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Assessment of Preschool Librarians' Library Disciplining Strategies for Effective Use of Preschool Library

Charity C. Okeke M.Ed
University of the Free State, South Africa, okekecc@ufs.ca.za

Clara O. Ifelunni PhD
University of Nigeria - Nsukka, clarao.ifelunni@unn.edu.ng

Anthonia N. Ngwoke PhD
University of Nigeria - Nsukka, anthonian.ngwoke@unn.edu.ng

Gloria C. Ugwu PhD
University of Nigeria - Nsukka, gloriac.ugwu@gmail.com

Eucharia N. Aye PhD
University of Nigeria - Nsukka, eucharian.aye@unn.edu.ng

See next page for additional authors

Authors

Charity C. Okeke M.Ed, Clara O. Ifelunni PhD, Anthonia N. Ngwoke PhD, Gloria C. Ugwu PhD, Eucharia N. Aye PhD, Chinedu I.O. Okeke Prof, Nnamdi T. Ekeanyanwu Prof, and Christian S. Ugwuanyi PhD

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Charity C. Okeke[1]; Clara O. Ifelunni[2]; Anthonia N. Ngwoke[2]; Gloria C. Ugwu[2]; Eucharia N. Aye[2]; Chinedu I.O. Okeke[3]; Nnamdi T. Ekeanyanwu [4] & *Christian S. Ugwuanyi[3]
[1]School of Social Science, Language & Higher Education, Faculty of Education, University of the Free State, Bloemfontein South Africa
[2]Department of Educational Foundations, Faculty of Education, University of Nigeria, Nsukka
[3]School of Education Studies, Faculty of Education, University of the Free State, Bloemfontein South Africa
[4]Department of Communication Arts, University of Uyo, Nigeria

Corresponding author: **Dr**. **Christian S. Ugwuanyi**
School of Education Studies, Faculty of Education, University of the Free State, Bloemfontein South Africa; Department of Science Education, University of Nigeria, Nsukka Correspondence email: Ugwuanyics@ufs.ac.za   https://orcid.org/0000-0003-2174-3674

Abstract
Effective use of school libraries is very germane in achieving effective teaching and learning at various levels of education. Most importantly, the cultivation of the habit of using library by preschool children at the foundation phase will go a long way in patterning the reading habits of the children as they advance in their education. Currently, most preschool children exhibit unruly traits which are potential threats to effe3ctive management of preschool library. However, literature is scarce on the disciplining practices of the preschool Librarians for effective management of school library. Thus, this study was necessitated to explore the library disciplining practices adopted by preschool Librarians for effective use of preschool library. The study adopted a quantitative research approach and specifically a descriptive survey research design using a sample of 156 preschool Librarians in Nsukka Education Zone. Necessary data for the study were collected using a structured instrument titled "Library disciplining practices of preschool Librarians' questionnaire". The instrument was properly face validated and trial-tested yielding an internal consistency reliability index of 0.85 using the Cronbach Alpha method. Data obtained from the fieldwork were analysed using mean and t-test of independent samples to provide answers to the research questions and test the associated null hypothesis. The findings of the study revealed that the disciplining practices adopted by preschool Librarians are review/reorganization/self-examination, dialogue/discussion, punishment, and recognition/reward. It was thus recommended that the Local Government Education Authority should encourage other preschool Librarians to use mostly those identified library disciplining practices for effective management of preschool library.

Keywords: Assessment, Library disciplining practices, Library management, preschool Librarians, Preschool children

Introduction

Presently, preschool pupils exhibit aggressive behavior such as fighting, destructiveness, bullying, and kicking others in the school to the detriment of the school activities (Mwendia, 2018). Gershoff (2017) noted that no child in any country behaves well all the time especially in the school environment and the exhibition of misbehavior can be detrimental to his/her learning as well as a distraction to the learning of his or her peers. This situation has kept many early childhood care and education (ECCE) researchers wondering what the preschool Librarians do at present to manage the exhibition of unhealthy behavior among the learners. Thus, it is imperative that empirical research be conducted in the Nigerian context amongst other African countries to explore the disciplinary practices employed by preschool Librarians for proper management of preschool library within the theoretical framework of Canter's (1976) authoritarian behavioural theory.

Theoretical Background

According to Canter (1976), classroom management can be improved through authoritarian behavioural theory using the assertive discipline approach. This can be done by nurturing a classroom environment that allows for mutual respect and equality between the teacher and students. The basis of this theory is to establish prevention strategies by the teachers to curb the exhibition of disciplinary problems or misbehaviour by the learners. This is normally achieved by the teachers giving out instructions at the initial stage based on expectations from the learners. According to Canter, this approach inadvertently enhances the management of learners' disruptive and attention issues in the classroom. Besides, Assertive discipline is comprised of emphasis on classroom rules, measures to provide positive feedback based on the respect of the teachers' instructions, and consistent establishment of discipline measures to curtail classroom disciplinary

problems. This theory is relevant to this research as the researchers sought to explore the preschool practitioners' classroom disciplining strategies in the post-corporal punishment era.

Review of Related Empirical Studies

In a bid to control children's behavior in the preschool classrooms, teachers resorted to stating expectations and praising the children as discipline strategies to maintain good behavior (Ho, Grieshaber & Walsh, 2017). Marcucci (2020) opined that teachers need to use transformative de-biasing disciplining strategies to maintain balance in the disciplining of the children. For teachers to instill positive discipline in the learners during the post-corporal punishment era had to adopt the modelling positive behaviour strategies such as allowing some of the erring learners to lead assembly among others (Sibanda & Mathwasa, 2020).

Teachers' use of power of positive beliefs and intervention in affecting learners' behavior are effective disciplinary practices (Gregory & Roberts, 2017). Teachers' use of positive behavior intervention and support such as providing opportunities to respond, using specific praise for certain behaviour, and offering pre-corrections are effective disciplining strategies in schools (Kennedy *et al.*, 2017). Gansen (2020) revealed that teachers' use of positive discipline strategies as school-level disciplinary practices/cultures can help to solve disciplinary problems in some preschool classrooms. Gansen (2019) revealed that preschool teachers adopt gendered disciplinary practices to good behavior expectations from the children.

Rational for the Study

Preschool is the schooling environment for children before their formal enrolment into the primary section. This stage is the foundation phase as it is supposed to lay a solid foundation for the education of the children. The class of children at this stage of education normally poses challenges

to their preschool Librarians because of the kind of behaviour they exhibit. Citing such a scenario, one will be wondering how the preschool Librarians manage such behaviour among the children for effective use of preschool library. Thus, conducting this research will avail the ECCE researchers the opportunity to understand the various disciplinary practices used by the practitioners in overcoming unruly behaviour among the children to ensure effective management of the preschool libraries. Therefore, the major objective pursued by this research was to explore preschool Librarians' library disciplining practices for effective use of preschool library. Based on that the following research questions were answered for the study:

1. What are the classroom disciplining strategies adopted by preschool Librarians for effective use of preschool library?
2. What is the influence of school type on the library disciplining strategies adopted by preschool Librarians?

Hypothesis

The lone hypothesis stated below was tested at 5% probability levels

Ho: There is no significant influence of school type on the library disciplining practices adopted by preschool Librarians.

Methods

The researchers adopted a quantitative research approach. Specifically, descriptive survey research and ex-post facto research designs were adopted by the researchers. These designs have been used by Benson et al. (2020), Inyama et al. (2020), Okeke, Ugwuanyi, et al. (2020), Okeke, Okeke, et al. (2020), Eze et al. (2020), Ezema et al. (2021), Ezeaku et al. (2021), Okeke et al. (2020a, b), Okenyi et al. (2021) in similar studies. These designs helped the researchers to explore

the preschool practitioners' classroom disciplining strategies in the post-corporal punishment era while factoring in their demographic characteristics.

The sample for this study comprised 165 preschool Librarians in some preschools in Nsukka Education zone of Enugu State, Nigeria. The participants were selected from both public and private preschools in the zone. Purposive sampling technique was used in selecting the participants to ensure that the demographic characteristics of the participants were adequately covered since they are of major interest to the researchers. An instrument titled "Library disciplining practices of preschool Librarians' questionnaire" was used for data collection. The instrument is a 34-item questionnaire scaled on 4-point response options of Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD). The instrument was face validated and trial-tested to ensure that it served its purpose. The internal consistency reliability index of the items of the instrument was found to be 0.85. The ethical approval for the conduct of this study was obtained from the Research ethics committee of the Faculty of Education, University of Nigeria, Nsukka. Thereafter, permission to research the schools sampled was sought by the researchers through the headteachers in those schools. That was to enable the researchers to collect the necessary data for the research. Data collected were analysed using mean and t-test of independent samples to answer the research questions and test the lone null hypothesis.

Results

The results were presented in line with the research questions and hypothesis for the study.

Research Question One: What are the library disciplining practices adopted by preschool Librarians for effective use of preschool library?

Table 1: Mean analysis of the ratings of preschool Librarians' library disciplining practices

Item Statement	Mean	Std. Deviation
Review OR Reorganization OR Self Examination		
1. Ensuring that the class sitting arrangement is properly done (avoid blockade)	3.47	.75
2. Reorganizing the sitting positions to separate the misbehaving child from his or her cohorts	3.04	.98
3. Revisiting or reviewing the lesson or activity going on when the misbehavior occurred	2.98	.94
4. Confirming that the physical facilities are developmentally appropriate for children (chairs, tables, chalkboard)	3.17	.93
5. Confirming that the routines are being followed (snack time, break, and others)	3.21	.90
6. Introducing an interesting program for transiting from one activity to the other (singing, dancing, rhyming)	3.35	.75
7. Confirming that all the learner categories (auditory, visual and kinesthetic) are taken care of in your instructional procedure	3.26	.81
8. Confirming that the misbehaviour is not because of your personality (voice or language, dressing,)	3.13	.93
9. Confirming that the class rules and regulation are clearly understood by the children	3.57	.67
10. Confirming that the classroom is properly ventilated	3.58	.66
Dialogue OR Discussion		
11. Letting the children know that the way they are behaving is not how they are expected to behave	3.52	.69
12. Discusses children's behavior with them to allow them to figure out a better way to behave in the future.	3.42	.66
13. Letting children talk about their side of things so that it can be clearly understood.	3.40	.68
14. Getting children to understand why their behavior is a problem for others by discussing it with them.	3.51	.66
15. Getting children to change the way they behave by helping them understand how their behavior affects others.	3.50	.67
16. Describing what children are doing wrong and expect them to stop.	3.50	.63
17. Asking children questions like ''What are you doing?'' to get them to think about how to behave better.	3.51	.63
18. Reminding misbehaving children about the class rules.	3.38	.73
19. Describing how children are misbehaving to make them decide whether to stop or not	3.32	.76
20. Organizing the class to work out the rules for good behavior	3.28	.86
21. Deciding with the class what should happen to children who misbehave.	3.26	.91
Punishment		
22. Giving out consequences to children who misbehave (e.g. move their seats, detention).	3.15	.91
23. Increasing the level of consequence if children will not do as they are told (e.g. move seats, detention).	3.13	.95
24. Increasing the level of consequence if a misbehaving child argues.	3.31	2.57
25. Increasing the level of consequence if a misbehaving child stops when told, but then does it again.	2.71	1.09
26. Making children leave the classroom until they decide to behave properly.	2.92	1.04
Recognition/reward		
27. Rewarding individual children who behave properly	3.00	.62
28. Praising the class for good behavior.	2.81	.87
29. Praising individual children for good behavior.	2.70	.89
30. Rewarding the class when children behave well.	2.51	1.20

				Std.		p
Aggression						
31. Yelling angrily at children who misbehave			2.20	.90		
32. Deliberately embarrassing children who misbehave			2.40	1.11		
33. Keeping the class indoor because of some children's misbehavior			2.30	1.00		
34. Making sarcastic comments on children who misbehave			2.30	1.00		
Overall Mean			**106.47**	**14.08**		

Table 1 shows the mean ratings of preschool Librarians on the various library disciplining practices such as Review/Reorganization/Self Examination, Dialogue/Discussion, Punishment, Recognition/reward, Aggression. The analysis showed that the mean ratings of the preschool Librarians on items 1 to 30 are more than 2.50 benchmark meanwhile their mean ratings on items 31 to 34 are less than 2.50 benchmark mean. This implies that preschool Librarians adopt review/reorganization/self-examination, dialogue/discussion, punishment, and recognition/ reward, as their classroom disciplinary strategies in the post-corporal punishment era.

Research Question Two: What is the influence of school type on the library disciplining practices adopted by preschool Librarians?

Table 2: Mean and t-test analysis of the ratings of public and private preschool Librarians' library disciplining practices

Item Statement	School type	N	Mean	Std. Deviation	t	p
Review OR Reorganization OR Self Examination	Public					
1. Ensuring that the class sitting arrangement is properly done (avoid blockade)	Private	97	3.56	.64	1.808	.072
	Public	68	3.35	.87		
2. Reorganizing the sitting positions to separate the misbehaving child from his or her cohorts	Private	97	3.19	.95	2.413	.017
	Public	68	2.82	1.00		
3. Revisiting or reviewing the lesson or activity going on when the misbehavior occurred	Private	97	3.06	.98	1.300	.195
	Public	68	2.86	.87		
4. Confirming that the physical facilities are developmentally appropriate for children(chairs, tables, chalkboard)	Private	97	3.24	.94	1.183	.238
	Public	68	3.07	.90		
5. Confirming that the routines are being followed (snack time, break, and others)	Private	97	3.29	.90	1.471	.143
	Public	68	3.08	.90		
6. Introducing an interesting program for transiting from one activity to the other (singing, dancing, rhyming)	Private	97	3.39	.72	.692	.490

Item	Group	N	Mean	SD	t	p
7. Confirming that all the learner categories (auditory, visual and kinesthetic) are taken care of in your instructional procedure	Public	68	3.30	.79		
	Private	97	3.37	.71	1.972	.050
8. Confirming that the misbehaviour is not because of your personality (voice or language, dressing,)	Public	68	3.11	.93		
	Private	97	3.23	.86	1.609	.110
9. Confirming that the class rules and regulation are clearly understood by the children	Public	68	3.00	1.02		
	Private	97	3.63	.59	1.450	.149
10. Confirming that the classroom is properly ventilated	Public	68	3.48	.76		
	Private	97	3.63	.58	1.330	.185
		68	3.50	.76		

Dialogue OR Discussion

Item	Group	N	Mean	SD	t	p
11. Letting the children know that the way they are behaving is not how they are expected to behave	Public	97	3.61	.58	2.035	.043
	Private	68	3.39	.81		
12. Discusses children's behavior with them to allow them to figure out a better way to behave in the future.	Public	97	3.45	.61	.677	.499
	Private	68	3.38	.73		
13. Letting children talk about their side of things so that it can be clearly understood.	Public	97	3.43	.61	.735	.464
	Private	68	3.35	.78		
14. Getting children to understand why their behavior is a problem for others by discussing it with them.	Public	97	3.56	.59	1.192	.235
	Private	68	3.44	.76		
15. Getting children to change the way they behave by helping them understand how their behavior affects others.	Public	97	3.54	.55	.844	.400
	Private	68	3.45	.81		
16. Describing what children are doing wrong and expect them to stop.	Public	97	3.58	.57	1.926	.056
	Private	68	3.39	.69		
17. Asking children questions like ''What are you doing?'' to get them to think about how to behave better.	Public	97	3.54	.62	.759	.449
	Private	68	3.47	.63		
18. Reminding misbehaving children about the class rules.	Public	97	3.44	.66	1.283	.201
	Private	68	3.29	.82		
19. Describing how children are misbehaving to make them decide whether to stop or not	Public	97	3.45	.62	2.572	.011
	Private	68	3.14	.90		
20. Organizing the class to work out the rules for good behavior	Public	97	3.43	.72	2.666	.008
	Private	68	3.07	1.01		
21. Deciding with the class what should happen to children who misbehave.		97	3.30	.90	.814	.417
		68	3.19	.93		

Punishment

Item	Group	N	Mean	SD	t	p
22. Giving out consequences to children who misbehave (e.g. move their seats, detention).	Public	97	3.08	.87	-1.259	.210
	Private	68	3.26	.97		
23. Increasing the level of consequence if children will not do as they are told (e.g. move seats, detention).	Public	97	3.14	.92	.176	.860
	Private	68	3.11	1.00		
24. Increasing the level of consequence if a misbehaving child argues.	Public	97	3.45	3.25	.823	.412
	Private	68	3.11	1.01		
25. Increasing the level of consequence if a misbehaving child stops when told, but then does it again.	Public	97	2.73	1.08	.234	.815
	Private	68	2.69	1.12		
26. Making children leave the classroom until they decide to behave properly.	Public	97	2.93	1.02	.249	.804
	Private	68	2.89	1.06		

Recognition/reward

Item	Group	N	Mean	SD	t	p
27. Rewarding individual children who behave properly	Public	97	3.03	.63	.605	.546

Item	School type	N	Mean	SD	t	p
	Private	68	2.97	.62		
28. Praising the class for good behavior.	Public	97	2.84	.83	.583	.561
	Private	68	2.76	.93		
29. Praising individual children for good behavior.	Public	97	2.73	.88	.393	.695
	Private	68	2.67	.90		
30. Rewarding the class when children behave well.	Public	97	2.51	1.20	.004	.997
	Private	68	2.51	1.21		
Aggression						
31. Yelling angrily at children who misbehave	Public	97	2.11	.92	.140	.889
	Private	68	2.09	.88		
32. Deliberately embarrassing children who misbehave	Public	97	2.38	1.09	-.338	.736
	Private	68	2.44	1.15		
33. Keeping the class indoor because of some children's misbehavior	Public	97	2.35	1.02	.628	.531
	Private	68	2.25	.99		
34. Making sarcastic comments on children who misbehave	Public	97	2.35	1.02	.628	.531
	Private	68	2.25	.99		
Overall Mean	**Public**	**97**	**108.30**	**13.26**	**2.012**	**.046**
	Private	**68**	**103.86**	**14.89**		

Table 2 shows that the mean ratings of both public and private preschool Librarians on items 1 to 30 are more than 2.50 criterion mean. On the other hand, their mean ratings on items 31 to 34 are less than the criterion mean of 2.50. However, the overall mean ratings of 108.30 and 103.86 indicate that the public preschool Librarians had higher mean rating than their counterparts in a private preschool. This may imply a variation in the preschool practitioners' library disciplining practices based on school type.

Ho: There is no significant influence of school type on the library disciplining practices adopted by preschool Librarians.

Table 2 reveals that there were no significant differences ($p > .05$.) in the mean ratings of preschool Librarians on their library disciplining practices of items 1, 3, 4, 5, 6, 8-10, 12-18, 21-34. However, there were significant differences ($p < .05$.) in the mean ratings of preschool Librarians on their library disciplining practices of items 2, 7, 11, 19, and 20. Based on the overall mean ratings, there was a significant difference in the mean ratings of public and private preschool Librarians on their library disciplining practices, $t(163) = 2.012$, $p = .046$. Thus, the null hypothesis was rejected ($p < .05$).

Discussion of the Findings

The findings of this study revealed that the library disciplining practices adopted by preschool Librarians in the post corporal punishment era are review/reorganization/self-examination, dialogue/discussion, punishment, and recognition/reward. This implies that to maintain good behavior among the preschoolers, the preschool Librarians must ensure that the class sitting arrangement is properly done, the sitting positions reorganized to separate the misbehaving child from his or her cohorts, revisit or review the lesson or activity going on when the misbehavior occurred, let the children know that the way they are behaving is not how they are expected to behave, discusses children's behavior with them to allow them to figure out a better way to behave in future, and let the children talk about their side of things so that it can be clearly understood. Other implications include mentioning to the children consequences for misbehavior (e.g. move their seats, detention), increasing the level of consequences if children continue to misbehave (e.g. move seats, detention), increasing the level of consequences if a misbehaving child argues, reward individual children who behave properly, praise the class for good behavior, and praise individual children for good behavior among other strategies.

Moreover, the findings revealed that school type is a potential moderator of the preschool practitioners' classroom disciplining practices. In this regard, the public preschool Librarians were found to use more of the disciplining strategies than their private preschool counterparts. This may be attributed to the nature of private schools compared to public schools and how it affects the way children in those different school types are treated/disciplined. Besides, children from private schools are from rich homes compared to the ones from public schools; that increases the chances of the later from been disciplined as appropriate compared to the former because parents overbearing influence on the school practitioners. These findings conform with the finding of

recent studies (Ho et al., 2017; Kennedy et al., 2017; Gregory & Roberts, 2017; Gansen, 2019; Gansen, 2020; Marcucci, 2020; Sibanda & Mathwasa, 2020).

In the Ho et al. (2017) study, particularly, teachers resorted to stating expectations and praising the children as discipline strategies to maintain good behavior. The teachers' use of power of positive beliefs and intervention in affecting learners' behavior are effective disciplinary practices (Gregory and Roberts, 2017). Teachers' use of positive behavior intervention and support such as providing opportunities to respond, using specific praise for certain behaviour, and offering pre-corrections are effective disciplining strategies in schools (Kennedy *et al.*, 2017). Gansen (2020) also revealed that teachers' use of positive discipline strategies as school-level disciplinary practices/cultures can help to solve disciplinary problems in some preschool classrooms. Gansen (2019) revealed that preschool teachers adopt gendered disciplinary practices in order to model good behavior expectations from the learners. Marcucci (2020) opined in order to maintain balance in the disciplining of learners, teachers need to make use of transformative de-biasing disciplining strategies. Adopting the modelling positive behaviour strategies such as allowing some of the erring learners to lead assembly among others is an effective library disciplining practices (Sibanda and Mathwasa, 2020). This finding has implications for effective classroom communication in that preschool practitioners' adoption of these strategies will enhance effective classroom communication.

Conclusion and Recommendations

Maintaining good classroom behaviour of the preschoolers is dependent on the effective library disciplining practices adopted by the preschool Librarians. This study has shown that most preschool Librarians in Nsukka Education Zone of Enugu State of Nigeria make use of review, reorganization, self-examination, dialogue, discussion, punishment, and recognition reward

models as their library disciplining practices in the post-corporal punishment era. However, public preschool Librarians were found to adopt those strategies more than those of private preschools. This implies that there is a gap in the adoption of library disciplining practices between the public and private preschools in the study area. Thus, the researchers recommended that;

1. Local Government Education Authority should encourage other preschool Librarians to use mostly those identified library disciplining practices for effective classroom behaviour management of the preschoolers as these seem much effective in the schools that have adopted and used them.

2. Efforts should also be made by the appropriate education authority to ensure that the private school preschool Librarians are trained on how to adopt those identified library disciplining practices in their schools. This has become imperative as private schools are consistently increasing their percentage stake in primary education in Nigeria in particular and Africa in general.

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Conflict of interest

The researchers have no potential conflict of interest to declare.

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