

ABSTRACT

Nipping Aggression: Preschool Teachers' Perceptions of the Effectiveness and Challenges of Their Intervention Strategies in an Urban School in Tobago

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This case study investigated two teachers' perceptions of the challenges and effectiveness of intervention strategies employed to manage aggression at an urban preschool in Tobago. Data were collected through individual interviews with two teachers, who were chosen through purposive sampling. The findings revealed that managing preschool aggression depend to a large extent on the following factors: 1) knowledge of child development, 2) ongoing training, 3) policies and procedures, 4) documentation and monitoring of progress, 5) collegial relationships, 6) administrative support, and 7) parental involvement.

Keywords: Perceptions; Urban schools; Preprimary teachers; Aggression; Intervention programmes; Case studies; Tobago; Trinidad and Tobago