

**SECONDARY LEVEL MATHEMATICS STUDENTS' OFF-TASK  
BEHAVIOUR IN CLASSROOM**

**A  
THESIS  
BY  
PUSPA LATA BARAL**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF MASTER EDUCATION**

**SUBMITTED  
TO  
DEPARTMENT OF MATHEMATICS EDUCATION  
CENTRAL DEPARTMENT OF EDUCATION  
TRIBHUVAN UNIVERSITY  
KIRTIPUR, KATHMANDU, NEPAL**

**2015**

## LETTER OF APPROVAL

Thesis

By

**Puspa Lata Baral**

Entitled

**“Secondary Level Mathematics Students’ Off-task Behavior in Classroom”** has been approved in Partial Fulfillment of the Requirements for the Degree of Master of Mathematics Education.

**Committee for the Viva-Voce**

**Signature**

**1) Asso. Prof. Laxmi Narayan Yadav**

.....

(For Chairman)

**2) Prof. Dr. Hari Prasad Upadhyay**

.....

(Member)

**3) Mrs. Sarala Luita**

.....

(Member)

Date: .....

## CERTIFICATE

This is to certify that **Ms. Puspa Lata Baral** a student of academic years 2067/68 with campus roll no. 1465/067. Exam Roll No. 281508 (2068) and T.U Registration No. 9-1-15-13-2004 has completed this thesis under my supervision during the period prescribed by the rules and regulation of Tribhuvan University, Nepal. The thesis entitled “Secondary Level Mathematics Students Off-task behavior in Classroom” has been prepared based on the result of this investigation conducted during the period of October 2014 to January 2015 under the Department of Mathematics Education, University Campus, Tribhuvan University, Kirtipur, Kathmandu, I recommend and forward this thesis be submitted for evaluation as the partial requirements to award the degree of Master of Mathematics education.

\_\_\_\_\_  
(Mrs. Sarala Luital)

Supervisor

\_\_\_\_\_  
(**Asso. Prof. Laxmi Narayan Yadav**)

For Head

Date: \_\_\_\_\_

## ACKNOWLEDGEMENT

First of all, I want to thank the Department of Mathematics Education, Central Department of Education, Kirtipur, Kathmandu, for providing me support and opportunity to carry out the research work.

I would like to express sincere to my respected and honorable supervisor Mrs. Sarala Luita, Lecturer, Department of Education, T.U, Kirtipur for supervising my work and for providing me the co-operation, valuable guidelines, suggestions, encouragement and comments while preparing this study report.

Similarly, my sincere gratitude goes to Prof.Dr,Lekh Nath Sharma Head, Department of Mathematics Education, Prof. Dr. Hari Prasad Upadhyay, Prof. Dr. Min Bhadr Shrestha and all the members of Department of Mathematics Education for their valuable comments, co-operation, support and suggestions during the whole period of this study.

I wish to express my sincere appreciation to the Head teacher Mr. Jadish sha, Mathematics teachers Miss. Sunita Khadka, Mr. Ramkaji Shrestha, Mr .Ramchandra Das, Mr.Keshav Baral, Mr. Bhim Birkram Thapa, Mr. Ramesh Prasad Devakota, Mr. Kamelash Chaudhary, Mr. .Arun Thin, Mr. Anup Khadka and all grade IX students of sample school.

At last not least I am thankful to my parents who helped directly and indirectly by giving different kinds of support and suggestions for my research from beginning to the present form of this final thesis report and also thankful to computer setting by University Computer Photocopy Service, Kirtipur encouragement during my study.

**Puspa Lata Baral**

## **ABSTRACT**

This study is a survey related to the “Secondary Level Mathematics students’ off-task classroom behavior in Sindhuli district”. The objectives’ of this study were to identify the major off-task behavior in the classroom, their causes, reaction of teacher towards student’s behaviors and difficulties for teaching and learning. This study was descriptive in nature. The study was conducted with the sample of ten mathematics teachers and all grade IX students (450) from two strata (rural and urban areas) in Sindhuli district. The four tools that were used to solve this problem were behavior checklist, observation form, interview and focus group discussion. Face to face interviews were taken with mathematics teachers and head teachers. There were many reasons for students exhibiting off-task behavior i.e. lack of basic knowledge, no interest in mathematics, large class size, family background and social skill.

## CONTENTS

<i>Letter of Approval</i>	<i>i.</i>
<i>Certificate</i>	<i>ii.</i>
<i>Acknowledgement</i>	<i>iii.</i>
<i>Abstract</i>	<i>iv.</i>
<i>Contents</i>	<i>v.</i>
<i>List of Tables</i>	<i>vi</i>
<b>CHAPTER</b>	
<b>I INTRODUCTION</b>	<b>1-7</b>
Background of the Study	1
Statement of the Problem	4
Objectives of the Study	5
Significance of the study	5
Delimitation of the Study	6
Definition of Related Terms	6
<b>II: REVIEW OF THE RELATED LITERATURE</b>	<b>8-14</b>
<b>III: METHODS AND PROCEDURE</b>	<b>15-19</b>
Design of the Study	15
Population of the Study	15
Sample of the Study	15
Data Collection Tools	16
Data Collection Procedure	17
Data Analysis Procedure	18
<b>IV: ANALYSIS AND INTERPRETATION</b>	<b>20-34</b>
Behaviors shown in Classroom	20

Behaviors related to Off-task Motor (OTM)	21
Related to Causes	22
Related to Teachers Reactions	23
Behaviors Related to Off-task Verbal (OTV)	25
Related to Causes	26
Related to Reactions of Teachers	27
Behaviors Related to off-task Passive (OTP)	29
Related to Causes	29
Related to Teachers Reactions	31
Difficulties for Learning in Classroom	32
Analysis students which are on on-task	34
<b>V: FINDING, CONCLUSION AND RECOMMENDATIONS</b>	<b>36-40</b>
Summary	36
Findings	36
Conclusions	38
Recommendations	39
<b>REFERENCES</b>	<b>41-42</b>
<b>APPENDIX</b>	<b>43-46</b>

## LIST OF TABLES

Table 4.1 Behaviors of students	21
Table: 4.2 Reactions of teachers towards student OTM	24
Table: 4.3 Reactions of teachers towards students OTV	27
Table: 4.4 Reactions of teacher towards student OTP	31

## Chapter-I

### INTRODUCTION

#### Background of the Study

Behavior is something that a person does and that can be observed, measured and defined. We does not refer to personal motivation, internal processes or feeling. Student behavior should be identified by two or more in different time or context. Students behaviors are eyes are on the assignment, student raise hand for help, writing is task related, the materials used are task related, frequently talk to peers and teacher directions are followed. What the student is doing or will do and what you want the student to do in classroom is the definition of behavior.

Learning takes from birth to death. Each child learns from society through social contact with home family and universe. The child learns to take oxygen for survival in the new world, learns to adopt with temperature provided by the environment and learns to keep mutual understanding with mother while in breast feeding or in the form of eye contact for fulfilling her/his needs. Are these learning or not? Is learner actually is the position of learning? Does she/he want to learn or it occurred automatically? Is there any intention of the learning something that happens automatically cannot be counted as learning unless learner has any intention to do so? If learner tries his/her action towards the new goal then it is counted as learning (Upadhaya, 2001, p. 12).

According to Hull "Learning is the relatively permanent change in behavior potential which occurs as a result of reinforced practice". Inappropriate behavior impacts learning and teaching. It wastes classroom time, distracts students from learning and teachers from teaching, lessens students' motivation and causes student and teachers stress (Charles and Senter Cited in Dingd al. 2008). Student behavior

also plays a major role in academic achievement. A student's behavior can affect his/her ability to learn as well as other students learning environment. Bad classroom behavior can make it difficult for all students to learn. If student behavior is positive than learning is effective as well as classroom is interesting joyful and attractive. So, the learning and student behavior is the two wheels of a cord.

The process of learning mathematics is directly affected by the classroom behaviors and class out behaviors of the students. The teachers should be familiar with factors that help to increase learning behaviors of the learners as well as learning process. Among other influencing factor in learning students own behaviors are important. There are two types of behaviors of the students which affect the learning process in the class. They are on-task and off-task behaviors. The first one represents positive, outgoing, and rebellious with drawn, acceptable and relevant behaviors while the later represents negative, refusal and irrelevant behaviors.

On-task behavior have been identified as commenting on class related topics, participating in class discussion, reading aloud, raising hands and working on assigned class activity and making eye contact with the teacher. Chapman (2003, p. 62) has stated, student engagement has been used to depict students' willingness to participate in routine school activities such as attending classes, submitting required work and following teachers direction in class. In general terms, student's on-task behaviors refer to behaviors in which students show their willingness, need, desire and compulsion to participate in, and be successful in the learning process.

Off-task behavior is a problem in the educational setting. A great deal of time and energy has been developing to researching this topic."What is meant when one says that a particular child does not pay attending?" (Elkhatib 1991).less or no attention to learning activities is mainly the off-task behavior seen in the students.

Off-task behavior has been defined many ways. One study gave four basic student behaviors that are considered off-task viz, talking out of task in appropriate verbalization, being out of one seat, inactivity or not being engaged in the topic or non-compliance (Mother and Gold Stein, 2001). According to Baker (2007) defines off-task behavior in learning environments as behavior "Where a student completely disengages from the learning environment and task to engage in an unrelated behavior. Off-task behavior was defined as any time the student was not working on classroom activities, demonstrated a lack of self-control exhibited rude behavior or was poorly motivated. These behaviors negatively impacted academic performance in the target classrooms as well as learning. Off-task behavior is often an early harbinger or more serious forms of disengagement such as skipping class or dropping out of big school.

Off-task behavior can be a result of laziness or can be a sign of student's difficulties with attention or comprehension. Off task students frequently with gaze to their work for long period of time, yet accomplish nothing. They may also prefer to write notes to friends sharpen their pencils, repeatedly or engage in other behaviors that do not directly related to the task hand. If the behavior is not addressed they may eventually disrupt other students. Students who persistently show off-task behavior should be redirected back to the work at hand. Off-task behavior has been shown to negatively affect learning (Elkhatib, 1991) Student who exhibit off-task behaviors often are not listening during class (Day, 1999). Off-task behavior directly affects student's ability to achieve academically. Low achieving student spent less time on-task than high achieving student (Abramowitz o lery and Rosen, 1987)

Students who are inattentive, distractible and fail to complete assignments, arriving late, interrupting others students when they are speaking in task, bringing

drinks and food into the classroom forgetting to do homework, not paying attention, sleeping in class, tiredness and poor attendance, talking out of task, incomplete work out of one's seat and looking away from the teacher are off-task behaviors in classroom. Handling off-task behavior is one of the challenges that many Nepal's school teachers face in their classes. It is the great problem in the classroom. So, the present study was intended to identifying the most frequent off-task behavior in classroom at secondary level and also suggestion for further researcher, the most effective management strategies that can control them will help provide a better learning atmosphere.

### **Statement of the Problem**

During the teaching time, a teacher should face different types of problems likes; management of teaching learning activities, selection of appropriate materials, classroom management, similarly the responsibilities goes to the teacher for the students' discipline management. Among those huge masses of difficulties to be a good teacher student's behavior and activities in the classroom also hamper the effectiveness of the educational activities. Hence lot of research work has been attempted for the topics of on-task behaviors incensement. In this regard, it is necessary to identify that what types of off task behavior can be observed in the classroom? So that it can be controlled for the better educational achievement is the main concern of researcher being a teacher also. Therefore researcher have got the following queries for the off task behavior of the students;

- What types of off task behavior are observed in the classroom?
- What are causes of occurring off-task behavior in the classroom?
- Does a teacher really feel difficulties for effective teaching due to off-task behavior of students?

- What are the reactions of teachers towards the student's off-task behavior specially?

### **Objectives of the Study**

This study was accomplished by following objectives:

- To find the major off-task behavior in classroom.
- To find the causes of occurring off-task behavior in the classroom.
- To find the reaction of teacher toward the students off-task behavior.
- To find the difficulties for effective teaching

### **Significance of the Study**

There are many factors that can contribute to student's interest and level of engagement in learning and teachers control over many of those factors. However, research has shown that teachers can influence student's motivation that certain practices do work to increase time spent on-task and that there are ways to make assigned work mark more engaging and more effective for student at all levels.

These are the significance of this study:

- How does class management can be done?
- By maintaining the discipline of student how class can be controlled.
- How can teachers reduce bad habits of students?
- Supports for teachers to manage classrooms effectively and efficiently.
- How learning process can be managed to help for teacher for effective classroom?
- To provide snapshot of the body of knowledge that currently exists on secondary level school classroom behavior.

- The intended user will any educator, counselor, administrator, parent or community leader seeking research-based students on instruction strategies and interventions for improving school classroom behavior.

### **Delimitation of the Study**

This study was limited for the certain field and area. it is also a study which can not cover the broad area due to different circumferences. So, the following areas will be covered for the study:

- The study was limited to the secondary school which was all public schools with 10 mathematics teachers and class nine students.
- This study was limited to the secondary level mathematics students' off-task behaviors in classroom.
- This study was done only ten schools of Sindhuli District.
- This study was carried out within the two strata (i.e. Rural and Town).
- This study was carried out within one and half months.

### **Definition of Related Terms**

**Off-task Behavior:** - According to Lawrence & e.t.al. Off task-behavior will categorized into three skills which are

**Off-task Motor(OTM) :-**Out of seat, knock the desk, kicking the bench, head down on the desk, making tails , playing with object (e.g. pencil, toys)and for other children, making inappropriate gestures, acting silly, hitting, biting or throwing things, fighting with other and keeping their hands and feet on others etc

**Off-task Verbal (OTV):-** Student is calling out, talking out of task, making noise, joking with teacher or friends, talking with friends, laughing, bad spoken and whispering with friends.

***Off-task Passive (OTP)***; Student is looking out the window delaying starting assigned task, Arriving late, and Daydreaming, tiredness poor attendance, no reaction ,looking away from teacher, do non-related subject work, Incomplete work, sleeping in class ,bonking class, forgetting to do homework and failure to do homework.

**On-task Behaviors:** - Student participating on task like attentive, interested and focused for leaning, listening and following directions of teachers, working on desk, participating in classroom discussion making eye contact with teacher, co-operation with friends, paying attention to the instruction are on-task behaviors.

**Students:** - Those students who were studying teaching mathematics at grade nine.

**Teachers:** - Those teachers who were the teachers of teaching mathematics at grade nine.

**Rural area:** - The region which is enclosed by village development of Sindhuli district.

**Urban area:** - The region which is enclosed by municipality of Sindhuli district.

## **Chapter-II**

### **REVIEW OF THE RELATED LITERATURE**

This section describes the review of related literatures to this study and a framework for the study. A literature review can be just a simple summary of the sources, but it usually has an organizational pattern and combines both summary and synthesis. It might give a new interpretation of old materials or combine new with old interpretations or it might trace the intellectual progression of the field, including major debates and depending on the situation the literature review may evaluate the sources and advise the reader on the most pertinent or relevant. The review of related literatures helps to make the concept clear of the study and also to analyze and interpret the data to provide to the researcher in a particular research to answer the questions what the related studies have been carried out so far. In fact the survey of the related studies provides direction on the researcher to make his problem more realistic researchable and meaningful. The literature review will help to find and select appropriate measurement, instruments and to anticipate common problems in research context. The organization of literature reviews into sections present themes or identify trends, including relevant theory. This chapter presents the review of books, Journals, reports of the various researches and other published sources.

Ghazi, Safdar, Rehman, et.al (2013) “Types and causes of students’ disruptive behavior in classroom at secondary level in Khyber Pakhtunkhwa, Pakistan”. The present study aimed to investigate the types and causes of disruptive behavior in classroom at secondary level. Teachers who were teaching in the secondary schools of Khyber Pakhtunkhwa constituted the population of the study. Five hundred (500) teachers were taken as sample, using multi-stage random sampling method. A questionnaire was developed on five point Likert Scale and was distributed among the

sampled teachers and collected their responses regarding the types and causes of students' disruptive behavior in classroom. Collected data was entered in SPSS10 and chi-square test of goodness of fit was used statistical tool. Some of the types of disruptive behavior were reported unanimously reported by most of the teacher however a significant deviation has been reported. It is recommended that the disruptive behavior of students of secondary schools in Pakistan needs an extensive attention of educators, policy makers and the government to address this area for quality education in the country. For this purpose proper trainings may be arranged for administrators and teachers to equip them regarding disruptive behavior and classroom management.

Pate & e.t.al. (2008) did a research entitled "Improvement of off-task behavior of elementary and higher schools students, through the use of co-operative learning strategies". The researcher was action research project and the purpose of this research was to decrease student's off-task behavior in the classroom. There were four teacher and 94 students at the beginning of the research but during action researcher process two students transferred schools, leaving the final total of students researched at 92. The researchers defined off-task behavior as any time a student was not working a classroom activities, demonstrated a lack of self-control, exhibited rude behavior, was poorly motivated ,or any other social behavior that negatively affect academic performance in the classroom. There are three tools that the behaviors were documented using information gather from used teacher surveys, student's surveys and a behavior checklist. The teacher surveys were used to gauge the attitudes of teachers about off-task behavior and how that relates to group work and co-operative learning. In teacher, survey 93% reported that they either agreed or strongly agreed off- task behavior interferes with their students meeting their learning objectives.

Furthermore, in student survey was used to determine the students' attitudes toward off-task behavior while learning in school and behavior checklist was used to show how many incidents of off-task behavior are shown in co-operative groups before the intervention. One solution that the researchers choose to reduce off-task behavior was implementing co-operative learning. Co-operative learning strategy was chosen because it offered students a structured yet interactive environment. Additionally, the students were taught specific social skills when working with their peers and their teacher. The researcher found that co-operative learning is an effective strategy to decrease off-task behavior in classroom and promote positive skills.

Sun and e.t.al (2011) did research on "student classroom misbehavior: an exploratory student based on Teacher perceptions." This study aimed to examine the conceptions of junior secondary school student misbehaviors in classroom and to identify the most common disruptive and unacceptable student problem behaviors from teachers' perspective. The researcher defined students misbehaviors' such as disruptive talking, chronic avoidance of work, cowing, interfering with teaching activities, harassing classmates, verbal insults, rudeness to teacher, defiance and hostility, ranging from infrequent to frequent, mild to severe ,is a thorny issue in everyday classroom. There were three schools ,12 teachers at grade(7,8,9) and students are selected in sampling of the study self-constructed semi structure interview was used for each individual interview use to explore the interviewees' perceptions of students' problem behaviors and their management strategies in the classroom and school contexts'. Data was analysis by using general qualitative analyses techniques. The findings revealed that teachers perceived student problem behaviors as those behaviors involving rule breaking, violating the implicit norms or

expectations, being inappropriate in the classroom setting and upsetting teaching and learning which mainly required intervention from teachers.

Singer (2013) did research on "Effect of response card on the Disruptive Behavior of Students" This study examined the effect of response card (RC) on student disruptive behavior, responding and accuracy of responding during whole-class guided-reading instruction in first-grade classroom. There were two tools that were used to establish these rationales as, Interview and Observation form. The researcher combined two baseline conditions with an alternating treatments design and then replicated the effects across, four teacher nominated students. The first baseline condition was the teacher's typical instruction format, where one student who rose higher was called upon to respond to the teacher's question. The second baseline (BC) was the same as the first baseline with an additional control for the number of teacher-delivered questions to the class per session. The RC condition was the same as BC' except student were expected to write their answers on the teacher's cue. Response cards and BC' condition were alternated each session. The results revealed that RC implemented by a classroom teacher did reduce student's disruptive behaviors and increased their responding and accuracy during class.

Keohan(2013) did a research on "Middle school classroom management and student behavior" The goal of this study was to provide research-based teaching techniques and behavior management strategies that can be used by novice teachers in urban middle school to improve the behavior in their classroom studies pointed to four main reasons for, why chronic misbehavior happens?. Therefore reasons are mentioned as, (1) a difficult personal situation from outside the school that disrupts a student's ability to learn (2) Course content or lesson goals that bring on escape behavior (3) Environmental situations within the classroom that inhibit the students

for the student (4) The teacher had not established and reinforced behavior and academic expectations within reachable limits of the students in the classroom.

From the above review, researcher found that there are many off-task behavior in the classroom which are found as displaying disruptive behavior (i.e. fighting, biting), lack of social behaviors, interfering with others who are on task, lack of cooperative learning, being turned around in the seat, doing non-related subject activities, being out of seat, head down on the desk, making noises, talking out, sleeping in the class, failure to do homework, cheating in test and arriving late.

Lama (2011) did his thesis on the topic "Exploring teachers' classroom strategies to increase on-task behavior of EFL students". The main objective of this study was to explore the classroom strategies to increase on-task behavior of EFL student. The researcher collected data from 30 different schools of Makawanpur district .He observed 60 classes with the help of observation checklist, two classes of each teacher were observed. Altogether, 30 teachers were involved in this study. The researcher observed the classroom teaching and learning procedures and noted the needed activities and strategies employed in the real classroom. He employed four sorts of checklist to observe the teachers classroom strategies such as interaction management, questioning strategies, feedback strategies and error treatment strategies. The researcher data are analyzed and interpreted descriptively and illustratively with the help of percentage and table. The researcher found out teachers language proficiency is important factor for teacher-student interaction and the main reason for increasing on-task behavior of English language learners in English is taught a subject not as a language in it.

Thakur (2012) entitled "Increasing On-Task Behavior of students through Motivational Activities in Mathematics classroom" This study aims to describe a

program designed to increase student's on-task. The students in the sample population consisted of seventh graders. This classroom is located in a community in Routahat district. The problem of student behavior was well documented through a review of existing literature. This study focuses on increasing on-task behavior of students through motivational activities in mathematics classroom. This quantitative quasi experimental study attempts to describe off-task and on-task behaviors of students in mathematics classroom, their causes and solutions. One set of listening skills assessment was administered to find out the attention and participation and one set of On-Task Behavior checklist was administered to observe their behavior. Concerning to above factors unstructured interviews and observations were taken with mathematics teacher and students of the sample school. There were many reasons for students exhibiting off-task behavior. These reasons were poor social interaction abilities no clear concept of what is acceptable and lack of consistent discipline. Probable solutions were lessons to strengthen listening skills incorporation of cooperative learning and utilization of motivational activities to improve on-task behavior. And also the targeted class increased their listening skills and on-task behavior.

From the above review ;researcher found that there are lots of on-task behavior in the classroom which are found as; seated own desk, working materials on desk, paying attention to the instruction, verbally interaction on the subject matter, making eye contact with the teacher, listening to instructions and participating in the assigned lesson activities.

According to Rehman “types and causes of students’ disruptive behavior in classroom at secondary level in Khyber Pakhtunkhwa, Pakistan”, Pate “Improvement of off-task behavior of elementary and higher schools students through the use of co-

operative learning strategies” and Sun “student classroom misbehavior: an exploratory student based on teacher perceptions”, researcher had made this study. The purpose of these researches is to identify students’ behaviors, their causes, common and unacceptable behavior in classroom. The researcher had divided students’ behavior on the basis of three skills: off-task motor, off-task verbal, off-task passive. A questionnaire, interviews, teacher’s survey, students survey and behavior checklist were used to collection of data. The data was analyzed by code, categorized and descriptively.

In the above research is a theory of this study. The researcher had catagerozies students’ behavior in same ways (on the basis of three skills: off-task motor, off-task passive, off-task verbal).in this study, the reason for unacceptable behavior in the classroom, teacher reactions towards students behaviors and difficulties for learning is additional work. Researcher had shown students’ behavior and teacher reactions in table (4.1). Each objective had been described according to students behaviors.

Researcher found that In classroom girls shows talking with friend, whispering with each other, daydreaming, laughing, not participation in the classroom etc and also boys’ shows making noise, playing with object, bonking class, acting silly, instead of working, calling out and joking with teacher etc behavior.

## **Chapter-III**

### **METHODS AND PROCEDURE**

Research method determines how the research becomes complete and systematic. This chapter deals with how the method of the study was determine. It represents how the sampling was be done how the data collection instruments were develop how the instruments will administers to the target group. It also represents how the collected information was translated into meaningful statistics.

#### **Design of the Study**

The present study was implied survey method. In this method data was gather from relatively large number of cases in particular time (Best &Khan, 2010p.107).Survey research has focus on people emphasizing beliefs, opinions, attitude, motivation and behavior. It involves collection of information from groups of students, teachers and other groups associated with educational process. Hence, the analysis of collection of data was aimed at illuminating important educational issues. The purpose of survey research is to explain characteristics of a larger domain of research universe. Therefore, it aims at learning about the performance and behavior of population in general and characteristics of population is studied form the sample drawn .So, this study had done on the descriptive survey design of research

#### **Population of the Study**

The population of the study was consisting as into two strata: where one is urban and another is rural area. All students and teachers involved in class nine are the total population of the Sindhuli distract.

#### **Sample of the Study**

The sample of the study was selected from stratified random sampling method. In Sindhuli district, there are total 48 secondary school. The researcher was select 10

schools randomly into two strata: where 5 schools are select in rural area randomly and 5 schools are select in urban area randomly. Also all students of grade nine and 10 teacher were select into two strata. Ten teachers and Head teachers were selected for interview .For the focus group discussion a sample was drawn randomly from their classroom, representing the 7 students of total students of each class. The sample size of this study is 450 out of a total population into two strata.

### **Data Collection Tools**

Primary and Secondary data are used in the study. The secondary data were collected from School administration, DEO and other (BPEP, MOE).Primary information was collected using the following methods:

#### ***i)Observation form:***

The main tool of this study was observation form (Appendix-B) which was used to know about the reaction of teacher towards student's behaviors, difficulties for teaching and learning process in classroom and also find the off-task behavior in classroom at secondary level. The behavior listed in the observation form was not sufficient, so the researcher noted down those behavior which was shown by students in the classroom.

#### ***ii)Interview with mathematics teacher:***

The next tool of this study was interview (Appendix-C) which developed in open ended question on the basis of objectives to this survey. Interview was carried out among of the ten mathematics teachers and head teachers from the selected school to identify the major off-task behavior in the classroom, difficulties for learning in classroom and also find out the major factor that causes secondary level students to show off-task behavior in classroom.

#### ***iii)Focus Group Discussion:***

A focus group is typically 6-10 students who are in off-task behavior in classroom. Focused group discussion(Appendix-D) were carried out ,in each school to know more about :1) occurring off-task behavior 2)participation of group work in classroom 3) Parent's background( education, occupation and economic condition) 4)Environment at home for learning 5)causes of occurring behavior 6)teacher activities and performance in the classroom. It helped to bring realities of occurring off-task behavior in the classroom at Secondary level. And it also has taken with on-task students for know about difficulties for learning process.

***iv)Checklist:***

Checklist (Appendix-B)was prepared on students' behavior shown in classroom on the basis of different three skills: off task motor(OTM), Off task passive (OTP),off task verbal(OTV).Also the additional behavior out of above mentioned were also observe through checklist.

**Data Collection Procedure**

Firstly, the researcher went to the selected schools and gets permission from the Head Teacher and teacher after then she built rapport with them and explained the researcher's objectives of the study. Then the researcher observed the student's behavior and reaction of teacher toward students' off-task behavior for 3 times in the same class in same time and collected the information and data with the help of behavior checklist and observation form then took interviews with the teacher and head teacher and focus group discussion with the students for causes and difficulties for learning process.

After that, researcher filled up the checklist on student's off-task behavior according to their occurrences in the classroom (repeated or not). This checklist

measured students' behaviors categories into three skills: Off task Motor, off task Verbal, off task Passive.

### **Data Analysis Procedure**

After collecting the necessary data from the students and teachers, possible errors and inconsistencies were removed. The descriptive analysis was used for the analysis and interpretation of the data. The descriptive analysis was used for analysis and interpretation of data obtained from Checklist, Observation form, Interview and focus group discussion. The data collected through the checklist was analyzed on the basis of different categories as divided as shown behavior by students (Off-task motor, Off-task verbal, Off-task passive).

Researcher observed the classroom to find the off-task behaviors. Sometimes researcher observed the class activities outside from the classroom also by side of window to observe the real activities of students and teacher's reaction. Observation form was analyzed on the basis of different categories as divided as shows behavior by students and identified behavior and reaction of teachers when student are in challenging behavior in the classroom. Also, researcher observed that, most of the behavior occurred during reading time.

Researcher conducted face to face interview with teachers and head teacher to know about student's off-task behaviors', their causes and difficulties for learning process and other students. Also she took interviews with head teacher whether the error of school management, administration, discipline and other things that can play important role for occurring of student's off-task behavior in the classroom and reactions of teacher toward students behaviors in classroom.

Focus group discussion was conducted between 7 students (4 boys and 3 girls) which showed in off-task behavior in classroom. She asked some question between

them like as what does your father do? Does your parents support for solving problem? Does your parent provide time to study at home? And does teacher provided equal opportunity between you and other? Then all data obtained from group discussion was analyzing descriptively considering the fact which were relevant for situation or objectives.

On the basis of sources of data collection tools, the researchers analyzed the data on basis of different categories as divided as shown behavior on students as off-task motor, off-task verbal, off-task passive. According to observation, researcher had collected students' behavior then recorded by tally method (counting) then after behavior had been recorded ,When it occurred more than three times during class observation. First of fall, researcher analyzed the data about the off-task motor ,to find major behaviors, causes of shown behaviors, reactions of teachers toward students behavior and difficulties for learning in classroom for the submitted objectives. In the same way the researcher described the other behaviors and also submitted unacceptable behaviors of students in classroom and data was verified and justified through the researcher own feeling and other persons. (Head Teachers)

## **Chapter-IV**

### **ANALYSIS AND INTERPRETATION**

This chapter is mainly related to the analysis and interpretation of carefully collected data through the primary and secondary sources. The data analysis and interpretation is the process of systematic searching and arranging the information from the achievement test, opinionnar scale, interview and others tools (Begdom & Biklen).

The researcher collected the data from 10 different schools(5 rural and 5 urban) of Sindhuli district, The researcher observed 30 classes with the help of observation checklist, 3 classes of each of each teacher were observed. Altogether, 10 teachers and all nine classes students(450) were involve in the study. The data were analyzed and interpreted descriptively. The collected data and information analyzed and interpreted are discussed on the basis of follows:

#### **Behaviors shown in Classroom**

Teachers and schools are facing many problems in the classroom that seems to be growing worse over the years and it even has veteran teachers scratching their minds as, how to solve this problem? Students' off-task behavior. Off-task behavior directly approach teachers, children and parents in embarrassing situations. Therefore it has become a matter of great concern for the educators. They put their heads down and think an effective treatment that how a teacher may cope with such behavior and how the child and the other children can be protected. During observation time, researcher found different types of student's behaviors and reaction of teachers toward student's behaviors which all were noted and put in table. So, Students exhibited off-task behavior in many different forms which was shown in following table:

**Table 4.1****Behaviors of students**

S.N	Behaviors	Rural Area	Urban Area	Teacher Reactions
1)	Off-task Motor(OTM)	Out of seat, Acting silly, Playing with things, Inappropriate gestures and Head down on desk	Throwing things, Acting silly, Playing with things, Knock the desk, Kicking the bench or friends and Making tails with teacher and friends	Catch the things, Beating, Scold, Bring Out of class, Crying, Making hen, Standing on bench, Asking questions, Advise and Suggestion
2)	Off-task Verbal(OTV)	Making noise, laughing, Talking with friends, Calling out, Whispering with friend and Talking out of task	Making noise, Laughing, Bad spoken, Calling out, Talking out of task and Joking with teacher and students	Shouted, Throwing chalk, Exchange the place, Standing in class, Take student in front of class, Asked more question, Out of class, To solve the problem, Give advice, Warning and Give positive feedback
3)	Off-task Passive(OTP)	Arriving late, Incomplete work, Do non-related subject work, Sleep in class, No reaction with teacher, Looking away from teacher ,Tiredness ,Forgetting to do work ,Failure to do homework and Poor attendance	Not paying attention, Bonking class, Neglected the teacher, Less participation, Daydreaming and looking away from teacher	Not allow to inter class, Give warning, Add more work, Asking formula, Wash the face, Do more work, Asking questions, Throw the copies, Gives problems, Out of class, Suggestion and Work in board

Findings from above table were briefly described in following ways:

**Behaviors related to Off-task Motor (OTM)**

From observation and behavior checklist ,researcher found that throwing things, pinching friends, playing with things, acting silly, knock the desk, kicking the

bench or friends, making tails and keeping their hands on friends are major off-task behaviors in classroom at secondary level. They repeated the same action a second time again but third times some behaviors are minimize as knock the desk, kicking the bench, making tail and acting silly. They stop these types of behavior in front of teacher but when the teacher going out from the class they start again. Some students are shown these activities with and without teacher's presence.

The researcher also took interview with mathematics teachers and discusses with others (Head Teacher) to find out the major off-task behaviors.

The teachers said that, *"In this age students shown playing with things, making tails, knocking the desk or windows, open and closed the book or copies, kicking the bench and friends and keeping their hand and feet on friends."*

*"Some students knocking the door destroy the school property, throwing things in walls and playing with mobiles, video games."* (Head Teacher)

Hence found from class observation, interviews with teachers and head teacher, Researcher concluded that, basically urban areas student's shown these types of behavior.

### **Related to Causes**

Researcher found that there was off-task behavior rate of rural areas students were lower than urban areas students because in, urban area, students behaviors were directly affected by environment (i.e. loud sound, Population, Market, Technology etc)which disturb their attention form study other causes for such behavior was lack of social skills, manner and respect for other but in rural area, there was peaceful environment and strict discipline in their family, society and community so, their child and student didn't shown these type of behaviors.

The researcher took interview with the teacher personally, she asked the teacher that why student were on off-task and got the following information.

Teachers said that, *“There are so many causes to occurring these types of behavior but lack of social skills is a contributing factor to off-task behavior because negative behavior modeled at home may be the negative behavior student present in the classroom. Also, mental health problem because in many schools children with mental problems are often not served appropriately therefore off-task is more common, not interested in mathematics, family background, large class size, don’t likes teaching style ,low academic performance and lack of pre-concept”*

And the researcher also took focus group discussion with the students. She asks them that why they were on these behavior and got the following information.

The students replied that, *“Teacher not interact with us, teacher not motivated us, fear of teacher, poor classroom management, not enough time to read at home, could not see properly on the board, understanding nothing taught by teacher, not listening teacher sound frequently due to large class size, teacher discriminate between us, lack of opportunity in learning, acting silly because house worker and harder subject.”*

Hence, the researcher concluded that, the causing factors of off-task behavior in mathematics classrooms are lack of basic knowledge, family background, and classroom management and teachers teaching styles.

### **Related to Teachers Reactions**

In the context of Nepalese education system is “Discourage to punishment but give equal opportunity and provide feedback is kept high priotuity in the classroom”. When students are off-task behavior teachers must react quickly and correctly.

The researcher observed classroom then found that ,

**Table: 4.2**

**Reactions of teachers towards student OTM**

<b>S.N</b>	<b>Behaviors</b>	<b>Teacher Reactions</b>
1)	Acting silly	Teacher scold, gives some problems, avoid and out of class,
2)	Throwing things	Catch things, beat and suggestion
3)	Playing with things	Throwing that things ,asking question, crying and give suggestion
4)	Knock the desk	Beat ,pinching ears, out of class ,scold and do work
5)	kicking the bench or friends	Asking formula, giving some problem if do then go but beating by friend, standing bench for one leg and out of class
6)	Making tails	Throwing tails ,out of class, making hen ,warning and give advice

The researcher discusses with the students about reactions of teachers towards their behavior then found that. The students said, “*sometimes teacher recognize our errors, give punishment to us, gives some reactions (i.e. fingers, eyes) advise us to not do these of activities which hamper your learning or studies, making hen, sending out of class, give positive response, ask question related to topic, ask formula if told then go otherwise beating or standing on the bench, calling in front of board and give some problems to solve, scold and also treat equally and sometimes suggest us.*”

According to research, researcher also found that Entering in the classroom hurriedly with screaming sounds, Chatting with one another during teaching, making tail with teacher and Initiating quarrel among the students were unacceptable behavior in the classroom .The researcher inquiry that “why student shown these behavior in the classroom?” then found that, “*some student family background is strong i.e. Political leader and mother also job holder, some students do this act for force of their friends and some students have pride behavior and some student do not want to study.*”

Hence found from class observation, interview with teachers and discussion with students, researcher concluded that, some teacher treated or react students positively and some teacher negatively.

#### **Behaviors Related to Off-task Verbal (OTV)**

According to research, the researcher observed mathematics classroom for 30 days then found that in urban areas students shown making noise, laughing, talking with friend ,talking out of task joking with teacher and friends, calling out and bad spoken. Students had shown this type of behavior back of teachers. And in rural areas students shown making noise, laughing, talking with friend, calling out and whispering with friends as behaviors in classroom. Students shown these type of behaviors when they asking formula or solving problem for each other and try to do best in classroom.

And the researcher also took interview with mathematics teacher to find out the major off-task behavior in classroom. The teachers responses that, “*Talking with friends, talking out of task, making noise, laughing and joking with us and friends, Using rough language with other students and teacher , Reporting others for his or her mistakes or misbehavior*”

Hence found from class observation and interview with teachers, researcher concluded that, students shown talking with friends, making noise, laughing and whispering with friends as behavior which was mostly occur in classroom.

### **Related to Causes**

When Students come to class they bring with them their own personalities and their learning expectations .Their behaviors was influenced by their current circumstances and by what happens in the lessons. There were possibilities of interpersonal tensions between teachers and students i.e. if there is not good relationship between students and teachers, then students may frequently strive to disturb the classes similarly case can occur if good relationship is not among students. The researcher observed classroom then found that poor interaction in classroom, poor classroom management, large class size, fear of teacher, teacher discriminate between student, in consist discipline, teaching style and family background.

The researcher also discuss with teacher know about why students are on off-task and got following information.

Teachers said that, *“lack of pre-concept, students are not inspired by us, students think mathematical problems are hard, mathematics is harder subject then other, they don’t like our teaching style and also pressure of other subject homework and also some student are not interested but their parent’s focus them”*

*“Some students have difficulty understanding the teachers instructions, social frustration (i.e. ignore, neglect, traditional concept), task being performed to challenging and teacher couldn’t control the classroom” (Head Teacher)*

And also researcher discuss with student know about causes of showing this type of behavior then found that following information.

Students said that, ” *somebody feel the mathematical problems are very difficult, teacher cannot provide opportunity to solve problem, not listening teacher voice due to large class size, poor classroom management, understanding nothing taught by the teacher, learning is not enjoyable as well as practical, teacher is not helping for us to solving problem, sometimes teacher forward the lesson fast also teacher not focus us only course and not seen board*”

Hence researcher concluded that, social manner, family background, teaching style, large class size, classroom environment and teacher performance in classroom are causing factors of off-task behavior in mathematics classroom.

### **Related to Reactions of Teachers**

The researcher observed the classroom then found that

**Table: 4.3**

#### **Reactions of teachers towards students OTV**

S.N	Behaviors	Teacher reactions
1)	Making noise	Out of class, standing in classroom, asking question, scold and suggestions.
2)	Laughing	Shouted, throwing chalk, crying, and advice.
3)	Talking with friends	Exchange the place, pinching ears, asking questions, warning and suggestion.
4)	Bad spoken	Beating on mouth, warning, scold and comment to head teacher.
5)	Calling out	Out of class, closed the window or door, give problem to solve and suggestion.
6)	Joking with teachers	Scold, avoid and warning.

The researcher discusses with students about reaction of teacher toward their behaviors then found that following information.

The students said that, *“sometimes teacher treat positively .also sometimes teacher having a private conversation with us about our problem behavior, teacher suggest redirecting us comments back to the activity at hand, helping us differentiate between settings in which it is appropriate to talk, teacher beating on mouth for bad spoken also warning to complain the head teacher or parents, out of class, scold, sometimes avoid our activities, asking questions related to topic, standing on the bench and give the problems also suggestion for us.”*

The researcher also found that rudeness to teacher, disrespecting teachers, verbal aggression, challenging the teacher on certain concepts, Start answering before the question finishes, Shouting loudly to create thrill in classroom , Reporting others for his or her mistakes or misbehavior ,and Blaming one another upon any mischief were unacceptable behavior in the classroom .The researcher inquiry that “why student shown these behavior in the classroom?” then found that, *“ such behavior indicated that student lack of proper attitude and valued in interpersonal relationships as well as in their morality, the teacher behavior is also rude as well as due to the fault of teachers i.e. teacher only focus the bright, financially strong students and only on girls. So students think that why to show good behavior for teacher who decimated between us, some teacher also regarded to summit assignment on time in a habitual manners as one of the problem, some teacher behaves rudely like ta, gar, etc,some student know about teacher weakness’ (i.e. knowledge, experience and language) and because of some student show pride on their intelligence, some student complete the course at home, already solve the problem by the help of their elders and other teacher and some teacher have knowledge but no capacity to explain subject matter, some student language is affected by their culture*

*and environment such as verbal differences between tamang and chhetri in language.”*

Hence found from class observation, interview with teachers and group discussion with students’ researcher concluded that, some teacher helped students to solve mathematical problem, some teacher offer some suggestion for students who are off-task due to excessive talking and some teacher punished students.

### **Behaviors Related to off-task Passive (OTP)**

From observation form and behavior checklist, researcher found that, In urban areas students shown following behaviors i.e. not paying attention, arriving late, bonking class, looking away from teacher, neglect the teacher, daydreaming and less participation. And also arriving late, incomplete work, do non-related subject work, sleep in class, no reaction with teacher, tiredness and poor attendance are find in rural areas students. They repeated same action many times.

The researcher also took interview with teachers to find out the major behaviors. The teachers said that, *“Arriving late, incomplete work, sleeping in class, tiredness, poor attendance, bonking class, neglected us, less participation in class and no reaction with us.”*

Researcher concluded that, arriving late, incomplete work, poor attendance and forgetting to do homework as behavior had seen in rural areas students.

### **Related to Causes**

All students’ parents are not literate; some are illiterate so, in the field of education mostly the educated parents take care of their children seriously and consciously rather than the illiterate parents because they know the important of education. Also some parents are farmer and some are job holder, some are business

man so they have no time for student. Also household workload and no use of teaching materials in classroom.

The researcher took interview with teacher to find the causes of occurring behavior in classroom then got following information. Teachers said that, *“family background (education, occupation etc), not interest in mathematics, lack of knowledge nobody help them and not enough time to solve problem and also most of the students parents are farmer so that they should help them therefore students couldn't give more time to study, lack of self motivation they always depends on other, student spend most of time in everyday working for living, parents wants to make better their children's mathematics but they don't sufficient time to guide them.”*

*“Teacher does not co-operation within students groups to involve students, not increase interaction among students and promote collaboration in the solution of task assigned, Family environment, family doesn't support them, teachers behaves is cruelty and teachers passive activities ” (Head Teacher)*

The researcher also discussed with students about causes then they said that, *“some student replied traffic jam, working at home, teacher posting strict rules, teacher does not providing opportunities for us to solve problem, fear of teacher, family does give time to read at home, we help our family at field, some said that their family are illiterate so that they are unable to help me, so cant complete my work, and not support of friends in solve the problem, if anybody help me to solve the problem then I do otherwise not, parents are not responsible for our educations achievement.”*

Researcher concluded that, lack of experience is the cause of inadequate classroom management, teacher's inability to deal with students of different learning needs, lack of motivation, pressure of other subject homework, lack of opportunity in

learning, not supporting by family for study and house work are causing factors of off-task behaviors in classroom.

### **Related to Teachers Reactions**

The researcher observed the classroom then found that some teachers deal with off-task behavior by using positive language (we sit in our chairs so that our handwriting or work is good), talk to them about their task, move around the classroom, promote more learning with less information and some teacher request for them to return to the task at hand is all that is needed. But in the research field, researcher found that following facts:

**Table: 4.4**

#### **Reactions of teacher towards student OTP**

S.N	behaviors	Reactions
1)	Arriving late	Not allow inter in classroom, making hen and warning
2)	Incomplete work	Add more work, scold, beating and warning
3)	Sleep in class	Wash face, throwing chalk, pinching by pen, ask questions and suggestion
4)	No reaction/less participation	Give some problems to solve in copy or board, interaction many time and asking formula
5)	Poor attendance and tiredness	Give some work in class, asking questions , giving advice and to reading books
6)	daydreaming	Pinching ,scold ,throwing things and suggestion

The researcher also discuss with students about teacher reactions toward their behaviors then found that

Students said that, *“sometimes teacher to provided full times for complete work but some teacher add more work, scold us, teacher beating us, to send wash the face, teacher give more work in classroom, sometimes teacher sitting near us and give some problem, asking formula, questions and not allow in classroom, Some teacher ensure course materials related to life and highlight ways learning can be applied in real-life situation but some teacher cry or beat us”*

The researcher also found that Coming to classroom habitually late and Passive engagement in classroom were unacceptable behavior in the classroom .The researcher inquiry that “why student shown these behavior in the classroom? Then found that, *“some students felling tired, mentally depress (think about family problem), negative thinking about carrier (what to do by study), teacher and committees show negative attitude towards students and physically illness and some students doesn’t interest in learning mathematics and unsatisfactory.”*

Researcher concluded that, some teacher suggest redirecting the students comments back to activity at hand, helping students differentiate between setting in which it is appropriate to talk and those in which it is not and having a private conversation with the students about their problem behavior and some teacher was using reinforces may reduce off-task behavior in classroom.

### **Difficulties for Learning in Classroom**

Off-task behavior in the secondary schools in Nepal, particularly in sindhuli district has become a great problem. Teachers have complaints against behavioral problems relating to students in classroom management. The classrooms where off-task behavior occurs frequently gets less academic engaged time, and the students in disruptive classrooms stand in low category in achievement tests. Furthermore, attempts to control off-task behaviors cost considerable teachers’ time at the expense

of academic instructions in the class. School discipline issues such as off-task behavior and violence also have an increased effect on teacher stress and burnout. There is a major body of research supporting the fact that classroom organization and behavior management competencies considerably affect the perseverance of new teachers in their teaching careers. New teachers require effective means to handle off-task behavior. Teachers who have significant problems with behavior management and classroom discipline often report high levels of disappointment and stress and are simultaneously ineffective. Sometimes it becomes extremely difficult to organize classrooms and deal with the off-task behavior simultaneously, which is necessary for the academic outcomes.

The researcher discuss with the mathematics teacher about difficulties for teaching in classroom teacher said that, *“It is difficult to learning process, some students are out of control, neglect us and not interested in learn so we can’t teach any types of lesson effectively and we can’t get the main objective of the lesson, these off-task behaviors in the classroom are intolerable and stress-provoking and they had to spend a great deal of time and energy to manage the classroom, obviously ,student misbehaviors retard the smoothness and effectiveness of teaching and also to obstruct(impede) the learning of the student and his\her classmates, if students are not motivated to learn it will be very disastrous, if students are out of seat, they may act out, there is a greater chance that it will distract other students and also the whole class. Therefore, the class is uncontrolled. If there are a number of passive students in class, it is hard for us to teach them, no matter how and what we teach, they just do not want to learn then we compared with these inactive students, those who make noise in classroom are better at least there is interaction we argue, students off-task behaviors can provoke negative feeling in our mind. Such as frustration and lack of*

*confidence. As a result we can become too stressed to make the right decision and manage classroom, we cannot give others students chance to practices and reviews what they have learned, can't frequently talk to peers and difficulties for managing classroom. ”*

### **Analysis students which are on on-task**

Student's disruptive behavior is disadvantageous to the educational society because it interferes with the learning process for other students, delays the ability of teachers to teach most effectively, diverts the energy and resources of teachers and school away from their objectives and educational mission, and may designate a significant height of personal problems or physical pain of the disrupter.

The researcher discussed with the students about difficulties for learning in classroom. The following responses were found that on the questions asked to students “what are the difficulties for learning when other students are disturb class?”

The students said that, *“we can't study easily, not focus on the study, do not motivated to teacher, not get enough time to solve problem, teacher is not responsibility for us, do not counseling brief for solving technique, can't listen teacher instruction, hamper our work, teacher don't give time for teach, course is not complete, make class noisily, we can't learn sufficiently and waist our time.”*

From above responses the researcher concluded that these behaviors that persistently or grossly impairs or interferes with the mission or academic atmosphere. An off-task student is one who disturbs the teaching and learning process in the classroom. So, it is important that classrooms provide opportunities that genuinely foster motivation to learn and flexible methods of instruction focus on the learner and his/her needs and interests raise the motivation to students for learning and the classroom will ultimately grow into a more learner-friendly place.

Overall .some of the problem behaviors such as Ignoring the teacher's directions, talking out ,laughing, making noise, day dreaming, sleeping, out of seat, failure in homework, chatting during lesson ,arriving late and looking out were commonly found among group of students in classroom at secondary level. Also rudeness to teacher, disrespecting teachers, passive engagement in classroom, verbal aggression, challenging the teacher on certain concepts, making tail with teacher was unacceptable behavior in the classroom. Also researcher found that, sometimes students will even dispute against teacher i.e. a student gave an irrelevant answer to teacher's question ,e.g. the teachers' asked a serious question for student but they gave a causal answer. If the teacher commented on, the student would be enraged then disputed against the teacher. Also some time teacher scold at their behavior and the students would become temper-losing, more seriously, then they would knock tables or throw books to express their anger with teacher, these behaviors especially show boys. And Inconsistent parenting, Uncaring parents, Over-protective parents, Bad influences on a student's local community, Poverty, Poor quality teaching, Teachers' negative attitude towards student, Repeating change in subject teacher, Repeating the same class, Lack of motivation from teacher, Repeating the same class, poor Classroom conditions (lack of Lighting, ventilation, sounds etc.) and Some psychological problems of a student are the causes of showing off-task behaviors in the classroom.

## **Chapter VI**

### **FINDING, CONCLUSION AND RECOMMENDATIONS**

This chapter concerns with the findings, conclusions and recommendations of the study. The findings of this study have been derive after intensive analysis of collection data .On the basis of the findings ,some conclusions and some recommendations have been made for the further study on the same and related topics.

#### **Summary**

Nowadays, one of the greatest challenges of the teachers is to maintain order in classroom to assist students so they can achieve academic objectives. Frequency of misbehavior including off task behavior, taking without permission, moving without permission, day dreaming, inattentiveness and playing with something or someone are common concerns of educators today.

This study was conduct for 45 days. For the selection of a sample the researcher adopted equal allocation stratified random sampling. Ten teacher and 454students form rural and urban areas of sindhuli district were selected for the study. The researcher visited to the selected sample and collected the desire data. The design of the study was qualitative as well as descriptive in nature. The collected data were analysis of descriptively. Behavior checklist observation form, interview with teacher and focus group discussion were the data collection instruments. After analysis and interpretations of different data the researcher found that off task behavior has been rapidly shown to associate with poorer learning outcomes during individual learning.

#### **Findings**

The major focus of this study was to find the off-task behavior of students in mathematics classroom at secondary level. After analysis and checking the off-task

behavior of the students of secondary level, the researcher found the following major finding from the study:-

- ) Students in this age group are recognized as frequently having off-task behaviors. Such As, eleven years old can become incredibly unruly and noisy, adolescents may become completely unresponsive and uncooperative and adult students may publicly disagree with the teacher or try to become the class character to the damage of their peers.
- ) That type of behavior hampers other students' achievement.
- ) There are many causes that show off-task behavior in classroom (i.e. family background, fear of mathematics, large class size, inappropriate seating and lack of pre-concept etc.)But most of the student behavior in a secondary school classroom is the result of their developmental growth.
- ) Well-prepared teachers know the development issues of their students. They responds to negative student behavior in ways that communicate that the teacher is in control, that there are parameters for acceptable behavior that the classroom is safe and that individual relationship with students will always be positive and supportive but in experienced teachers should take class or talk with other teacher to learn skills necessary to work difficult students otherwise, they may find themselves in power struggles with control issues and reacting emotionally.
- ) Some teacher react positively (i.e. give advice, suggestion and encourage) and some teacher react negatively (i.e. punish, out of class and scold) in those types of behavior.
- ) The bright students were focused in classroom for learning and teaching process.

- ) Some students are read at home but disturb other students at classroom.
- ) Some teachers attempted to use positive feedback to the students for their success and learning progress.
- ) Overall, The researcher found ,In classroom girls shows talking with friend, whispering with each other, daydreaming, laughing, not participation in the classroom etc and also boys' shows making noise, playing with object, bonking class, acting silly, instead of working, calling out and joking with teacher etc behavior.

### **Conclusions**

This current finding introduces several contributions to the literature from the analysis and interpretation of data, the researcher show some conclusions are as follows:

- ) Off-task behavior has always been a major obstruction in students learning. Students show different off-task behaviors in the classroom but the major off-task behaviors are: less attention to learning activities, poorly motivated, demonstrated a lack of self-control, exhibited rude behavior, obstruct other students and insolence to the teacher.
- ) There are many reasons that students show off-task behaviors but the main causing factors are :lack of basic knowledge ,family background, no interest in mathematics, fear of teacher, pressure of other subject homework, inappropriate seating ,teaching methods, no use of teaching materials, lack of opportunity in learning, discriminate between student and lack of proper classroom management.
- ) Many times off-task behavior in classroom takes up important teacher and student interaction time and more importantly less time will be given to

students who are on task and would benefit from extra guidance and instruction.

- ) Any activity that assists in maintaining the focus and involvement of these students would be beneficial. Teacher only can provide such environment to the student .So, teacher shows positive reaction to the teaching and interact with them.
- ) When student misbehaves, the teacher student interactions need not become adversarial also teacher can use to set the appropriate tone i.e. communicate clearly with the student ,using understand vocabulary, be firm and direct, don't get angry or emotional, be rational and objective, always provide a time to listen to student and ignore trivial denials.
- ) Overall, based on the behavior checklist, observation form, interview, focus group discussion and own experiences, researcher feel that a fair understanding of classroom rules and expectations by both students and teacher is the first step in building a solid foundation in the classroom.

### **Recommendations**

On the basis of the findings of the study, the researcher would like to suggest some recommendations for the further study to validate the present study's findings.

- ) Student should be categorized according to their behavior which they shown in classroom. So, motivational activities should be provided to student s for minis those types of behaviors.
- ) Teachers have ignored about the students' choice of topic. The students become more interested and learn better if they are provided with opportunity to choose the topic of their interest .Therefore the teachers should give priority to student choice of topic.

- ) Only the talented students were focused in the classroom for teaching and learning process. The teacher should give emphasis on encouraging shy students and should provide them with chance of practice\participation in class work.
- ) The students need feedback to facilitate their learning .The teacher should praise positive feedback to the students to encourage them more in learning and remove their hesitation.
- ) Specifically, when students are not meaningfully engaged in instructional activities, misbehaviors (i.e., talking without permission) is likely to occur, and interfere with academic engaged time, hence, interfering with student learning. Therefore, future research is warranted to investigate the impact of the motivational activities as intervention on academic engaged time and student learning time.
- ) Management team of school should provide better education facilities which directly effects in the study of student and off-task behavior of student in classroom.
- ) Seminars for parents, teachers and students may be arranged on the topic of off-task behavior to highlight the impacts, remedies and indirect consequence of student's off-task behavior.
- ) The heads of schools may set some sorts of rules and regulations for off-task behavior, which may help the teachers as rigid supports and guide lines
- ) These behaviors negatively impacted academic performance in classroom .So; the further research would not only find out student behavior but also find out impact, how to reduce and managing challenging behaviors

## REFERENCES

- Abramowitz, A., O'Leary, S., & Rosen. (1987). Reducing off-task behavior in the classroom: A comparison of encouragement and reprimands. *Journal of Abnormal Childhood psychology*, 15(2), 153-163.
- Baker, R, S. (2007). Modeling and understanding students' off-task behavior in intelligent tutoring system. *Proceeding of the ACM conference on Human factors in computing system*, 1059-1068.
- Best, J, W& Khan J.V (1993). *Research in education* (7<sup>th</sup>.ed). New Delhi: Prentice Hell of India.
- Carmine, D.W. (1976). Effect of two-teacher presentation rates on off-task behavior answering correctly and participation. *Journal of Applied Behavior Analysis*, 9, 199-206.
- Chapman, E. (2003). *Assessing student engagement rates, college park MD: ERIC cleaning house on Assessment and Evaluation*. ERIC Document Reproduction Service No. ED 482269.
- Core, B. & Fer Fager. (2001). *Increasing student Engagement in classroom: at home work*. Northwest Regional Educational Laboratory.
- Day, C.W. (1999). *Sounding off American school & university*, website: <http://asumag.com/mag/university-sounding-off/>
- Elkhatib, L. (1991). Self recording of on-task behavior with learning disabled children. Yarmouk University, *CUHK Education Journal*, 1992), 161-168.
- Ghazi, Safdar, Rehman, et.al (2013). Types and Causes of Students' Disruptive behavior in Classroom at Secondary level in Khyber Pakhtunkhwa, Pakistan. *American journal of educational research* 1.9:350-354.

- Keohan, J.D. (2013). *Middle School Classroom Management and Student Behavior*.  
Degree of Masters of Arts, Sierra Nevada College.
- Khanal, P. (2010). *Educational Research Methodology*. Kathmandu: Sunlight  
Publication.
- Lama, M. (2011). *Exploring Teacher Classroom Strategies for Increasing Students'  
On-Task Behavior of EFL Students*. A Master Degree Dissertation Tribhuvan  
University, Kathmandu, Nepal.
- Mather & Goldstein's (2001). *Learning disabilities and challenging behaviors: A  
guide to intervention and classroom management*. Baltimore, *DePaul  
H.Brookes Publishing Company*
- Pate, R. & Zuber, J. (2008). *Improvement of Off-Task Behavior of Elementary and  
higher school students through the use of co-operative learning strategies*.  
Saint Xavier University.
- Singer, S.L. (2013). *Effect of Response cards on the Disruptive Behavior of Students*.  
Masters of Arts, University of South Florida.
- Solleil. G. (1999 Nov/Dec). *Creating effective alternatives for disruptive students  
[Electronic vision]. The clearing House*. 107-113.
- Sun.R.F and Shek T.C.D (2011). *Student Classroom Misbehavior; An Exploratory  
Study Based on Teacher Perception*. The University of Hong Kong, Faculty of  
Education.
- Thakur, S. (2012). *Increasing On-Task Behavior of Students through Motivational  
Activities in Math Classroom*. A Master's Degree Thesis, Tribhuvan  
University Kathmandu Nepal.
- Wight, J (2005). *School-wide Strategies for Managing Off-task Inattention*,  
[www.jimwright.com](http://www.jimwright.com)

**APPENDIX-A**

**SCHOOL NAMES**

<b>S.N</b>	<b>School's Names</b>	
	<b>Rural area</b>	<b>Urban Area</b>
	Pravat Higher Secondary School, Ranibash	Barundavi Higher Secondary School, Khatar
	Janjyoti Mavi,Kudula	Janjoyti Higher Secondary School,Frosartar
	Panchakanaya Mavi,Kudula	Gaumati Higher Secondary School, Bazar
	Kamala Mavi,Kudul	Kamala Hidher Secondary School, Dhugrabas
	Praghatisil Mavi ,Dhamidhumriya	Janjagriti Higher Secondary School, Bhiman

## APPENDIX-B

### OBSERVATION FORM AND BEHAVIOR CHECKLIST

SCHOOL NAME: -

OBSERVATION DATE:-

SCHOOL ADDRESS:-

TEACHER NAME:-

SN	SUBJECT	YES	NO	TEACHER REACTION
<b>A)</b>	<b>OFF-TASK MOTOR (OTM)</b>			
1	Out of seat			
2	Playing with object			
3	Inappropriate gestures			
4	Acting silly			
5	Throwing things			
6	Kicking the bench			
7	Making tail			
8	Knock the desk			
9	Keeping their hands on others			
10	Head down on desk			
<b>B)</b>	<b>OFF-TASK VERBAL(OTV)</b>			
1	Calling out			
2	Talking out			
3	Talking with friend			
4	Making noise			
5	Laughing			
6	Bad spoken			
7	Whispering with friend			
8	Joking with teacher or friends			
<b>C)</b>	<b>OFF-TASK PASSIVE(OTP)</b>			
1	Looking out			
2	Arriving			
3	Daydreaming			
4	Delaying starting assigned task			
5	Incomplete work			
6	Do non- related subject work			
7	Bonking class			
8	Sleep in class			
9	Tiredness and poor attendance			
10	No reaction			

## APPENDIX-C

### INTERVIEW FORMATE FOR MATHEMATICS TEACHERS

Date Of Interview :-

School Name:-

School Address:-

Teachers Experience:-

Qualification: -

Gender :-

Training:-

Experience in Other Field:-

The Interview with Mathematics Teachers was taken in the basic Of  
Following Topics:-

- ) Context of the problem (when does it occur
- ) What happen after and before
- ) Students performance
- ) Participation of Students in the classroom on individual\group
- ) Relation between teacher and students
- ) Causes of occurring behaviors
- ) Interfered with other students learning in the classroom
- ) Operational definition of the problem
- ) Problems of students in classroom

## **APPENDIX-D**

### **Guidelines for Focus Group Discussion with Students**

# Family background (education condition, economic states, occupation etc.)

# Environment at home and school for learning

# Reading opportunity at home

# Participation in the classroom

# Causes of difficulties in learning

# Causes of occurring behavior

# Teacher performance and activities

# Classroom management (Opportunity, Interaction, Directions)

Open ended question for focus group discussion:

) What does your father do?

) Does your parents support for solving problem?

) Does your parent provide time to study at home?

) Does teacher provided equal opportunity between you and other?