

Disruptive Behaviour of Student in Secondary Level

A Thesis Submitted to Department of Curriculum and Evaluation for the
Partial Fulfillment of the Requirement of Master's
Degree in Education

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2012

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Recommendation Letter

This is to certify that Mr. Ram Chandra Paudel has prepared this thesis entitled 'Disruptive Behaviour of Student in Secondary Level' under my guidance and supervision. I recommend this thesis for acceptance.

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Acknowledgements

First of all, I would like to express my sincere gratitude to Bishwa Bala Thapa lecturer of the Central Department of Curriculum and Evaluation. Who is my honorable teacher as well as research guide who helped me extremely by providing his valuable time for all sorts of ideas, techniques and information during the research work from beginning to the end. Her enthusiasm, patience kindness and generosity are ever memorable.

I would like to express my sincere gratitude to Professor Swayam Prakash J.B.R. Head of Department of curriculum and Evaluation, TU, Who is my honorable "guru", helped me to provide valuable suggestion.

I would also like to express my sincere gratitude to Prof. Dr. Tirth Raj Parajuli, Lecturer Yashodhara Panth, Mr. Kiran Ram Ranjitkar and Mr. Shivaram Badu of the Department of Curriculum and Evaluation for their direct or indirect support to complete this thesis.

Similarly, I am highly indebted to all the family of four schools namely: Shree Nilbahari Higher Secondary School, Kalimati, Shree Vaishnavi Secondary School, Bhajangal, Shree Mangal Higher Secondary School and Shree Janasewa Higher Secondary School, Paga, Kirtipur, for providing me their valuable time and with the authentic data to accomplish this study.

Finally, my obligation goes to all my friends especially Mr. Nilaknatha Dhakal and my sister Sarmila Paudel for their suggestion and cooperation for preparing the research work.

21 September, 2012

Ram Chandra Paudel

Abstract

This research work entitled "Disruptive Behaviour of Student in Secondary Level" is an attempt to analyze and describe students' disruptive behaviour of secondary level student. The objective of this study is to explore disruptive behaviour of secondary level student and to find out the teachers' perception towards disruptive behaviour of them. It is a qualitative and quantitative study based on the triangulation method approach, descriptive and narrative analysis of data. The collected data transcribed, analyzed and interpreted descriptively then analytically using data triangulation process. I transcribed the interview data in the written form. All the collected data were presented. I associated objectives wise data while analyze them. These data were analyzed qualitatively. However, the observed data were presented and analyzed quantitatively using tables. Thus, I adopted data triangulation processes to analyze the obtained data to reach my objectives of the study. I collected the data from four community schools of Kathmandu district. The required data were collected by using questionnaire for teachers, observation checklist and focus group discussion with the students. Related literatures, theories, concepts which are relevant to this study have been used to interpret and made reflection over the analyzed information. The total samples were eight teachers, twelve classroom observation and twenty students of grade nine from four schools.

This study shows that the disruptive students are the problems to the classroom teacher who are practicing in the classroom. In most of the cases teachers faces difficulty due to disruption in the classroom. Teachers, parents, headmasters and other stakeholders view that disruptions in the classroom are accidental. However, they are the main problem for educational failure. From these view it is clear that disruptive behaviours of the students are inappropriate behaviour that are found in educational settings. They are the attributes of indiscipline students.

Through the interview of the headmasters, questionnaires are for teacher, it was found that the students were disruptive in the classroom. Disruptive behaviour might harm to the students' performance and schools performance with teachers' instructions. The observational data shows that the frequent misbehaviours were talking frequently, looking outside through windows and not paying attention to the teacher.

Students are not disruptive themselves. There are many reasons of such disruptive behaviour. Such as family background, teacher, headmaster, bad friend circle, etc. Disruptive behaviours were one of the striking behaviours which teachers and headmasters were experienced. They realized bitter experiences in course of handling them. They expressed that disruptive behaviour exerts negative effect on disruptive students' academic life, teachers' instruction and schools' performance.

Headmaster of a school is a key personality. He/she has all the responsibilities to do in a school. So, he/she has the active role to play to enhance the academic scenario. He/she should have incessant care and strict supervision. Teacher should have the knowledge and training about students' motivation and reinforcement. The teacher should be provided the training that makes accountable to the teacher to delegate the role of teacher as a manager. Teacher also should use proper methodology to deal in the classroom. Lack of interest of the subject matter may reinforce to behave badly.

Table of Content

Title	Page No
<i>Recommendation letter</i>	<i>i</i>
<i>Letter of approval</i>	<i>ii</i>
<i>Acknowledgment</i>	<i>iii</i>
<i>Abstract</i>	<i>iv</i>
<i>List of table</i>	<i>viii</i>
<i>List of figure</i>	<i>ix</i>
Chapter One: Introduction	1-6
1.1 Background of the study	1
1.2 Significance of the study	4
1.3 Statement of the problem	4
1.4 Research questions	5
1.5 Objective of the study	5
1.6 Limitation of the study	5
1.7 Definition of the related terms	5
Chapter Two: Review of Related Literature	7-16
2.1 Theoretical literatures	7
2.1.1 Disruptive behaviour	7
2.1.2 Causes of disruptive behaviour	7
2.1.3 Types of disruptive behaviour	10
2.1.4 Reinforcement theory	12
2.2 Review of previous studies	14
2.3 Conceptual framework of the study	16
Chapter Three: Methodology	17-21
3.1 Research design	17
3.2 Population and sampling	17
3.2.1 The selection of teacher	17
3.2.2 The selection of students	17
3.3 Tools of the study	18
3.3.1 Questionnaire	18
3.3.2 Observation	18
3.3.3 Focus group discussion	19
3.4 Validation of the tools	19

3.5 Data collection procedure	19
3.6 Data analysis procedure	20
3.7 Ethical issue	21
Chapter Four: Analysis and Interpretation	22-35
4.1 The disruptive behaviour of secondary level students	22
4.2 The teachers' perception towards disruptive behaviour of the students	25
4.2.1 Headmasters' perception toward disruptive students	25
4.2.2 Teachers' perception toward disruptive behaviours	27
4.2.3 The school-wise observed disruptive behaviours	28
4.2.4 Students' perception of disruptive behaviours	33
Chapter Five: Findings, Conclusions and Recommendations	36-38
5.1 Findings	36
5.2 Conclusion	37
5.3 Recommendations	38
References	
Appendixes	

List of Table

	Page No.
Table No.1 Disruptive behaviour in the classroom	24
Table No.2 Observed disruptive behaviour in school A	28
Table No.3 Observed disruptive behaviour in school B	29
Table No.4 Observed disruptive behaviour in school C	30
Table No.5 Observed disruptive behaviour in school D	31
Table No.6 School-wise observed disruptive behaviours	32

List of Figure

	Page No
Figure No. 1 Consequences of behaviour	13
Figure No. 2 The model of conceptual framework of the study	16
Figure No. 3 The model of data analysis and procedure	20

Chapter One

Introduction

1.1 Background of the study

The term 'behaviour' refers to the way person behaves, especially towards other people. When it is concerned with the students' behaviour, they may be both good and problem behaviour. This study is concerned with the secondary level students. The students are adolescence or in transition with adulthood. Adolescence is a period of heightened emotionally a time of “storm and stress” (Hurlock, 2005) if they don't receive proper guidance. So, the behaviour which adolescents reveal will be disruptive in nature.

Adolescent is period of age thirteen to eighteen are our secondary level students in Nepal. They may be different from other students because of the age. They get a different behaviour and get response differently from teacher, students and parents. So they perform different behaviour to them.

Adolescent is the period of rapid emotional growth and development. There are formative years when the maximum physical, psychological and behavioural changes take place. During this period, a child need right information which helps them to become responsible, to distinguish right and wrong and to develop understanding power to increase the horizon of knowledge. It also time to ensure healthy and all round development.

The word 'adolescent' is derived from Latin word “Adolescence”, which means, “grow to maturity”. Adolescent is defined as the stage of life span during this period. Each individual reaches in sexual maturity. It is the period of transition from puberty to maturity. Due to the rapid physical changes, adolescents become emotive in there behaviours. Acharya (2010) states:

The period of early adolescents starts after the childhood. It is also called the puberty age. It occur the physical changes rather than the behavioural changes that occur when the individual becomes behavioural differences. During this period, there is development of changes in body, changes in appearance, behavior and change in attitude (p.12).

Adolescence is a period between childhood and adulthood. Our childhood experiences and how we grew from the stage of young child dependent. Before entering to the stage of adulthood a child enters the stage of adolescents. Hurlock (2005), states. "Adolescence is the period of transition between childhood and adulthood; it is a period when rapid physiological changes and demands for new social roles take place"(p.223). The adolescents due to these changes often face a number of crises and dilemmas. There are many changes stated from adolescents. Due to many changes, children may become unco-operative and disruptive. It is the period when child moves from dependency to autonomy. The child demands significant adjustment to the physical and social changes which distinguish childhood behaviour form new behaviour. According to Hurlock (2005, pp. 223-225) also points some characteristics of adolescence which are directly associated with the behaviour.

- It is an important period.
- It is a transitional period.
- It is a period of change.
- It is a problem age.
- It is a time of search for identity.
- It is a dreaded age.
- It is a time of unrealism.
- It is the threshold of adulthood.

Due to cognitive and emotional changes the adolescents is exposed to new social situations, patterns of behaviour and societal expectations which bring a new senses of insecurity. It is found that there is an increase in the incidence of depression. Due to rapid psychological changes, a consciousness and increase interest about one's own body develops.

Hurlock (2005) states adolescence as "terrible teens"(p.223), "Strom and stress"(p.225). Harmer (1991) views "adolescents may become completely unresponsive and uncooperative". The body image at this period can bring a sense of fun, pride, shyness or even unhappiness. The adolescence brings a change in habitual pattern of behaviour attitude and personality. So, the behaviour of adolescent changes the behaviour of children. The influence of the behaviour and values changes in their nature. Hurlock (2005) views "the developmental tasks of adolescence require a major change in the Childs habitual attitudes and patterns of behaviour". She further states

that the changes that must be made and the problem arise from the changes in behaviour.

Occasionally, the schools experience threatening and disruptive behaviours on the part of some students. Following Carnegie Foundation in Eggen and Kauchak (1994 p. 487) say that the survey study conducted by the Gallup Poll identified the biggest educational problem is discipline problem. Most of teachers ranked disruptive classroom behaviour as a major problem ahead of other issues like salaries. Students' behaviours that our school encountered range from simple disruption in class to on going harassment, to verbal and physical threats. Generally, the behaviour that interferes the instructors' ability to conduct the class, or the ability to be disruptive behaviour. University of Southern California (2004) defines disruptive behaviour as;

A student is considered disruptive when he or she engaged in behaviour which interferes in a significant way with your normal teaching or administrative duties as a faculty or staff member. Disruptive behaviour may sometimes be a threat or endanger your physical or psychological well being or safety or that of others. (p.2)

Obviously, disruptive behaviours are against rules of conduct. This behaviour inhibits the learning. In the broad sense, disruptive behaviour occurs when a child is uncooperative and prevents themselves and other children in class from working. Similarly, Mishra (2009) defines classroom as, "behaviour a reasonable person would view as interfering with the code of conduct of a class" (p.107). A disruptive student interferes with teacher attention and inhibits the teacher from giving the other students attention. That is why; disruptive behaviour prevents the teachers' pace in the classroom. Discipline in the classroom that maintains order and a safe environment in which to learn.

Adolescents are secondary level students who perform different behaviours from other ages. The period is rapid changes of physical growth and emotional changes. Different studies show that a child is disruptive either in his childhood or in the adolescents. Hence, student disruptive behaviours are important in the academic circle because they inhibit the learner process and inhibit the instructors' effective teaching in educational mission. These behaviours are significant for personal teaching. Disruptive students in the academic setting hinder the educational process. Different studies showed that there were some problems to the teachers who were recruited in a

school setting due to classroom disruption. Some novice teachers faced more difficulty than other experienced teachers. School administration prepares rules to response and / or to modify the students' behaviours against the misconducts of the students. Disruptive behaviour in the classroom affects not only the students' involvement but also the teacher and other students. For example, if a student exhibits disruptive behaviour as a means of gaining attention by throwing paper or talking during the class.

1.2 Significance of the study

It is an attempt to study on disruptive behaviour of school level students in the school premises. Disruptive behaviour of the students is a burning problem of today. Teacher, schools and country invest a huge pile of investment for better improvement of present condition of learning and teaching. These investments will be spoilt if it is not cared on time. Many researches show that disruptive behaviour is a central problem for the teachers who are newly recruited or novice. These armature teacher will get benefits from this study. The significance of this study will be as follows:

- The study will be helpful to the teachers who are teaching in Nepalese schools.
- This study will also helpful to the administrators of schools for future planning and effective management.
- It will also be beneficial for curriculum developers, teacher trainers, planners, materials writers and course developers.
- This study will be useful for novice teacher who lack practical knowledge about school/classroom management in the first years of school life.
- This study will be beneficial to the students of faculty of education who are selecting teaching career.
- It is hoped that this study will be helpful for future researcher who want to carryout research in similar field.
- This study will be beneficial to the person who is chained in higher authority of policy making for educational sectors.

1.3 Statement of the problem

The problem addressing the current study is the act that disruptive behaviour of students in secondary level school. This leads to a lack of teacher student one to one interaction time, represents a critical risk factor that can contribute to an unsuccessful experience for school level students. When disruptive behaviour happens during in school premises, it has been shown to relate negatively to decoding skills,

reading problems and academic achievement. The combination of these factors is related to school dropout rates and problem in teachers' retention. It places students at a learning disadvantage in school.

1.4 Research questions

The research questions of the study were as follows:

1. Do adolescents disruptive? How do they behave in school?
2. What are the disruptive behaviours found in secondary level?
3. How do teachers take disruptive student in the classroom?
4. How do teachers deal with disruptive students in the school?
5. Do teachers find all the misbehaviours of the students?
6. Do teachers really deal all the disruptive behaviour performed by students?
7. What do teachers think to the disruptive students?

1.5 Objective of the study

The objectives of this study were as follows:

- i. To explore the disruptive behaviour of secondary level student.
- ii. To find out the teachers' perception towards disruptive behaviour of the students.

1.6 Limitation of the study

The study was limited as follows:

- a. The study was limited to the secondary schools from Kathmandu district.
- b. The study was limited to the classroom premises.
- c. The populations of this study were the students and teachers of selected secondary schools. Out of eight teachers, four were school headmasters.

1.7 Definition of the related terms

Bulling: When a student strives to frighten other weaker students in the classroom.

Disruptive behaviour: The behaviour of student which impairs or interferes with academic atmosphere in language classroom.

Discipline problem: The problem created when a student refuses to obey the rules and regulations of school or college.

Ripple effect: The reprimand from a teacher to a child misbehaving in the classroom may influence the rest of the class although they are not actually party to the misbehaviour. (Kounin, 1970)

Triangulation: A process of combining multiple methods like observation, questionnaire and interview schedule to reduce the likelihood of misinterpretation of reality.

Chapter Two

Review of Related Literature

This chapter provides the theoretical information and previous research on disruptive behaviour of the students. The aim of reviewing related literature is to generalize the theory and previous research works. It is an exploration of students' disruptive behaviour and ways of dealing with them.

2.1 Theoretical literatures

All teachers should know the various principle of psychology which helps them getting the maximum job satisfaction of teaching. No single variable has consistently been identified as regard to effective teaching. Effective teaching focus on things that teacher can promote learning in all students. A well disciplined classroom and school environment can provide effective learning context. Here, I present a description of managing classroom from a behaviourism perspective.

2.1.1 Disruptive behaviours

It is said that by nature disruptive behaviour are inappropriate in general. These behaviours are sometimes labeled as misbehaviours or disciplinary problems in school that influence the fundamental rights of the learners and interference the pace of teachers' instruction, That is why; the misconducts of the students or inappropriate behaviour that performs by the students are called disruptive behaviours of the students in the classroom.

2.1.2. Causes of disruptive behaviour

Motivation, beliefs of learner, age factor affect the students behaviour. Harmer (1991) states:

Disruptive behaviour is not confined to one age group. Eleven years old can become incredibly unruly and noisy and adolescent may become completely unresponsive and uncooperative. Adult students are disruptive in different ways. They may publicly disagree with the teacher and try to become the class character to the detriment of their peers. (p.249)

Disruptive behaviour can be seen in any ages if the child is emotive, hyperkinetic and suppressed. Harmer (1986) presents three possible reasons for discipline problems. They are the teacher, the students and the institution. Likewise,

Cohen and Manion (1996, p.211-214) describe nine causes of disruptive behaviour. These causes are as follows.

a) Antipathy to school

There are many schools existing in our educational market. Parents and students select their school viewing different promotional materials of schools with their expectation. Some parents and students compel to select particular school because of their economic condition or short distance from their habitants. In such cases, they may have negative indication to the selected schools and teacher. Such a strong feeling of dislike may be a cause of students' disruption in the school.

b) Social dominance

Regarding the status of society, the school moves its norms and values. Some physically and socially matured students seem to have a need for frequent reinforcement in the form of attention from their peers. But, other students' psychological needs may be different from these students. If the teachers impose his/her machismo in such cases in the name of discipline management; students become disruptive in the school.

c) Social isolation

Some students think that they are marginalized in most of the activities conducted in school or an institution.

d) Inconsequential behaviour

Saunders as cited in Cohen and Manion (1996 p.212) states that some children who seem unable or unwilling to anticipate the consequences of their action, student's behaviour thinking that are doing positive action. But, sometimes they become disruptive in nature. Hence, anticipating an action require a degree of reflection.

e) Ignorance of the rules

Ignorance of the rules in the classroom behaviour is a common cause of misbehaviour. There are some verbal or actual rules and spoken or unspoken rules to be followed by teacher and students. The newly recruited teacher and newly enrolled students may not have the knowledge of such rules. Hence, every school should define the rules and procedures very first day of the school publicly.

f) Conflicting rule

Difficulties can sometimes arise for the teacher when a child is presented with two set of conflicting rules those of the classroom and those of his/her home. What is permissible in one situation is frowned upon in the other. This may make a clash

between classroom norms and those of the peer group culture outside schools. Inappropriate behaviour may occur in the classroom because it is perfectly acceptable in another context, like the home or neighborhood.

g) Displacement

Gnagey in Cohen and Manion (1996) views this is psychological problem. He gives examples as :

A pupil hatred for his father may be transferred to his male form teacher. In an age where there increased social dislocation through divorce, separation and one parent families, displacement as a cause of disruptive behaviour might be more widespread than ever before(p.214).

Hence, several factors appeared again and again in the home situations of children who regularly misbehaved at school.

h) Anxiety

Anxiety is a great cause of misbehaviour of the student. The anxiety is caused reaction to features in the educational environment for example examinations, having to speak in class, being judged policy, etc.

i) Leadership styles as causes of misbehaviour

Gnagey identify 'despot' (tyrannical style) and non-entity (over-permissive) styles of leadership in the school premises. Leadership style sometime invites disciplinary problems rather than solve the problems.

School process can clearly be seen as a source of problems resulting in disruptive behaviour. Dierenfield in Cohen and Manion (1996, p.215) listed the high to low ranks as causes of disruptive behaviour they are:

- Unsettle home environment
- Peer pressure
- Lack of interest in subject
- General disinterest in school
- Pupils' psychological or emotional instability
- Inability to do class work
- Revolt against adult authority
- Lack of self esteem
- Dislike of teacher
- Use of drug

In some context student becomes disruptive due to teachers shortage or late arrival of the teacher. So, that staff turnover is a central cause of disruptive behaviour. By nature students do not born with unconduct manner but child home environment and students environment are the causes of disruptive classroom behavior. Students conduct and schools programmes are also the causes of disruptive classroom behaviour. Students' disability and improper guidance are also the cause of disruptive behaviours. School prepares procedures and rules and applying them or imposing them are also the causes of classroom disruption. Moreover, disruptive behaviour may be the result from overzealous, classroom participation, lack of social skills, and inappropriate way with dealing with students' behaviour. Konuin (1970) said that 'ripple-effect' that is also the great cause of classroom disruption by the students. Students become more disruptive due to unsucess endeavour to manage disruptive behaviour of students by teachers. Konuin labeled it as ripple-effect main cause of classroom disruption.

2.1.3 Types of disruptive behaviour

One teacher considers disruptive another teacher may not. Some actions are disruptive and non-disruptive due to teacher techniques to teach. The same behaviour may be disruptive and non disruptive due to subject matter and content. For example student talk may not be disruptive if the students participate in communicative classroom in ELT. However, students talk may be disruptive in social studies classes or science classes in the lab.

According to Mishra (2007) disruptive classroom behaviour includes aggressive behavior deviant behaviour, social disruptions and emotional disturbances. Similarly, Cohen and Manion (1996, pp.219-226) identified two types of disruptive behaviour in case of dealing with them. These behaviors are major misbehaviour and persistent disruptive behaviour.

(i) Major misbehaviour

The behaviours which highly interfere the teacher instruction and students learning they are major misbehaviour. Such types of the behaviour can handled establishing rules and procedures, constant monitoring of the class or providing them the responsibility.

The minor misbehaviour such as gum chewing, side-talk inattentiveness, frequently looking outside etc. can be dealt with non-verbal communication. Non-verbal cues are very effective to deal with repeated minor misbehaviour (Cohen and

Manian, 1996). The forms of non verbal cues may be eye contact, touch and gesture, physical closeness, inviting a response and other non verbal gesture.

(ii) Persistent disruptive misbehaviour

The behaviour which are disruptive and persistent in the classroom or school environment and negatively influence the teacher instructions and students learning are persistent disruptive behaviour. Good and Brophy (1996) note that the direct intervention required for more serious misbehaviour. In such a case, teacher should spot the misbehaviour and name him/her. Then the teacher should indicate what should be done instead.

Cohen and Manion (1996), view interview as a final technique for dealing with persistent disruptive behaviour. Similarly, Saunder in Chohen and Manion argues with conflict resolving strategies and techniques. It includes three broad strategies avoidance strategies, defusing strategies and confrontation strategies. University of Southern California Division of Student Affair (2004) categorizes disruptive behaviours in to three levels. These behaviours also can be classified with repeated misbehaviors and first time misbehaviours as:

a) The first level

It is the least serious, encompasses any situation that can be handled informally between teacher and the students leadly to a prompts resolution.

b) The second level

They are on going and more serious incidents in the school or the classroom. In these situations, teacher may consult with students' affairs. If necessary, a student affairs assessment team will assist teacher in evaluating and resolving the situation.

c) The third level

It is the most serious level. There is immediate danger of some kind. If this occurs, teacher should call the department of public safety immediately.

In case of classroom the following behaviours can be labeled disruptive behaviour. They are making irrelevant noise, insolence to teacher and student, coming late, going out in class time, not working homework or class work, frequently talking, disputing to teacher or students, chattering, gum chewing, using inappropriate language or slangs, talking or leaving one's desk without permission, tapping a pen, throwing ink to other, passing notes, throwing stone, cheating, poking or hitting other student, making a sarcastic remark, assaulting to teacher, fighting, damaging school's property, etc.

2.1.4 Reinforcement theory

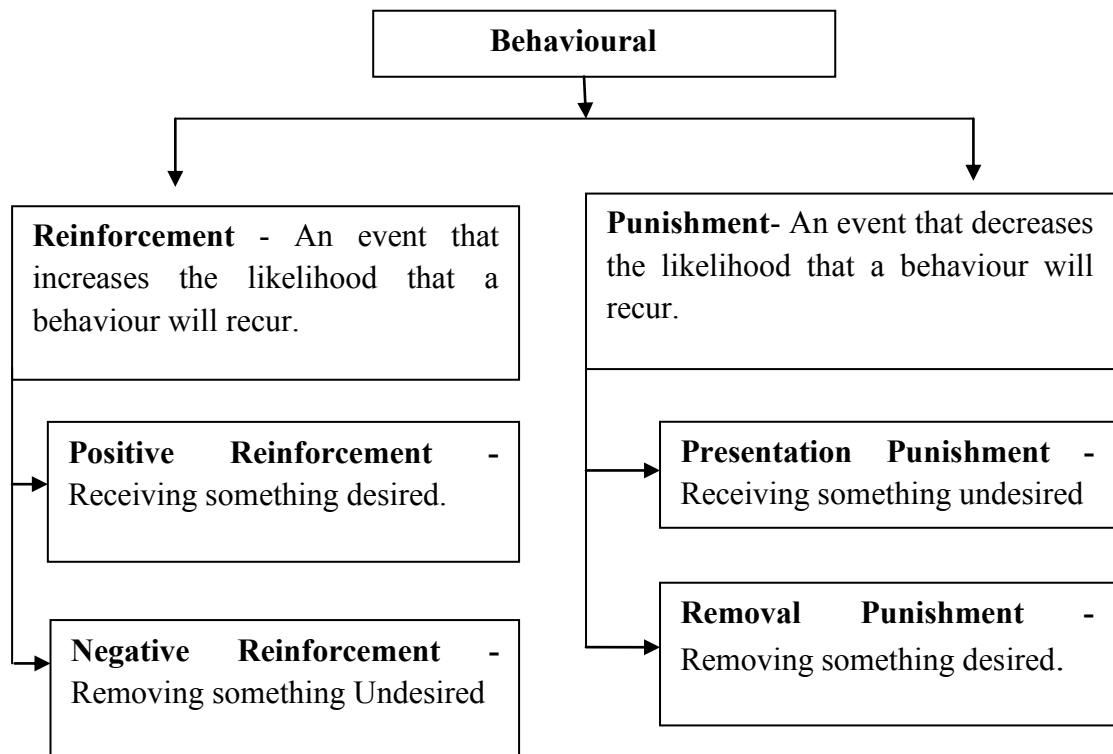
Behaviouristics view that learning is a habit formation. If the learners are given positive reinforcer the desired habit can be formed. Sometimes, to decrease unwanted behaviour, teacher can use reinforcer as the form of reinforcement. Dembo (1977) says 'teachers influence student behaviours' (p.110). Similarly, Tanner and Lindgren (1971) strike the following not discussing the impact of teacher behaviour:

The teacher is the most powerful person in the classroom, psychologically speaking. His ability to reward and punish is usually greater than that of any individual in the room; he sets the pace; he takes the initiative, or rather, the initiative is his if he wants to take it. The teacher's power is such that even when he does nothing, he does something to the class. He even has an effect on the class when he is not present. (as cited in Dembo 1977 p.110)

From the above discussion it is clear that students behaviour are influenced by teacher behaviour. Teacher can shape students behaviour with his effort. Teachers have great role to make their students disciplined or disruptive.

Skinner, a behaviourist psychologist, believed that the responses of specific stimuli accounted for only a small proportion of behaviours. He said that behaviours are controlled by the consequences of action than by event preceding the actions. It means consequence is an outcome of behaviour that influences future behaviours. Skinner in Eggen and Kauchak (1994) said that most of the students behaviour are explained by controlled by the consequences of the previous behaviours. The consequences of the previous behaviours are reinforced to perform the behaviours. What types of reinforcement he/she gets from teachers, friends, family or society, he/she would be performing such behaviours. If the students are disruptive than disciplined, we know that s/he has got such reinforce to perform these behaviours. The result of such behaviours motivates to perform either behaviour motivates to perform either behaviour. Teacher comments, friends' talk, parents' comments etc. become the reinforcers (positive or negative). Eggen and Kauchak present a detail discussion of different consequence of behaviour as:

Figure No: 1 Consequences of behaviour



Source: Eggen & Kauchak (1994, p.263)

It is clear that from the observation of students' behaviour in the classroom we know that what types of reinforcement s/he has got from his environment. This is sensible to my study that how the students behave and have associated with their reinforcers and behaviours.

Reinforcement positively influence students behaviour Skinner (1956 as cited in Arends 2001, p.21) states that "event in directing behaviour and the important of positive and negative reinforces". behavioural reinforcement theory has strong influence on classroom management.

Mazur (1990 as cited in Eggen and Kauchak) views that "learning is an enduring change in observable behaviour that occurs as a result of experience." To carry out the desired changed to the students behaviour is behaviour management or behaviour modification. Eggen and Kauchak (1994) define "reinforcement is any increase in frequency or duration of behaviour". Teacher can give positive reinforcement to promote positive behaviour and they can use negative reinforcement to promoted student' acceptable behaviours.

Positive reinforcement is an increase in behaviour as the result of giving the learner something desired or valued. The desired consequences are called reinforcers.

Behaviouristics view that positive reinforcement act as reinforce of increasing desired behaviour. Positive reinforces encourage students to increase desired behaviour and to promote students' acceptable behaviour.

Not all reinforcement comes in the form of desire consequences that follows behaviour. Negative reinforcement is defined as an increase in behaviour that results from eliminating or removing undesirable consequences. Teacher can use both positive and negative reinforces to increase desired behaviour and to decrease undesirable behaviour.

Understanding primary and secondary reinforces has important implications for teachers. Teachers have faced low- achieving students, inattentiveness in the classroom because of inadequate reinforcements to them. Those students who always repeat misbehaviours in the classroom can be reinforced by using positive reinforcers to increase behaviour and to decrease, teacher can use negative reinforcers.

Eggen and Kauchak (1994, p.226) defines punishment as, "consequences that result in a decrease in behaviour". Positive and negative reinforcements are the consequences that strengthen behaviour. However, punishments weaken the behaviour or decrease their frequency. They states that presentation punishment occurs when a learners' behaviour decreases as a result of being presented with an undesirable consequences. Punishment theory reveals that students are punished to decrease their undesirable behaviour.

2.2 Review of previous studies

Among the different aspects of teaching learning process, disruptive behaviour management is crucial one. Effective learning takes place only when the teacher manages the classroom disruption well. Only a skilled teacher can manage classroom disruption thinking it is a hindrance of his classroom, which inhibits teaching learning process and decrease the quality of product. This discipline is the one of the greatest consideration to accomplish the national goal.

Bhandari (2067 B.S.) conducted a research entitled “Madhamik Bidhyalaya Tahama Anushasanko Abasta”. He explored the measurement of students discipline and students’ discipline with the practices of managing discipline with the practices of managing discipline of the students in school level. He observed 20 classes and interviewed & parents with four teachers. He collected questionnaire data from teaches of the selected schools.He used focus groups discussion, questionnaire for teacher and parents, observation checklist as the tools for data collection. He collected

data from school of Kathmandu valley. He concluded that all the secondary level students were disciplined but very few students seem unethical and out of their way.

Rana (2006) carried out a doctoral dissertation entitled ‘The Experience of Being Victims of School Bulling: A Phenomenological Study’, she collected data through email and her own presentation. She found school bullying exists in the United States, Italy, Canada, Japan, Australia, New Zealand, Germany, Belgium, Spain, Portugal, France, Switzerland, England, Ireland, and Finland with Nepal. She further summarizes the consequences of being bullied. They were lower self-esteem, sense of isolation and loneliness, heighten anxiety level, and increase in absenteeism, lowering school learning, poorer physical health, regression and suicidal ideation.

Basayal (2010) conducted a research entitled “Strategies of Classroom Management Used by Secondary Level English Teacher”. He explored the common strategies use by teaches of English in secondary level for classroom management. In his quantitative study, he used 20 questionnaires for teachers and checklist observation as the tools for data collection. He categorized his findings to observe 24 classes as physical strategies, academic strategies and disciplinary strategies. He found the teachers’ statement on disruptive behaviour of the students were to make them sit in the front bench of the class.

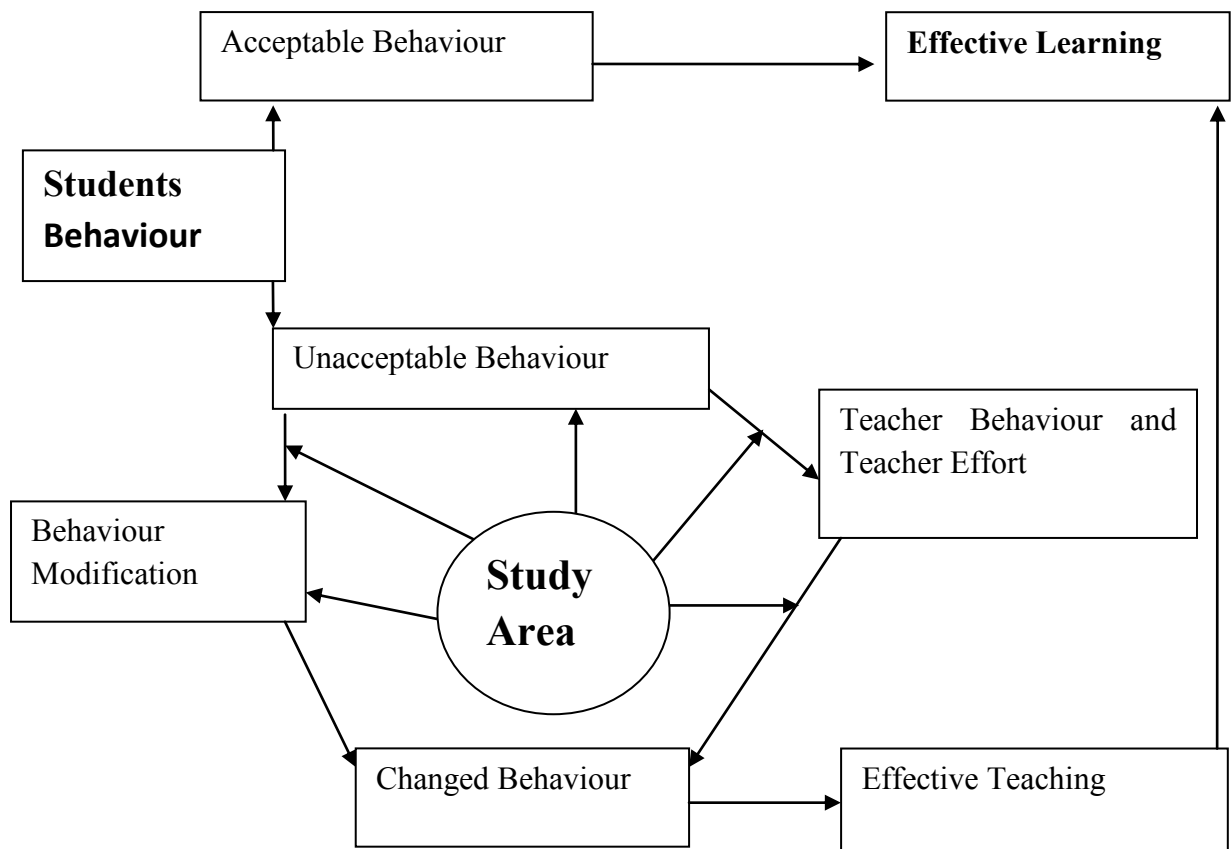
Most of the research works in classroom management carried in under the faculty of education which was related with physical management. Behaviour problem, undisciplined students are the major challenge to the novice teacher or student teacher or newly recruited teacher in schools. In my knowledge researches did not carry out researches about disruptive behaviour in higher secondary level. I was interested in conducting a research in secondary level because of the characteristics of the age, transition period of students. Students become more disruptive in the classroom in secondary level. In this level teacher faced many difficulties in managing students’ behaviour due to students' emotional changes. So that, my attempt to conduct this study which was different from other study.

Undisciplined students are the sole cause of student and teacher retention, because newly appointed teacher may face a number of challenges in first year of teaching life. Students’ indiscipline problem is a major hindrance of a teacher professional growth. Thus, I conducted this study in students’ disruptive behaviour. Moreover, disruptive behaviours are the major inhibited factors for accomplishing the institutional and national goals of education.

2.3 Conceptual framework of the study

In order to develop a clear cut concept with a focus on the study, one attempt was made to study different research and policy made by the institutions. Being based on these related literature and reports, I concluded that the conceptual framework of the study was be as follows:

Figure No. 2 The model of conceptual framework of the study



The above conceptual framework clearly states that by nature students may have acceptable and unacceptable behaviour. Unacceptable behaviour hinders teachers instruction and students learning. Behaviour modification techniques used by teacher can change students behvaiour. These positive desired changed towards effective teaching in effective classroom management. This supports promoting students learning and teachers teaching.

Chapter Three

Methodology

Methodology is a set of methods and techniques to discover a new facts and information about a particular subject matter. So, it can be called an instrument to find out reliable and effective conclusion. I adopted the following procedures to conduct this study.

3.1 Research design

This study was a case study following both qualitative and quantitative approach. I chosed case study approach to study the disruptive behaviour of selected schools in natural setting through repeated classroom observation. I also focused on teachers by observing their classroom and giving the questionnaire to fill up them to observe the way they managed their student's disruptive behaviour. It means I used multi-method approach to analyze and present the data.

3.2 Population and sampling

I selected four schools of Kathmadu district using purposive sampling procedures being near in Kirtipur. The schools which I purposively selected were Shree Nilbahari Higher Secondary School, Kalimati, Shree Vaishnavi Secondary School, Bhajangal, Shree Mangal Higher Secondary School and Shree Janasewa Higher Secondary School, Paga, Kirtipur. From these selected school I selected four teachers and twenty students with four headmasters from 40 teachers of selected schools. I also selected 20 students out of 200 students of secondary level of the selected school. This means the primary sources of my research was 20 students including 8 teachers.

3.2.1 The selection of teacher

I listed out the name of the teachers of selected school. The teachers were the central primary sources of data of my study. Teachers were the centered in the process. To obtain my intended objectives I selected 8 teachers from 40 teachers who teaching in secondary level four schools of Kathmandu district using random sampling procedures. Each teacher classes observed using observation checklist. I gave the questionnaire to the selected teacher to be filled up. Obviously, there was one Headmaster in each school. I selected the Headmaster of selected school.

3.2.2 The selection of students

Students were the centered in the teaching learning process. The main aim of learning was directed towards students. To obtain intended objectives, the data

collected from the students too. Twenty students from 200 in total were interviewed keeping them in four groups. The names of the students were collected from the schools where they were studying in grade nine. These students were selected using random sampling procedure. Five students from each school selected to be interviewed. I applied focus group discussion method to obtain intended objectives.

3.3 Tools of the study

I used questionnaire, observation checklist and interview as the tools for data collection. I used both open-ended and closed-ended questionnaire to collect data and observation checklist for classroom observation. I used focus-group interview to explore the experiences and understandings of the teachers about disruptive classroom behaviour management.

3.3.1 Questionnaire

Questionnaire was a research tool to collect intended data of my study. I used questionnaire as the research tools to collect data from the teachers including headmasters too. I prepared both closed-ended and opened-ended questions for the questionnaire. I visited the selected schools to and informed the purposes and process my study to the concerned authority and the teachers. Then I requested to the selected teachers to fill the questionnaire. In other words, they were given to the teachers to be filled up. I collected them before their class observation. The questionnaire for teachers is given in appendix - I whereas the questionnaire for headmaster have been given in appendix- II.

3.3.2 Observation

Patton (1990) claims that observation is the best method "To understand fully the complexities of many situations"(p.25). I employed focused observation in my study. During the observation, my attention was directed particularly towards the form of disruption and the students' disruptive behaviour. I employed direct and participatory observation in the natural setting. I observed the three classes of each teacher the total observed classes were twelve. I focused on students' misbehaviour while observing the students to collect the intended data, to observe the students behaviour in the classroom. I prepared observation checklist as the tools for behaviour observation. I used checklist while observing in the classroom. The checklist that I used while observing the classes of the teacher is given in appendix -III.

3.3.3 Focus group discussion

Interviews were conducted in all school to each group. A group of students from each selected schools were interviewed using focus group discussion. The students were interviewed in a group including and in each. The students were informed and fixed the time and place for interview in the classroom observation period. I interviewed these students to collect / inquire how they view about disruption and disruptive behaviours in their experience. Through interview, I collected experiences of students about the reality and feelings of disruptive behaviour. The guidelines for focus group discussion that I prepared before for focus group discussion (FGD) is given in appendix-IV.

3.4 Validation of the tools

The methodological multi method approach is my essence of my study. Pattern (1990) observe that the recent development have led the multi method approach. He advocated the multi-method approach because it contributes to increasing confidence in the validity. Multi- method approach is a limitation of one method is compensating for by strengths of the single method. It is sure that to use more than one method to enrich the quality of the research automatically is true. In this connection, I used questionnaire survey, interview and observation to accomplish the study.

There are other reasons for using more than one method in the body of the research for example an interview enriches the body of the data and provides the detail information in the issues raised in the questionnaire. That is why; multi method approach was employed to interpret, understand, explain and bring meaning through conversation and observation, interviewing (FGD) and questionnaire of the research. I used different sources to validate and cross check the findings. So, this investigation was highly influence the data and finding by using multi-method approach.

Under my multi-method approach, my inquiry embraced direct observations, interviews (FGD) and questionnaire. These methods and tools were used to inquire the data of this study to provide validity and reliability of the study.

3.5 Data collection procedure

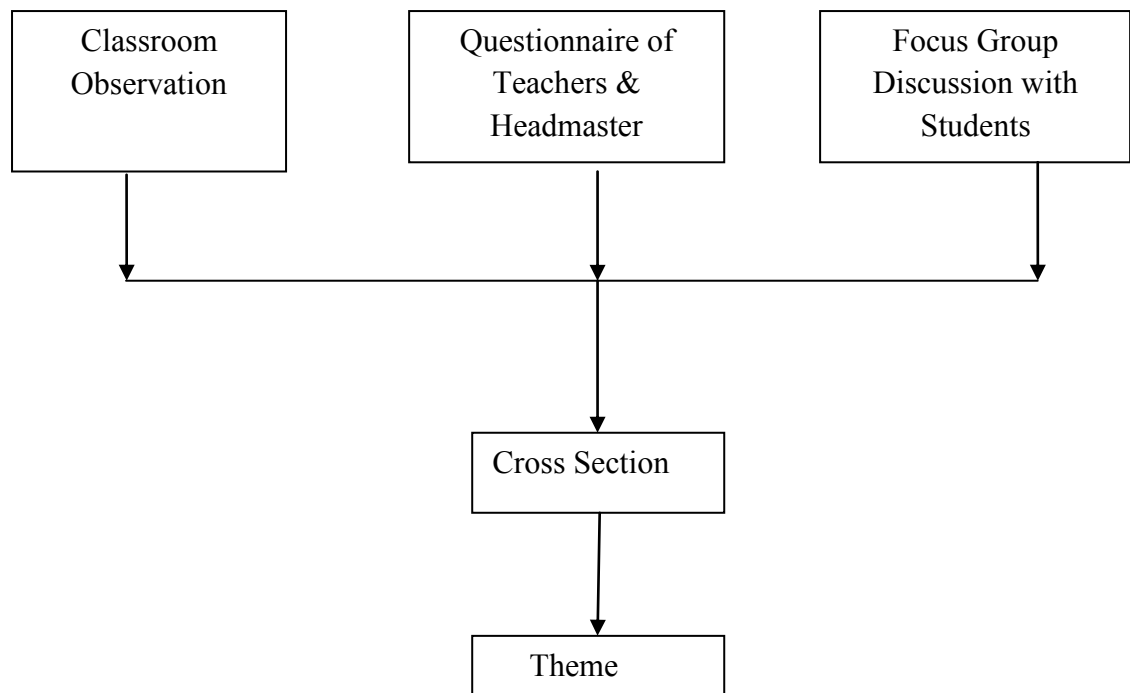
First, I visited the selected secondary school of Kathmandu district. After that, I clarified the purposes and processed of research to the teachers of selected school. Then, I distributed the questionnaire form to the concerned teachers and requested them to give permission for their class observation. I observed the classes of the

selected teachers. The gaps between the observed classes were three classes of each teacher. I observed the classes with the help of classroom observation checklist. Finally, I purposued the students and fixed the time and place for the interview to the selected students. I interviewed the student according to the selected time and place. The information of the interview was noted in the notebook.

3.6 Data analysis procedure

The collected data transcribed, analyzed and interpreted descriptively then analytically using data triangulation process. I transcribed the interview data in the written form. All the collected data were presented. I associated objectives wise data while analyze them. These data were analyzed qualitatively. However, the observed data were presented and analyzed quantitatively using tables. Thus, I adopted data triangulation processes to analyze the obtained data to reach my objectives of the study. The framework of data analysis procedures of my study were as follow.

Figure No. 3 The model of data analysis and procedure



3.7 Ethical issue

Being a researcher to ensure scientific quality of my study considering the ethical issue, I informed my research purposes and processes through written covering letter to informants and administrators of the selected school. In order to ensure the confidentiality in the research, private data identifying subject were not reported. Attention was paid to the protection of subjects' privacy by changing the names of individual subject. The informants and their institutions were given codes fictitious names whenever it was possible. The research subjects were guaranteed that their interviews would be treated confidentiality. So, the identification of school and subjects were kept confidential. The information obtained through questionnaires are presented in the subsequent sections.

Chapter Four

Analysis and Interpretation

In this chapter, the data collected through both quantitative and qualitative tools were analyzed and interpreted using both descriptive statistical tools or display devices and narrative data interpretation process. In other words, it includes the process of shifting, organizing, summarizing and synthesizing the data so as to arrive at the results and concluding of the study. The headlines of this chapter include:

- The disruptive behaviour of secondary level student.
- The teachers' perception towards disruptive behaviour of the students.

The first headline one consists only on in each and the second further comprises of four sub-headings. I used multi-method approach or data triangulation process in the analysis of data of the study so, the second headlines of this chapter is it summary or cross reference part. The interview and questionnaire data were analyzed using narrative and descriptive approach whereas the observational data were analyzed by using statically tools. The observational data of my questionnaire are fully based on my first research objectives where as to get intended data of my second objectives I used questioner and interview, some of the variable that I found in my observation period were subjective, however, I mentioned them because they were also highly related to my study.

The following section is the analysis and the interpretation of the data collected various tools. It results into the findings of the students' disruptive behaviours and teachers.

4.1 The disruptive behaviour of secondary level student

To obtain the goal of my research I used questionnaire as the tools. Eight teachers were given the questionnaire form four schools. Out of them four were administrative personnel i.e. headmasters and four teachers. The coded and name changed informants are shown in the study to make some personal data confidential are given in appendix-V.

I selected the four school of Kathmandu district. From these selected schools three of them located in Kirtipur Municipality a semi urban area of Nepal. However other one is located in the valley, a fully urban area.

All teachers stated that students were disciplined and obedient to them. However, it was found that most of the teachers were trying to create positive class environment due to students' disruptive behaviours. They stated that student's

disruptive behaviours were the main causes of their instruction interference. Their academic atmosphere gave negative impact in teaching and learning environment. They added that their main problem was classroom management. Teacher reactions towards these behaviours were that they were bored, irritating and disgusting and not good for the academic learning.

To obtain first research objective and I asked headmasters, "What kind of student- related problem are you facing during your school hour?" The responses of these questions vary headmaster to headmaster. The responses were related to students classroom problems and teachers endeavours on them. They said that they faced different misbehaves of the students. They were personal fight and quarrel, not attentive, carrying the materials which were not permitted to them. Sometimes, they insulted teachers and disrupted other students too. However, at the end of an academic year, they pressured the headmaster to pass them. These were the problems that the head masters faced.

Regarding the question, "How could you explain your experience on students' behaviour throughout your professional life?" They answered to me that they did not think, they were problem and they thought that they were the challenges faced by them. That was interesting to play the role of professional life, because these events promote their future ability to solve these challenges. Some other headmasters (H2 and H4) viewed that these student-related problems were due to students' age and environment, and teachers' and headmasters responsibilities to manage them.

From the responses of the headmasters it becomes clear to me that the headmasters were surrounding by tension about how to manage the disruption of the school and classrooms. This is also clear that the students related problems were the causes of disruptive behaviour that occurred in every school.

For class teacher I ask the same question 'What kinds of students related problem do you facing during your school hour?' teachers' experience on these problems vary headmasters' problems. One teacher (i.e.T2) stated that insulting to teachers, inattentiveness, black mailing in the classroom, over showiness, etc were problem behaviour of the students. Similar view was given by T3, he said that students were seriously disruptive they did not pay attention towards him. He said that he consulted with seniors but it did not work well. Other two teachers' views were similar, they said that all the behaviours which students perform were serious because

they disrupted not only him/her but affected on others. So, they were related to students learning. Most of the students did not do the homework and class work too.

I asked some closed ended question to the teacher about student related problems. The responses were given in table No. 1.

Table No. 1
Disruptive behaviour in the classroom

S.N	Categories	Responses				Total
		a	b	c	d	
1.	How disruptive were your students to others?	0	50%	50%	0	100%
2.	What types of behaviour are found in your student?	20%	0	20%	60%	100%
3.	What will be the main cause of disruptive behaviour?	40%	10%	10%	40%	100%
4.	How do teacher deal with disruptive behaviour of the students?	0	50%	0	50%	100%
5.	Who will participate to modify misbehaviour of the students?	40%	0	20%	40%	100%
6.	Why do students learning achievement become low?	80%	0	10%	10%	100%

Source: Field Visit 2012

(Note:- see appendix - I for the categories and responses are given question no. 7 to 12 respectively)

From the Table No.1, it shows that 50% of the behaviours seem seriously deviant and 50% of them slightly serious behaviours. Similarly, students 60% of the total behaviours were helpful for teaching. Anxious and uncooperative behaviours were 20% and 20% of them respectively. In response to causes of disruptive behaviours of the students' age factors and peer group seemed 40% and 40% of them respectively. Home environment and teacher characteristics were the same frequency

i.e. 10% of them. This becomes clear to me that the responsible factors of students' misbehaviours were students' age factor and their peer group.

For dealing with misbehaviours of the students 50% of them use communication as the means for responding students' misbehaviours. Regarding the dealing with misbehaviours teacher and students involvement seemed to be equal i.e. 40% of them. Unlike them, Parents involvement seemed to be 20% of them. However, none of the teachers involve senior administrative personnel to them to respond. I asked, 'Why do students learning becomes low?', the responses of the teachers about this issue were teacher turnover and schools facilities. These were the same percentages i.e. 10% in each of them. However, they view that student's disruptive behaviour were the serious cause to make achievements low. The data showed that 80% of the view that students disruptive behaviour were responsible to get achievement low.

This becomes clear to me that students characteristics were responsible to get the achievement of the curriculum or to reach the goals of curriculum. Most of the students disruptive behaviours found in the classroom were serious and these behaviours were the main causes of students' achievement to make them low. However, they view that their students were helpful to them. Age factors and peer pressure were the causes of disruptive behaviours. To solve this problem, teacher and students themselves were accountable for their roles. Anyway, if the teacher do not manage or deal with them it will decrease the students' performance, interferes teacher instruction and teachers pace of teaching.

4.2 The teachers' perception towards disruptive behaviour of the students

To find out the perceptions of teachers towards disruptive students. I asked some open-ended questions to the headmasters and teachers of selected secondary schools. The responses of headmasters and teachers are given in subsequent section.

4.2.1 Headmasters' perception toward disruptive students

Regarding the question "What do you think disruptive students in your school?", their responses on this query were that students disruptive behaviour were negative towards their learning. Most of the headmasters said that these were the real problems. They manage them with persuasions and by giving slight help with private communication. One headmaster (i.e. H1) stated, "Every schools are facing opposite behaviour from the students but the role to principal is to minimize them and to conduct constructive learning situation." Similarly, about the impact of the disruptive

behaviour on teaching and learning activity they said that it had negative impact. However, one headmaster (i.e. H3) disagreed and said that he did not feel any impact of disruption. However H4 realized and stated that teachers and myself should have the responsibility to minimize disruption and maximize the learnings. But other headmasters agreed and one of them said that "Teaching learning activities can not move smoothly and they decrease the schools performances".

From these responses of the headmasters, it is clear that they faced many disruptive behaviour or disruptive students in their professional life. Generally, Headmaster took them negatively and their impacts on teaching learning were always negative to minimize these negative responses teacher and headmaster of the school should be more accountable.

Most of the headmaster thought that these behaviours were the causes of home environment, education background and peer pressure. For this issue, the other headmasters viewed that friends, schools' rules and regulations and teachers accountability highly impact on them. However, all of them accepted these were the causes of environment and their reinforcement what they had gotten. For this issue, one of them said, "Home environment, peer group, teacher management, nature and age of students, environment and other some responsible factors on them." Regarding the question, "how do you manage them?" all of them agreed that they use communication as the tools for management. One of them (H4) said, "I do not punish them. I make report about such behaviour and I call him/her in the private for communication to give feedback." Two of them said that the made them to follow the rules and regulation of the school and private communication. The other said that he focused students not the behaviours.

From the response of the headmasters, I come to conclude that environment and peer pressure are responsible towards such behaviours. These behaviours should be managed well. Otherwise, they may have negative impact on students learning. The proper way to manage these behaviours was private communication and feedback to them.

Regarding the issue, "their role as a headmaster of school towards such behaviour", their responses were preparing rules and regulation and making accountable to the teachers towards them. They could make their school's classroom more conducive. All headmasters agreed that they have code of conducts but these

codes of conducts were related to the national code of conduct prepared by government of Nepal.

In short, students were found disruptive in school. Headmaster faced many challenges about this issue and I found that they were trying to make conductive classroom by minimizing the behaviours with various strategies.

4.2.2 Teachers' perception toward disruptive behaviours

Teachers were also having negative attitude towards disruptive behaviour of the students. Some teachers said that they were fed up due to such behaviour. However, they responded that they had to manage well. Otherwise, they might be the great crisis for the students academic path and national investment in education. One of them (i.e. T3) said, "This type of behaviour can occur in our daily life if we give more emphasis on active listening and communication, these will be solved for our future. But students should get the determination to avoid them."

Regarding the question, "What kinds of impacts to such behaviours have in teaching and learning?" their responses were multiple. All the teachers agreed that they had negative responses towards such behaviours because these behaviours were unacceptable for active teaching and learning. These behaviours hinder teaching and learning. Such types of prohibited factors of teaching and learning have the following impacts:

- Difficult to reach in destination.
- Low level of learning.
- Teacher and parents can not follow the good path.
- Decrease their performance.
- Lowering schools results.
- Negative impact on others learning.
- Prohibit the teachers' instructions and pace.

Similarly, to find out perception of teacher towards such students. I asked them "what aspects do you think are responsible behind student's misbehaviours?" All teachers focused on students' age and environmental factors with the influence of the peer groups. One of them (i.e. T 1) said, "Home environment, age factor and school environment are responsible for this issue" To manage them the teacher role is a manager or a facilitators. All the teachers agreed that students age factors, environment and peer groups were the main factor to make them behave like this.

From the data abstracted from teacher and headmasters, it becomes clear to me that students perform disruptive behaviour in secondary school. These behaviours were burden for some teachers but challenges for others. Teachers and headmasters negatively took them. To manage these behaviours means the way to make positive to them to such behaviours for teachers and headmasters. I also found that teacher and headmasters consulted with them and used private communication to manage them. They viewed that if the behaviours did not manage well there would be the decrease of results and schools performance due to the poor performance in the classroom. To make strong performance, the hindrance factors (disruptive behaviour of students) should be minimized and they should be prepared well to study.

4.2.3 The school-wise observed disruptive behaviours

I adopted the observational tool to conduct this study. I prepared a list of possible students' behaviours that were not acceptable for the classroom context. Those behaviours of students were listed to be observed in the classroom. I observed 3 classes of four teacher i.e. 12 classes as a whole. I observed 11 types of disruptive behaviours in all schools. Out of them the most frequent disruptive behaviours were listed as 83 but in other schools 46, 41 and 41. The detailed observed classroom behaviour has been given in the following table.

Table No. 2

Observed disruptive behaviours in school A

S.N	Students' Behaviour	Frequency	%
1.	Interrupting to other while talking	5	6.02
2.	Moving frequently	9	10.84
3.	Tiredness and poor attentive	8	9.52
4.	Looking outside through window	11	13.09
5.	Drinking water, brushing hair, eating , gum chewing	8	9.52
6.	Turning back frequently	14	16.86
7.	Tapping foot, pen etc	6	7.22
8.	Side talk, noisy talk and irrelevant talk	6	7.22
9.	Sleeping	3	3.61
10.	Passing paper/notes	3	3.61
11.	Spitting/making dust/throng rubbishing in classroom.	4	4.81
	Total	83	100%

Source: Field Visit 2012

In the selected schools, the selected teachers ' three classes were observed thinking that whether the students were disruptive or not and whether what types of disruptive behaviour frequently occurred and what types of behaviour were not found in the classroom. In school 'A' 11 types of behaviour were found which were unacceptable for the classroom context. The mode behaviour was 'turning back frequently, getting the most of frequent rating form 14 (16.86%) of the total behaviours in this school. Similarly, looking outside through window was the next frequent behaviour rating from 11(13.09%) of the total behaviours observed in this school.

Likewise, moving frequently, poor attentive, brushing hair and gum chewing were infrequent list rating from 9(10.84%), 8(9.52%) and 8(9.52%) respectively. The other behaviour were interrupting to others while talking 5 (6.04%), tapping foot pen etc. 6(7.22%), and irrelevant talk 6(7.22%) were found. The insignificant number of behaviours were throwing rubbish in the classroom/spitting/ making dust 4 (4.81%) and sleeping and passing papers were rate the same (i.e. 3out of 83, 3.6%). That is why the most frequent behaviour was turning back and the least frequent were passing note/paper and sleeping in the classroom.

Table No. 3
Observed disruptive behaviours in school B

S.N	Students' Behaviour	Frequency	%
1.	Interrupting to other while talking	1	2.17
2.	Moving frequently	9	19.56
3.	Tiredness and poor attentive	3	6.52
4.	Looking outside through window	6	13.04
5.	Drinking water, brushing hair, eating , gum chewing	6	13.04
6.	Turning back frequently	8	17.39
7.	Tapping foot, pen etc	6	13.04
8.	Side talk, noisy talk and irrelevant talk	5	10.86
9	Sleeping	1	2.17
10.	Passing paper/notes	0	0
11.	Spitting/making dust/throng rubbishing in classroom.	1	3.57
Total		46	100%

Source: Field Visit 2012

Regarding the cases of school 'B' only 10 types were behaviours were found. These behaviours were unacceptable to the classroom context. I observed three class of this school and I found the mean behaviour was moving frequently as school 'A' rating from a (19.56%) of the total 46 behaviours. The more frequent misbehaviour were moving frequently and turning back frequently rating from (9, 19.56%) and (8, 17.39%) of the total 46 behaviours respectively. Similarly, looking outside through window, brushing hair and gum chewing, and taping pen or foot were in same frequently (i.e. 6, out of 46 or 13.04). Side talk, noisy talk or irrelevant talk was found only 10.86% of the total behaviours.

The infrequent misbehaviours that I found in this school were interrupting to other while talking, sleeping and making rubbish in the classroom or spitting in the classroom. Out of total 46 behaviours these behaviours were only one misbehaviour (i.e., 2.17%) of the total misbehaviours. Form the data we see that turning back frequently is the most frequent misbehaviour and the least frequent misbehaviours were sleeping in the classroom, spitting/throwing rubbish and interrupting to other while talking.

Table No. 4
Observed disruptive behaviours in school C

S.N	Students' Behaviour	Frequency	%
1.	Interrupting to other while talking	0	0
2.	Moving frequently	8	19.51
3.	Tiredness and poor attentive	4	9.75
4.	Looking outside through window	8	19.51
5.	Drinking water, brushing hair, eating , gum chewing	6	14.63
6.	Turning back frequently	5	12.19
7.	Tapping foot, pen etc	2	4.87
8.	Side talk, noisy talk and irrelevant talk	5	12.19
9	Sleeping	0	0
10.	Passing paper/notes	1	2.43
11.	Spitting/making dust/throng rubbishing in classroom.	1	2.43
Total		41	100%

Source: Field Visit 2012

In school 'C', 3 classes of each school was observed, I found 41 misbehaviours in the classroom. The mean behaviour were moving frequently and looking outside through the window rating from 8 (i.e.19.51%) of the total 41 misbehaviours. The more frequent behaviours were brushing hair/gum chewing, irrelevant talk /noisy talk

and tiredness or poor attentive rating from 6(i.e.14.63%), 6 (i.e. 12.19) and 4(9.75%) of the total misbehaviours respectively. The least frequent misbehaviours were foot tapping, passing paper/notes and making dust in the classroom. They were 7.14%, 2.43% and 2.43% of the total misbehaviours respectively. From these data the most frequent misbehaviour were moving frequently and looking outside through window and least frequent misbehaviours were making dust /spitting in the classroom, passing note and papers and tapping foot/pen, etc.

Table No.5
Observed disruptive behaviours in school D

S.N	Students' Behaviour	Frequency	%
1.	Interrupting to other while talking	0	0
2.	Moving frequently	9	21.95
3.	Tiredness and poor attentive	3	7.31
4.	Looking outside through window	8	19.51
5.	Drinking water, brushing hair, eating , gum chewing	2	4.87
6.	Turning back frequently	8	19.51
7.	Tapping foot, pen etc	2	4.87
8.	Side talk, noisy talk and irrelevant talk	7	17.07
9.	Sleeping	0	0
10.	Passing paper/notes	2	4.87
11.	Spitting/making dust/throng rubbishing in classroom.	1	2.43
Total		41	100%

Source: Field Visit 2012

On the other hand, the mode behaviour was moving frequently in school 'D' form the total 41 behaviours, which was 21.95% of the total misbehaviours. The same frequency rate of turning back frequently and looking outside through the window which included 19.51% of the total misbehaviour. Similarly, side talk/noisy talk and irrelevant talk were found 17.07% of the total misbehaviour of this school. However, the least frequent list included poor attentive, brushing hair/gum chewing, tapping pen/ foot and making dusts which were 7.31%, 4.87%, 4.87% and 2.43% of the total misbehaviours that I found in the school.

In this school the most frequent misbehaviour was moving frequently and least frequent misbehaviour were making dust in the classroom, passing notes, irrelevant talk and brushing hair and gum chewing. On the other hand, I did not find sleeping and interrupting to other while speaking in these schools which were found in other school.

Table No.6
School-wise observed disruptive behaviours

S.N	Students' Behaviour	School A		School B		School C		School D		Total	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
1.	Interrupting to other while talking	5	6.02	1	2.17	0	0	0	0	6	2.84
2.	Moving frequently	9	10.84	9	19.56	8	19.51	9	21.95	35	16.58
3.	Tiredness and poor attentive	8	9.52	3	6.52	4	9.75	3	7.31	18	8.53
4.	Looking outside through window	11	13.09	6	13.04	8	19.51	8	19.51	33	15.63
5.	Drinking water, brushing hair, eating , gum chewing	8	9.52	6	13.04	6	14.63	2	4.87	22	10.42
6.	Turning back frequently	14	16.86	8	17.39	5	12.19	8	19.51	37	17.53
7.	Tapping foot, pen, etc.	6	7.22	6	13.04	2	4.87	2	4.87	16	7.58
8.	Side talk, noisy talk and irrelevant talk	6	7.22	5	10.86	5	12.19	7	17.07	23	10.90
9.	Sleeping	3	3.61	1	2.17	0	0	0	0	4	1.89
10.	Passing paper/notes	3	3.61	0	0	1	2.43	2	4.87	5	2.36
11.	Spitting/making dust/throng rubbishing in classroom.	4	4.81	1	3.57	1	2.43	1	2.43	7	3.31
Total		83	100%	46	100%	41	100%	41	100%	211	100%

Source: Field Visit 2012

If we observed Table No. 6, the total misbehaviour I observed from 12 classes of the selected schools were 211 misbehaviours. Out of them, the mode behaviour turning back frequently (i.e., 37, 17.33%) followed by moving frequently (35, 16.58%) and looking outside through the window (i.e. 33 15.63%). Similarly, irrelevant talk, brushing hair/ gum chewing, tapping foot/pen, etc. and poor attentive were i.e. (23, 10.90%), (22, 10.42%), (18, 8.53%) and (16, 7.58%) of the total 41 misbehaviour respectively. On the other hand, the least frequent misbehaviours were making rubbish in the classroom, passing papers/notes, sleeping and interrupting to other while talking. They were 3.31%, 2.36%, 1.89% and 2.84% respectively.

From the Table No 6, it is clear that the most frequent disruptive behaviour was turning back frequently and the least frequent misbehaviour was sleeping in the classroom. From the collected data from these four schools I concluded the more frequent to least frequent misbehaviours were as follows:

1. Turning back frequently
2. Moving frequently
3. Looking outside through window
4. Side talk, noisy talk and irrelevant talk
5. Drinking water, brushing hair, eating, gum chewing
6. Tiredness and poor attentive
7. Tapping foot, pen, etc.
8. Spitting/making dust/ throng rubbish in classroom
9. Interrupting to other while talking
10. Passing paper/notes
11. Sleeping

4.2.4 Students' perception towards disruptive behaviour

Conducted a group interview to collect data thinking that it can generate wider ranges of responses than in individual interview. Cohen, Manion and Marrison (2010) say that, "one technique within the methodology of interviewing to have grown in popularity is that of group interviewing"(p.373). In the classroom observation time, I established the relation with students and arranged a group in each school consisting five in each. The students were participated equally with each other in the interaction. The school-wise information of group interviews are presented and analyzed in the following section.

In SA, the students were asked whether they were disruptive or not, the responses were found that they were not disruptive. However, they said to me that the school provided them rules and procedures to be followed. Sometimes the students were punished in the classroom calling in on them. One of them said, "One day all of us (whole class) were punished by our Head sir. He called us in the office. I was frightened. From that day I did not come late in the classroom". These interview data showed that the students sometimes become disruptive and they were punished. Some students were less disruptive than other students. This makes clear that the degree of disruptiveness of the students varies according to the students.

In SB, the students were asked whether they come to class in time or not, the responses were that they generally came in time but their classes always become noisy. The students who do not want to read and write made noise. The students who made noise in the classroom sat at the back benches. The disruptive behaviours done by some students in this school were making tails for others, flying paper planes in the classroom. However, the most frequent and maximum misbehaviour found in the classroom were the noises in the classroom. The noises were irrelevant according to the subject matter.

I also asked the same question in SC. The question was that whether their classes were disruptive or not. The students agreed that their classes were disruptive but they were not responsible for these behaviours. They strongly disagreed that they were never punished by the teacher. They blamed that their teachers were irresponsible for not managing the disruptive behaviour in the classroom. The girls were less disruptive in the classroom and they were bullied by the senior boys. They also commented on their teacher's behaviour that helps them to make noise in the classroom. The other reasons for disruptive behaviour in the classroom were the local students who always bullied the alienated students.

The response found in SD is not so different from other schools. The students directly denied accepting their disruptive behaviour in the classroom. They said that their teacher, especially Madam's classroom, was noisier than the Sir's classes. They agreed that the teacher can handle the disruptive behaviour in the classroom. Due to the teacher's ability to handle them, it showed that their classes were less disruptive. Some of their friends insulted their teachers. Their responses were positive towards teachers.

From the analysis of the data found in the interview (FGD) it is clear that the students denied accepting their disruptive behaviour. However, the disruptive

behaviours were found in the classroom that inhibits the teacher pace of the instruction and school performance.

Chapter Five

Findings, Conclusions and Recommendations

5.1 Findings

My study focused on identifying the disciplined problems of the students in the classroom and perceived attitude on disruptive behaviours of secondary level. I adopted the employed four tools; observation, questionnaire, focus group discussion and interview schedule. All four tools assisted me to identify the reasons and perceived attitudes and students behaviour in the classroom. I have presented them in the following subsequent section.

- a) All the headmasters experienced discipline problems, gossiping, late arrival, class irregularities and staying outside the classroom and over use of mobile were found as common student related problems.
- b) Headmasters perceived different reasons on exhibiting disruptive behaviours by students such as, bad friend-circle, age factor, teachers, principal, parents, etc.
- c) Headmasters were used various strategies to response disruptive students in the classroom because they said that they had negative impact on them. It was found that disruptive behaviours have negative effect on teaching learning activity. Disruptive students not only ruined their academic career but also in their friends, teacher's real performance and school performance as well.
- d) I found that teacher was also facing the problems of the disruptive students in the classroom. These behaviours burden for some teachers but challenge for others.
- e) The opinion towards misbehaviours of the students in the classroom was negative by teachers and headmasters. They viewed that if the behaviours were not managed well these will decrease the performance of the schools. That is why, this behaviour were hindrance factors to maximize the schools performance.
- f) It was found that home environment also has the key role to play in shaping students' disruptive behaviour. Students learn to be disruptive from home environment too.
- g) Conducive teaching-learning environment can be established by joint effort made by students, teachers, principal and parents.

- h) Almost all teachers agreed on feeling bored, not good, disturbance, irritating, disgusting, etc. when they face disruptive behaviours in course of their teaching.
- i) The most frequent misbehaviour of the students were found moving frequently and looking outside through window and turning back frequently.
- j) I found that most of the students denied accepting their disruptive behaviour in the classroom. However, in their classes the teachers pace of instruction and their performance inhibited by the disruptive students' behaviours.

5.2 Conclusion

Disruptive behaviour continuous to be the most consistently discussed problem in Nepalese school. Teacher in Nepal are becoming increasingly distressed about disciplinary problems in schools. This recent survey examining students learning in the school classroom found disruptive student behaviour to be major learning inhibitors. The various types of the misbehaviour that inhibits learning in the classroom are overt. These behaviours include sleeping in the classroom, making excessive noise in the classroom. The other behaviours tend to be overt were talking during the classroom, looking through windows and frequently looking back and irrelevant noise in the classroom.

Disruptive students are the problems to the classroom teacher who are practicing in the classroom. In most of the cases teachers faces difficulty due to disruption in the classroom. Teachers, parents, headmasters and other stakeholders view that disruptions in the classroom are accidental. However, they are the main problem for educational failure. From these view it is clear that disruptive behaviours of the students are inappropriate behaviour that are found in educational settings. They are the attributes of indiscipline students.

Through the interview of the headmasters, questionnaires are for teacher, it was found that the students were disruptive in the classroom. Disruptive behaviour might harm to the students' performance and schools performance with teachers' instructions. The observational data shows that the frequent misbehaviours were talking frequently, looking outside through windows and not paying attention to the teacher.

Students are not disruptive themselves. There are many reason of such disruptive behaviour. Such as family background, teacher, headmaster, bad friend circle, etc. Disruptive behaviours were one of the striking behaviours which teachers

and headmasters were experienced. They realized bitter experiences in course of handling them. They expressed that disruptive behaviour exert negative effect on disruptive students' academic life, teachers' instruction and schools' performance.

5.3 Recommendations

- a) Students were found to reveal disruptive behaviours by ignoring to the school code of conduct. So, they frequently should be informed about school code of conduct.
- b) Students with disruptive behaviours have many deep rooted causes which require in-depth study. In order to minimize the problems related to disruptive students, teachers should frequently carry out case study of problematic students.
- c) Headmaster of a school is a key personality. He/she has all the responsibilities to do in a school. So, he/she has the active role to play to enhance the academic scenario. He/she should have incessant care and strict supervision.
- d) Teacher should have the knowledge and training about students' motivation and reinforcement. The teacher should be provided the training that makes accountable to the teacher to delegate the role of teacher as a manager.
- e) Students always strive to be the centre of the attraction of their teachers, headmasters and parents. If reverse happens, the consequence can be disruptive in nature. So, all the stakeholders should provide proper reinforcement to the learners.
- f) Due to the communication gap between students, headmaster and parents they cannot develop rapport and respectful environment. Because of this they seemed to be motivated to do wrong activities. So, headmaster should call upon the interaction program in different phases like between students and headmaster, teachers and headmaster, and students, teachers and headmasters to discuss about student-related problems. This provides proper reinforcement to conduct good habit to the students.
- g) Teacher also should proper methodology to deal in the classroom. Lack of interest of the subject matter may reinforce to behave badly.

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Appendix -I

Questionnaire for Teacher

Teacher Name:

Experience:

School Name:

Training:

Education qualification:

Post:

1. What kinds of student related problems are you facing during your school hour?
2. How do you respond towards misbehaviour of your students?
3. What is your opinion of students with disruptive behaviour in the classroom?
4. How could you explain your experience on such behaviour through out your professional life?
5. What kind of impact to such behaviours have in teaching and learning activity?
6. What aspects do you think are responsible behind students' misbehaviour?
7. How disruptive were your students to others?
 - a) Not seriously
 - b) Slightly seriously
 - c) Seriously
 - d) Very seriously
8. What types of behaviour are found in your student? (Your can tick one or more option)
 - a) Inattentiveness
 - b) Uncooperative
 - c) Anxiousness
 - d) Helpful
9. What will be the main cause of disruptive behaviour?
 - a) Age factor
 - b) Home environment
 - c) Teacher characteristics
 - d) Peer group.

10. How do teacher deal with disruptive behaviour of the students?

- a) Ignore
- b) Response immediately
- c) Use of token
- d) Use of communication

11. Who will participate to modify misbehaviour of the students?

- a) Teacher own self
- b) Administrators
- c) Parents
- d) Students themselves

12. Why do students learning achievement become low?

- a) Students disruptive behaviour
- b) Teachers characteristics
- c) School's facilities
- d) Teacher turnover

Thank you

Appendix - II

Questionnaire for Headmaster

Name of School:

Experience:

Name of Principal:

Training:

Education Qualification:

Post:

1. What are you currently working on your school?
2. What kind of student-related problems you are facing during your school hour?
3. How could you explain your experience on such behaviours throughout your professional life?
4. What do you think towards disruptive students in your school?
5. What kind of impact do such behaviours have in teaching and learning activity?
6. What aspects do you think are responsible behind such behaviours?
7. As you are principal of your institution what is your attitude to maintain conducive environment for teaching and learning activity by overcoming disruptive behaviours of students?
8. Do you have any code of conduct to manage students' disruptive behaviours?
9. If yes, what are the rules and procedures to manage them? Please, explain briefly.

Thank you

Appendix -III

Classroom Observation Checklist

Name of the School:

Time:

Name of the Teacher:

Subject:

S.N	Students' Behaviours	Frequency				
1.	Inaudible responses to teachers					
2.	Interrupting to other while talking					
3.	Disobeying to teacher					
4.	Insulting to teacher/students					
5.	Verbal or physical threats (bullying)					
6.	Violate code of conduct					
7.	Not doing homework					
8.	Using mother tongue.(in English classes)					
9.	Not working seatwork assignment					
10.	Moving frequently					
11.	Tiredness and poor attentive					
12.	Use of electronic devices					
13.	Looking outside through window					
14.	Spitting/making dust/ throwing rubbishes in the classroom.					
15.	Eating , gum chewing, drinking , brushing hair					
16.	Overt inattentiveness					
17.	Turning back frequently					
18.	Unexcused exit from the classroom					
19.	Tapping foot, pen etc					
20.	Throwing ink, stone , paper to others					
21.	Passing papers/notes					
22.	Pocking / hitting to others					
23.	Side talk, noisy talk and irrelevant talk					
24.	Coming late not asking permission					
25.	Non verbal misbehaviour					
26.	Inappropriate use of materials					
27.	Use of offensive language					
28.	Not permitted communication					
29.						
30.						
31.						

Appendix-IV

Guidelines Questions for Focus Group Discussion

- 1) Give your full name and introduction, please.
- 2) Do you face any noise that disrupted you in your learning in the classroom?
- 3) What types of noise/disruption do you face in your classroom?
- 4) Who are responsible to make such noise?
- 5) Are you making noise in the classroom?
- 6) Do you come in classroom in time?
- 7) If you are late in the class room what do you do?
- 8) Who are responsible to make the noises in the classroom?
- 9) What are the causes of classroom disruption?
- 10) Who are responsible towards managing such behaviour?
- 11) Why do students make noise in the classroom?
- 12) Are you bullied? When? Form whom? How?

Appendix-V

The coded and name changed informants of this study are as follows.

S.N.	School	Headmaster	Teachers	Students
A.	SA	Narayan Parasad Bhattari (H1)	Rajendra Porkheral (T1)	Chandra Kshetri (S1) Saman Dhakal(S2) Prasad Tiwari (S3) Surina Lama (S4) Bijal Pal (S5)
B.	SB	Yaubaraj Neupane (H2)	Nirmal K.C.(T2)	Arati Shah (S6) Anish K.C. (S7) Saraswati Magar (S8) Surendra Thing (S9) Manish Maharjan (S10)
C.	SC	Pardip Maharjan (H3)	Parva Maharjan (T3)	Shushila Dhakal. (S11) Bina Shrestha (S12) Sabita Thapa (S13) Parnesh Maharjan (S14) Dinesh K.C. (S15)
D.	SD	Nanda Kumari Maharjan (H4)	Umesh Adhakari (T4)	Kamala Subedi (S16) Ranju Kharel (S17) Lok Bahadur Rana (18) Umesh Shrestha (19) Sabina Maharjan (20)
Total	4	4	4	20

The schools from where I collected data to accomplish this study are given in alphabetical order. They are:

- A. Shree Nail Bahari Higher Secondary School, Kalimati, Kathmandu
- B. Shree Vaishnavi Secondary School, Bhajangal,
- C. Shree Mangal Higher Secondary School, Kirtipur,
- D. Shree Janasewa Higher Secondary School, Paga, Kirtipur.