.e towards their peers, teachers and other members of staff?

Aggressive [ ] Withdrawn [ ]

Attention seeking [ ]

Any other (Please specify)

-----  
-----

6. How do they respond to instructions given to them?

Positively [ ]

Negatively [ ]

.....  
.....

7. How do they interact with other children during outdoor free play time?

Aggressively [ ]

Compassionately [ ]

Any other (Please specify)

.....  
.....

8. What signs of aggressive behaviour do they portray when playing or working with peers?

Fight physically [ ]

Verbal fights [ ]

Verbal and physical fights [ ]

Any other (Please specify)

.....  
.....

9. How best do you think these children can be assisted?

Provide adequate play materials and activities [ ]

Show love and attention [ ]

Any other (Please specify)

.....  
.....

**APPENDIX 2**

**INTERVIEW GUIDE FOR GUARDIANS**

I am a student at Midlands State University. I am carrying out a research on the aggressive behaviour problems of orphans at ECD B level. Your cooperation will be appreciated. information provided will be for research purposes and confidential.

**SECTION A**

1. Gender

Male [ ]

Female [ ]

2. Age

20- 30 years [ ]

31- 40 years [ ]

41- 50 years [ ]

51 years+ [ ]

3. Your highest academic qualifications.

Z.J.C [ ]

‘O’ Level [ ]

‘A’ Level [ ]

4. Marital Status.

Married [ ]

Single [ ]

Widow [ ]

**SECTION B**

5. How long have you lived with the child?

.....

.....

6. How old was the child when you started living with him/ her?

.....



7. How was the child's general behaviour when you started living with him/her?

.....  
.....

8. How does the child behave when at home i.e interaction with other family members?

.....  
.....

9. How do you discipline the child when the need arises?

.....  
.....

10. What challenges have you faced in taking care of the child?

.....  
.....

11. How does the child respond to instructions given?

.....  
.....

12. What does the child enjoy doing when at home?

.....  
.....

## **APPENDIX 3**

### **OBSERVATION GUIDE FOR CHILDREN**

The researcher aims at observing the following areas:

- 1.The way the orphaned children interact with peers.
2. The development of the children's social skills i.e. communication skills, sharing and turn taking.
- 3.How the children resolve conflicts.
- 4.How they handle learning and play materials. For example toys, blocks and picture.
- 5.How they deal with their emotions.
- 6.Can the children follow instructions given to them?
- 7.The children's span when carrying out an activity.
- 8.What triggers their aggression when doing an activity.
- 9.The language they use when they are working or playing with peers.