

Challenges experienced by primary caregivers in managing temper tantrums of infants and toddlers in Harare East daycare centres

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Abstract

This study focuses on the challenges experienced by caregivers in managing temper tantrums. The study was motivated by the constant quest for Early Childhood Development in Zimbabwe which is facing a plethora temper tantrum managing challenges. It is against this backdrop that this study x-rayed the caregivers' understanding and challenges faced thereof in managing temper tantrums in day care centres in Epworth, Mabvuku and Tafara (EPMAFARA) district in Harare Province. The study was guided by the constructivist paradigm backed up by the Bio-Ecological theory under the qualitative approach to research. A case study design was used, drawing on five day care centres which were purposively sampled, to provide rich data. Caregivers' experiences were tracked via in-depth interviews, class observations and document analysis. Results of the study indicated caregivers' partial understanding of infant and toddler temper tantrums. The commonest temper tantrums were, crying, throwing objects around, rolling on the floor and screaming among others. Results showed mixed operational challenges coupled with speculative intervention strategies to curb tantrums. Findings also revealed that teachers who participated in the study were not all professionally trained and could not effectively incorporate theories of child development into their pedagogical practices. Further findings revealed that day care centres were running without government policy on early childhood education for infants and toddlers. It is recommended to policy makers to come up with a policy which clearly articulates the education ideology for infants and toddlers in the country.

INTRODUCTION

The study sought to explore the challenges experienced by primary caregivers in managing temper tantrums among infants and toddlers in Harare East constituency in Epworth, Mabvuku and Tafara (EPMAFARA) District. Temper tantrums are a myriad of complex antisocial behaviours and emotional instability of children in contemporary discourse. These are diverse group of conditions in which a child chronically performs highly inappropriate behaviours. Temper tantrums can be more serious and negatively affect how a child feels, thinks and acts, decreasing their ability to function well at home and day care centres. A child with this deviant and explosive condition might seek attention, for example, by whining and crying to screaming, kicking to breath-holding (O'Donnell, 2018). As with infants and toddlers, the sheer range of signs and symptoms defies concise description (Zindi, 2018).

The problem of infant and toddler temper tantrums has grown gradually over the years, the world over and Zimbabwe is no exception. The behavior challenges displayed by children may be partly attributed to the "uprootedness" of and fading parenting practices in society (Makuvaza, 2009).

It may also be caused by primary caregivers' management incompetence in today's dynamic environment. In this study, temper tantrum refers to the disruptive behavior in early childhood development. Globally, toddler temper tantrums have become a perennial childhood developmental issue (Shulamit Widawsky cited in Wright, 2017). Days are gone when the entire community of people interacted with children, for these children to experience and grow up in a safe and healthy environment.

Parents' role could soon become obsolete as far as child rearing practices are concerned, due to proliferation of daycare centres across the globe and impact of Net-space. In Zimbabwe, the issue is now a growing concern which mirrors the developments taking place at the micro and macro-levels. Given such a framework, the issue of temper tantrums among children in the country shows that it is no longer a perception but a reality hence the need to carry out a research to establish caregivers' experiences in managing infants and toddler temper tantrums in day care centres.

The challenging behaviors of infants and toddlers, such as negativity, tantrums, whining, and hyperactivity, present a challenge for parents (Bulter & Eyberg, 2006), in (Sjuts, 2014). The role of the extended families and the general community is now arguably limited and an increasing rate of children are attending day care centres where tantrums can be observed. Parents and teachers find themselves challenged in child caring efforts. Lieberman (1924-2017) argues that this scenario is worsened by mothers who also have demands of their own jobs. In cognisance of the issue, the researchers became interested and curious about challenges experienced by caregivers in management of infants' and toddlers' tantrums in day care centres in the country. Researchers felt that different benefits could be gained if caregivers' challenges are understood as this would pave way for intervention mechanisms.

Temper tantrums start a trajectory towards a contested parent, teacher and child interaction. Infants and toddlers often use temper tantrums in unsafe situations to express frustration and primary caregivers usually have tremendous challenges in managing these children's temper tantrums (Durham, 2020). Wright (2017), opined that infant and toddler tantrums are a developmental phase for these children all over the world. Shulamit Widawsky cited in Wright (2017: 79) travelled far and wide and shared this experience:

I have seen toddlers have tantrums in the Phillipines, China, France, England, Israel and Spain. I have definitely seen more tantrums in the United States but then I saw far more toddlers in the US.

What comes through from the above comment is evident confirmation that temper tantrums are indeed a global issue. The comment confirms findings by Green (1989) on child temperament studies in United States, China, Kenya and elsewhere. He noted statistically that about 40% of children had an easy temperament, 15% were quite difficult, 10% were 'extremely challenging' and 35 % were in the middle (Wright, 2017). These statistics bring some interests in the current study.

Temper tantrums are a universal phenomenon as in India, Japan and Scandinavia cultures, infants and toddlers also throw temper tantrums (Osterman & Bjorkqvist, 2010). Similarly, Rathus (2014) expressed that some parents enforce strict rules on their children to ensure good behaviour.

In Africa, temper tantrums are closely related to attachment, breastfeeding and weaning (Niala, 2014). In their research among the Bofi farmers and foragers of Central Africa, (Fouts, Hewlett, & Lamb, 2005), established that there is a clash between parents' reproductive interests and the child's need of parental attention and resources (Osterman & Bjorkqvist, 2010). When abruptly weaned, the children of Bofi farmers fussed and cried a lot, whereas the children of foragers showed no overt signs of distress. Conflicts cause infants and toddlers to throw temper tantrums and employ other psychological tools (Osterman & Bjorkqvist, 2010).

A number of results have been compiled from studies on anger and frustration from more African countries which included Botswana, Nigeria, Angola, and New Guinea (HRAF, 2022). It has been noticed that in Southern Africa, San parents on the border of the Kalahari are similarly tolerant of their irritated children but are less likely to step in with targeted anger management training when it comes to children's angry outbursts (HRAF, 2022). Parents generally think that kids are completely

irresponsible, despite the fact that kids' behavior is judged, commented on, occasionally criticized, and scolded frequently.

In Zimbabwe, one appears to be exploring on almost an uncharted ground in terms of related literature on the management of temper tantrums. Thus it can be argued that the issue of temper tantrums in the country is on the periphery of the country's research work. Management of temper tantrums in children is currently quite hazy. The growth of interest in management of tantrums is therefore squarely linked to limited local literature on the issue.

Prior to Zimbabwe independence in 1980, Gelfand (1979) advanced several special features in parenting the Shona child in Zimbabwe. In a wide ranging study, Gelfand (1992) explained the child rearing patterns in Zimbabwe. The striking feature of child development in Zimbabwe takes place in the toddler stage after it has been weaned, when it leaves the soothing loving world of its mother and is transferred to the care of its grandparents. The child is taught the correct use of language, etiquette, manners and behaviour. Manners are taught in the most elaborate detail. Taboos help to instil a sense of discipline, fear and respect in children thereby managing temper tantrums. A child is taught to avoid doing anything bad lest they are likened to a witch or attracts the attention of one (Gelfand, 1979). A person must not lose his temper or employ threatening language for if anything happened to the person they threatened (*kushuridzira*), they might be charged with practising witchcraft. Gelfand (1979), observed that disobedience is punished by scolding or beating.

In a more recent research, Dozva (2018) studied street kids or 'children of the streets' and concluded that children of the streets are growing up in an appalling drug infested environment. These findings are important for a variety of interventions that are aimed to manage children's behaviour and psychological adjustments of those neglected and are at risk. Children need a peaceful home environment in order to develop holistically.

Views on temper tantrums differ from time to time, from family to family, from country to country, and from culture to culture despite the fact that the world is shrinking into a village. The frequently referenced child-rearing practices and their effects on many communities on this issue is crystallised in the African proverb "It takes a village to raise a child" but now because of changes and crises taking place in societies, it can be argued that the practice is losing its traditional relevance and rapidly becoming extinct. Globally, regionally and locally the rules of etiquette and child caring are changing. It is against this background on parenting and management of children's behavior that the Zimbabwean scenario presents a real problem for exploration. In an effort to understand the challenges experienced by caregivers in managing temper tantrums, the following questions were addressed:

Main research question

How is the management of temper tantrums of infants and toddlers hindered in Harare East daycare centres?

Sub-research questions

The following sub-questions guided the study:

- 1) What do primary caregivers understand by temper tantrums among infants and toddlers?
- 2) Which challenges do primary caregivers experience when managing infant and toddler temper tantrums?

METHODS

This study is informed by the Bio-ecological theory, a holistic theory premised on five intertwined systems for development of a child. The theory was developed by (Bronfenbrenner, 1977) who named the systems; micro-system, mesosystem, exo-system, macro-system and techno-system (Gudjohnsen, 2016). The theory permeated the challenges in the management of tantrums in accordance to the prevailing environment in Zimbabwe to help explain the centrality of parents, and teachers in addressing infant and toddler temper tantrums.

The constructivist research paradigm was used to guide the selection of the qualitative case study design. According to Muzembe (2021), constructivism accepts that in qualitative research, truths may be achieved through collaborative data analysis and interpretation with participants.

The study aimed to understand primary caregivers' challenges in managing infants and toddlers with temper tantrums. The participants and settings were fully investigated within the natural settings. Muzembe (2021), avers that a qualitative approach is naturalistic, practical and subjective hence can neatly fit into a design. In-depth interviews, observations, and document analysis were used to acquire the data. In-depth interviews were administered to sampled primary caregivers to collect data on the challenges in the management of tantrums. The conversations afforded researchers the opportunity to clarify the meaning and probe further (Creswell, 2021).

Non participant observation was also used to generate data. Observation is a method used by researchers to observe and hear what is occurring spontaneously at the research site (McMillan & Schumacher, 2010). The act of observation, according to Marshall and Roseman (2011), is the systematic gathering and recording of events, behaviors, and objects in social environments.

Documents were also analysed. The health record book, anecdotal record and social record book were used to generate data. This study targeted primary caregivers at day care centres and parents with toddlers at the selected centres. A sample of ten parents and five caregivers was selected to participate in this study. Purposive sampling was used to define the study sample. According to Creswell (2021), the use of purposeful sampling enables the selection of individuals who will contribute most to understanding the research problem.

RESULTS AND DISCUSSION

This section presents an analysis and discussion of the results of the study which investigated challenges of primary caregivers in managing infant and toddler temper tantrums in Zimbabwe's Harare East Constituency Day care centres in EPMAFARA District. Teachers were coded teacher at day care centre 1 (TRDCC A) and teacher (TRDCC B) at day care centre 2 etcetera. Parents were coded as follows; parent one of child at day care centre 1 (PR1DCC A) and parent two at the same centre (PR2DCC A). Parents of children from day care centre 2 were named PR1DCC B and PR2DCC B and so on. Three key themes that arose from the data produced are presented and analyzed together with the results.

Table 1 Sub-questions/emergent themes

1	What do primary caregivers understand by temper tantrums among infants and toddlers?
2.	Which challenges do primary caregivers experience when handling infant and toddler temper tantrums?

Primary caregivers understandings of temper tantrums among infants and toddlers

The term "temper tantrums" covers a wide range of aspects. In this study parents and teachers understood temper tantrums as abnormal behaviors which they linked to lack of discipline and or children's undeveloped communication skills to communicate with their caregivers.

Figure 1 illustrates the caregivers' understanding of infant and toddler temper tantrums. Each branch captured recorded excerpts reflecting the participants' views. Caregivers described these as presenting a situation whereby children are difficult to understand. Teachers also understood temper tantrums as children's ways of acting up or protesting so as to explain or express their feelings mostly as a result of limited capacity or undeveloped use of verbal language. This view is also shared by Arora (2018) and Durham (2020) who maintain that infants and toddlers find it hard to communicate what they want or need through speaking. Children might resort to shouting and screaming along with gestures to tell their caregivers what they want or need.

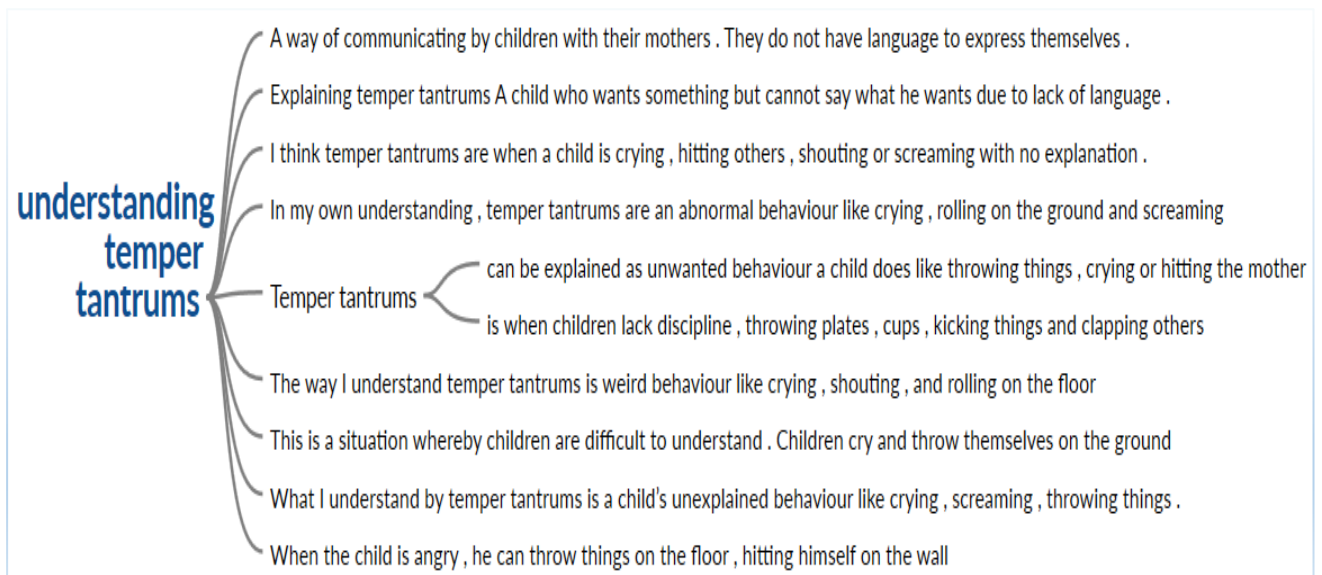


Figure 1. Caregivers' understanding of temper tantrums

Similarly, the caregivers in the current study identified different forms of temper tantrums namely; throwing away objects, screaming, rolling on the floor and crying, as they explained what temper tantrums are. The descriptions by parents in conjunction with teachers' comments reflected consistence with previous studies that children with temper tantrums have behavior problems. The participants are in line with Oysterman and Bjorkquist (2010) and Durham (2020) who respectively explained that temper tantrums were inappropriate behaviours, and as sudden outbursts of frustration and anger. Children may, as a result, become violent and feel rejected.

In extending their understanding of temper tantrums, caregivers cited several of these tantrums. The commonest temper tantrums among infants and toddlers shown in bold red print at the centre were cited as throwing objects, screaming, crying and rolling on the ground. These commonest temper tantrums identified by the participants were also found by Oysterman and Bjorkquist (2010). These results also reiterate a previous observation made by Shulamit Widawsky cited in Wright (2017) that temper tantrums were a universal issue. The identified temper tantrums among the infants and toddlers took some time before they subsided. Most of the caregivers, especially women estimated the tantrums to be 30 or more minutes. However, the male caregivers expressed that these normally last 5-10 minutes. The brief period of tantrums could be attributed to the time fathers spent with the children since they just pick them from school and drop them at home. In this study, the males' responses go in line with Durham (2020)'s observation, that temper tantrums usually last between two (2) and fifteen (15) minutes. The figure 2 below depicts teachers' and parents' experiences regarding the duration of infant and toddler temper tantrums.

The majority of parents indicated that infant and toddler temper tantrums can take up to 30 minutes before they cool down. Unlike parents, teachers tend to experience shorter duration, mostly below 20 minutes. Most teachers, concurred with the male parents, on shorter duration of temper tantrums. Teachers indicated that in most cases temper tantrums can take two (2) to five (5) minutes, depending on the type and reason. The excerpt below illustrates this view.

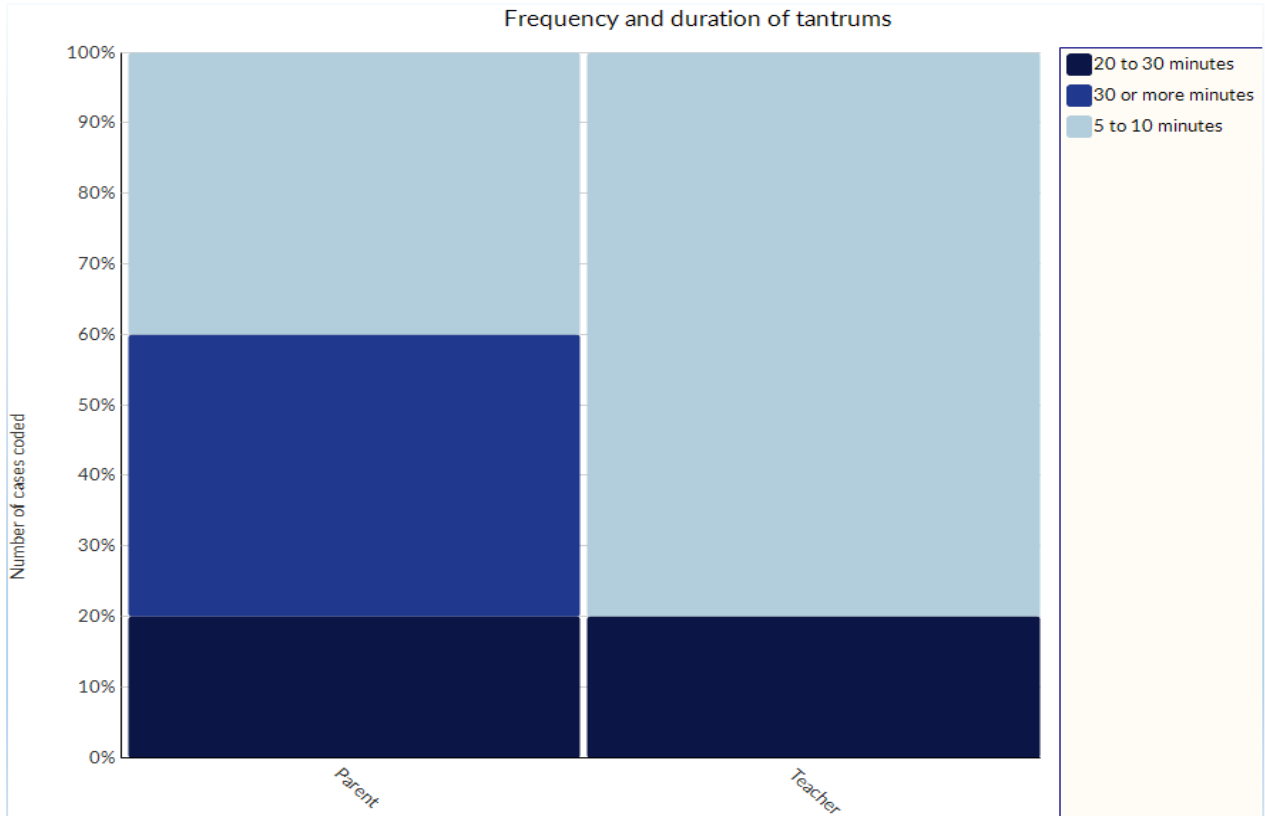


Figure 2: Comparison of parents and teachers' experiences of the duration of temper tantrums

TR DCC E: Because I will be there as a teacher, it normally takes 3 minutes only, because the whole idea of the child is to get attention. Once you give that child attention they want, and listen to what the child wants, then it ends there.

Sometimes a child may want the caregiver's attention and the only way they see that happening is through temper tantrums. The teacher's response reiterated a previously made point by Arora (2018) who pointed out that, infants and toddlers may throw tantrums by screaming, throwing things around, and crying.

Causes of temper tantrums

Further probing on the understanding of temper tantrums produced a myriad explanations on the etiology of the common tantrums. Most parents attributed the cause of common tantrums to children's language barriers and frustration. The children were said to be impatient and anger prone when they wanted something. The graph below highlights causes of temper tantrums from the parents' views.

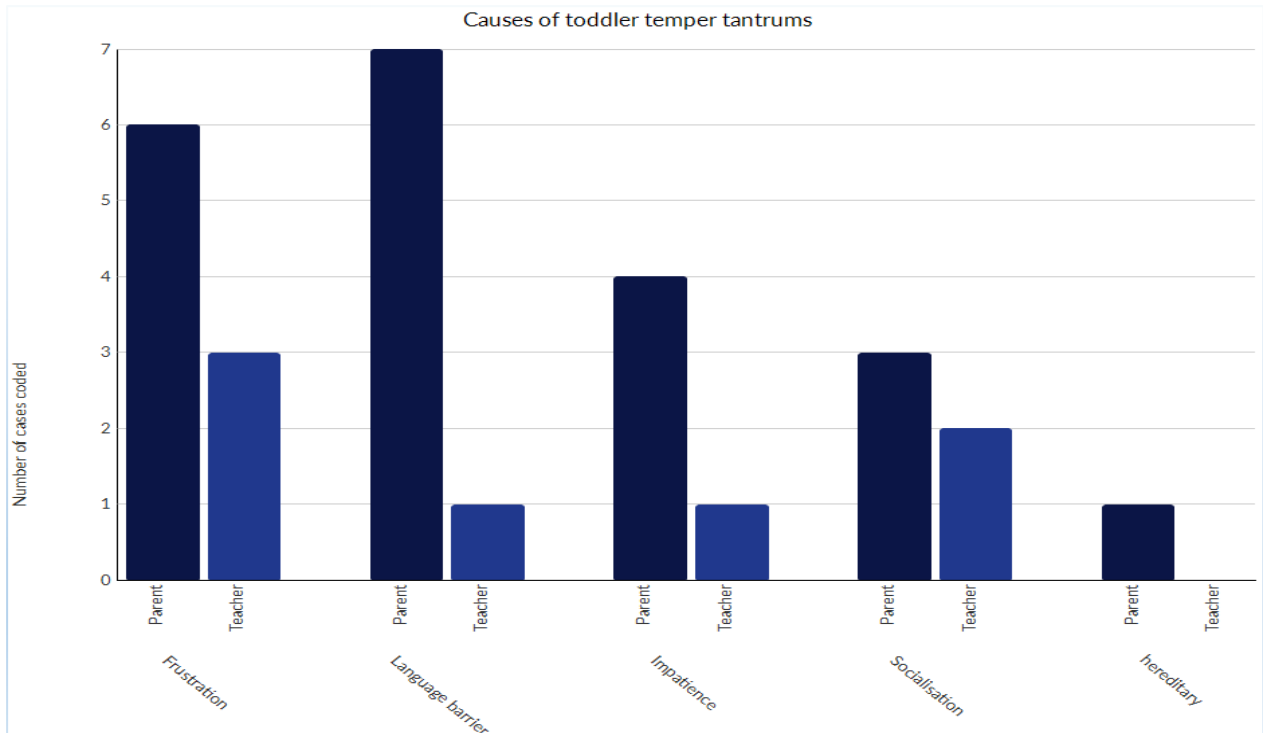


Figure 3. Causes of temper tantrums

Due to lack of verbal language, children tend to express themselves in other physically visible and mostly self-injurious ways. One of the parent explained the causes of temper tantrums as:

PR2DCC E: When the child is tired or hungry he becomes uncontrollable. The child does so because maybe he lacks language to say what he wants at that moment. Hunger and thirst or if he is feeling hot or cold the child will throw temper tantrums.

Some parents felt that inappropriate behavior was due to socialization as there are some parents who are more tolerant and promote the children to engage in these tantrums 'kujaidza'/'kuregerera' in Shona. One parent explained in detail the cause of temper tantrums as a result of parenting styles at home.

PR1DCC B: Temper tantrums are caused by the child's background, the people who look after the child may cause this. Some children take it from parents or relatives like grandparents, aunts etc. What is happening at home may cause children to throw temper tantrums. Maybe the child is ill-treated, the guardian maybe abusive. Some children are also born like that- it can be hereditary- she can be like her father, aunt etc. When you know the background of the child, you will be able to say she/he is like one of the relatives.

The parent's comments sits well with Bronfenbrenner's bio-ecological theory's micro system. The child's home background moulds the child's character. The toddler may be positively or negatively affected by the home environment. The issue of heredity has also come out and family members quickly liken the toddler to some senior members of the family with tantrums 'nhodzera' in Shona. Teachers also demonstrated their understanding of causes of temper tantrums among infants and toddlers. Some teachers also pointed to the background, the socialization of the child at home that seem to encourage and reinforce temper tantrums as a means of communication.

TR DCC B: The first cause is lack of language, sometimes the baby won't be able to talk. The second one is meeting new people for the first time. Because when she or he is at

home, maybe he or she is the only child meaning to say all the toys belong to him or to her. But when he comes to school, he has to share the toys, that's when the baby will throw temper tantrums because he always thinks everything belongs to her.

TR DCC E Some of them especially here at school are coming from a background where they are the only child or the baby of the house and everything in the house is for them, so when they come to school and you ask them to share, then there will be a conflict. There could be a problem because they would want everything for themselves. So, it is the sharing part which leads to tantrums. When they get to school they want all the attention, they want the same toys, they want everything to be theirs and when they have to share the few toys, they throw temper tantrums.

Language enables communication to take place and without language, the child resorts to some alternative means of communication. If the child is new at a school, he /she may feel intimidated by the environment and end up throwing temper tantrums. The issue of egocentrism is rampant during this stage as suggested by Piaget (1977).

The changes from the home to the school environment were also said to breed the anxiety and frustration leading to the tantrums. The infant or toddler suffers from separation anxiety as suggested by Harlow, Bowlby and Ainsworth who regard the environment as the cause of separation anxiety that shapes the child's behaviour. TRDCC C had this to say:

I think they will be missing their mother. Not wanting to come to school. He or she is used to being with her mum the whole day and all of a sudden he has to come to school that makes their temper to go up. Their temper goes up because they will be missing their mum.

This assertion also signifies cultural border crossing as alluded to by Dozva (2018). The child is leaving home and going into a new environment, with its own culture which might be different from the one at home. When the child tries to fit into the Day care centre, depending on the situation, he/she might throw temper tantrums to express discontent.

During the observation sessions, crying, screaming and throwing objects around were all observed temper tantrums across the five classes confirming as it were what teachers and parents stated during interviews. Causes of common temper tantrums such as anger from frustrations was prevalent in most children who cried and sought teacher's attention. In TRDCCA's class, children constantly reached out for connections.

Documents are very critical in understanding infant and toddler temper tantrums. The Social record book, Anecdotal record and Health record contain important information about the child. The Social record book keeps information about every child's home background and this may positively or negatively impact on the child as opined by Bronfenbrenner (1977). An unfavourable background may be seen through manifestation of temper tantrums as suggested by *TR DCC E*:

Some of them especially here at school are coming from a background that they are the only child or the baby of the house and everything in the house is for them, so when they come to school and you ask them to share, then there will be a conflict.

Teachers are supposed to record every unique behaviour displayed by the child, in the anecdotal record and this enhances their understanding of temper tantrums or any strange behaviour displayed. Unfortunately, only two teachers kept this record book whilst others said that record were kept at the office.

Challenges experienced by primary caregivers when managing infant and toddler temper tantrums

Caregiver experiential challenges in managing infant and toddler temper tantrums

Results from the findings reflect challenges experienced by caregivers when managing infant and toddler temper tantrums in day care centres. Among the caregivers' frustration and lack of emotional intelligence to communicate with the toddlers were the most cited challenges faced by the caregivers. Due to frustration, PR1DCC A revealed that she may end up saying something bad to the children, scolding children and being in a foul mood due to frustration. The caregivers' inability to understand the emotional language of the child presents a challenge to the parents. The statements below express these challenges:

PR1DCC D: There are quite a number of challenges, but what I have discovered is that when I try to talk to the child, he won't be able to understand my language. They do not have language, so you have to guess what the child wants.

PR2DCC C: At times you do not know why the child is having temper tantrums so it is difficult to handle the child. Failure to communicate is a challenge. The child can hurt himself.

The parents also noted that having their children mixed with other children from different backgrounds of the haves and the have-nots also presents a competition challenge for them;

PR1DCC B: The challenge is when they hit and shout at others. Children from well up families bring good food yet those from poor families bring nothing or junk food. These children may cry for other children's food.

Teachers mostly attributed the causes of temper tantrums to frustration and socialisation. The status of the family may present some problems in the child's behaviour like throwing temper tantrums because of lack of food. This has been clearly articulated by Bronfenbrenner (1977). Teachers further alluded tantrums to the change of the environment and the increase in children needing attention from fewer caregivers. This, coupled with underdeveloped verbal language could make it difficult to handle the child at school.

Lack of experience with the children was also said to compound the challenges in controlling children. PR2DCC E felt that teachers and caregivers may not understand the child's behaviors because they may not have a child. The excerpt below highlights these sentiments.

PR2DCC E: Some teachers you know, they think they are educated but they are too young to know how children grow up. Some fathers also do not want their girl child to be disciplined because they say she represents their mother. The child may be carrying the mother's name. The other thing is that children may not have toys to play with at home as those provided at school.

Teacher experiential challenges in managing infant and toddler temper tantrums

On the part of the teachers, they mostly problematised the incongruences between the home and the school environments as a challenge to how they manage the tantrums. TR DCC E expressed that most children when they have these temper tantrums it is because at home they are tolerated and it might take some time for them to integrate at school because they still love to push you to do what is done at home to have things their way. The excerpts below express these views.

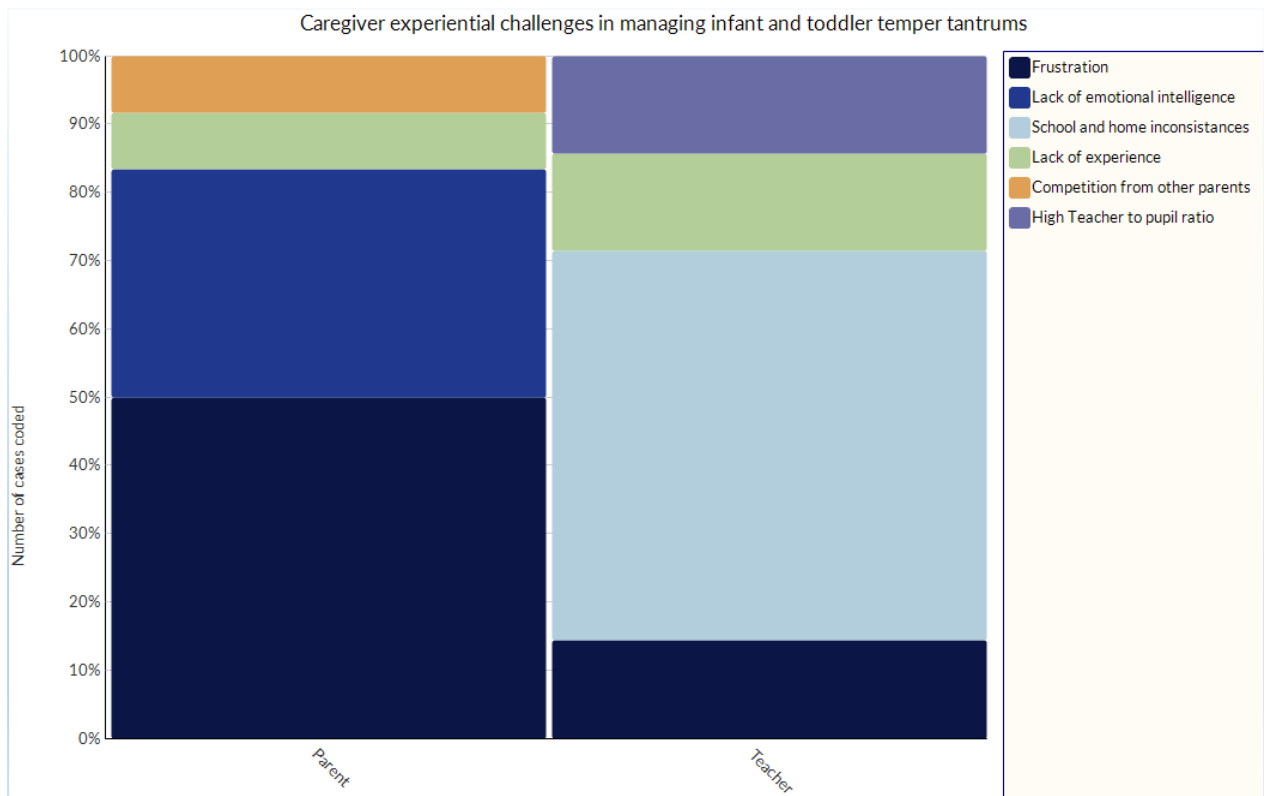


Figure 4: Challenges experienced by primary caregivers when managing infant and toddler temper tantrums

TR DCC E: At times when children go home to report, the parents sometimes don't take it lightly. They may come back and say, you know what? When I bring my daughter or my son to you, it is for you to teach them academic not what you are doing. Don't worry about all that after all what can be a toy, you know-so you are having to deal with the child and parent. So, those are two different levels but at the same time as a teacher/caregiver you want to build both parent and child.

TRDCCA concurred that the environment at home also affects the school environment, because the way parents discipline their children is often different from the way teachers discipline at school. The discrepancies in perceptions which lead to conflicts between parents and teachers were observed in some studies by Shor (2004). This clearly shows the effect of Bronfenbrenner's ecological theory, on the child's upbringing.

TR DCC A: Teachers might have a parent complaining that teachers are putting their child in the time out seat or naughty corner, but that is the only way we can try to discipline them.

Teachers also reported that they may get overwhelmed by the numbers of the children and this would affect their efficiency and emotional intelligence to effectively deal with the children;

TRDCC D: It's difficult to handle that child because when he throws things away, he may hit others and they may throw it back at him. So, I have two, I have to look after that one again who will be crying and throwing himself on the floor. He ends up misbehaving. If he goes to the wall he will bump on it and get hurt. The parent will come and say you were not looking after my child. But, I will be trying my best. So, it's difficult.

Factors like frustration, lack of emotional intelligence, school and home inconsistencies, lack of experience of young teachers, competition from other parents and high teacher pupil ratio have been

highlighted as challenges. Results have so far shown the various operational challenges of teachers and most of these comments confirm my assumption that primary caregivers can use their experiences to identify challenges they face in managing infants and toddlers' temper tantrums. Overall results from observations suggest that caregivers face operational challenges when helping children who exhibit temper tantrums. In this study, Vaidya (2021) described challenges as barriers that derail efforts towards the accomplishment of set goals. During the observations, some key operational challenges observed were in space and toys. For TRDCCA, the playing environment area was safe, playing material adequate and appropriate but the teacher was overwhelmed by children who needed contact comfort. In TRDCC B class, however, children lacked appropriate language to communicate their feelings, fears and needs. Teachers TRDCCC and TRDCCD had challenges in adequacy of toys and space respectively.

Caregivers should realize that it is important to help the child through positive attachment with them. Reasons for temper tantrums can be attributed to lack of rewards, or praises and appreciation by caregivers. Without rewards children may not find cause for obedience. A positive attitude towards children with temper tantrums is important in building the child's appropriate behavior.

CONCLUSION AND RECOMMENDATIONS

Conclusion

The study explored experiences of primary caregivers in managing temper tantrums among infants and toddlers in Zimbabwe's Harare East day care centres. Basing on the findings, management of infant and toddler temper tantrums is partially practical in Zimbabwe as it was discovered that teachers in day care centres were not fully trained in ECD education of infants and toddlers.

The results of the study revealed primary caregivers' partial understanding of infant and toddler temper tantrums. Further results showed mixed operational challenges faced by caregivers. The study also revealed that teachers who participated in the research were not all professionally trained and could not effectively incorporate theories of child development into their pedagogical practices. The caregivers, therefore, employed speculative intervention strategies to curb infants and toddler temper tantrums. Additionally, the study found out that there are various causes of temper tantrums among infants and toddlers that cause unbecoming behaviour at school or home. On the other hand, the most outstanding cause that was identified by primary caregivers was failure of children to express their needs or feelings, as they highlighted that lack of language contributes to throwing of temper tantrums. Some teachers revealed that children become emotionally unstable because they were missing their mothers as teachers were seen as strangers. To crown it all, arguably, temper tantrums cannot be divorced from child development process. This research has shown that these underlying circumstances need to be dealt with in order to reduce the number of children who throw temper tantrums both at home and school.

Recommendations

The study revealed a number of lessons that might be applied to encourage best practices in daycare facilities to assist infants and toddlers with tantrums. According on the study's findings, the following suggestions were made:

- 1) There is need for parents, churches, women leaders, educationists to receive support from government on best practices in management and care of infants and toddlers with temper tantrums.
- 2) The government through the Ministry of Primary and Secondary Education should ensure that all day care centres are manned by qualified, skilled, knowledgeable and experienced caregivers.
- 3) Caregivers should be ambidextrous and aggressive in their quest to manage temper tantrums in the day care centres.
- 4) Government must have policies which govern infant and toddler education and development programmes.

- 5) The entrepreneurs in early childhood education's day care centres should attend workshops to manage infants and toddlers with temper tantrums.

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