CHAPTER ONE

INTRODUCTION

The study entitled "Practice of English Teachers to Overcome the Problem Behaviour of Students" consists of five chapters. Background/context of study, statement of problems, rationale of study, significance of the study and delimitations of the study come under introduction.

1.1 Background

The term 'problem behavoiur' refers to causing problem, noise etc. so that something can't be continued. It is a cover term for students' behaviours which are socially unacceptable. Students' behavior can often be variously interpreted as a misbehaviour or problematic behaviour or immoral behaviour or delinquent behaviours or deliberately problem behaviour.

Any behaviour which obstructs the activities or process is called problem behviour. Mishra (2009) states:

> A behviour that interferes with university or university sponsored activities, but not limited to classroom related activities studying, teaching, research intellectual or creative endeavours, administration, service or the provision of communication, service or the provision of communication, computing or emergency service . . . classroom disruption means behaviour a reasonable person would view as interfering with the view as interfering with the conduct of class. (p. 107)

Following Docking (1980) problem behavior is a problem to a child himself or to others or both. Misbehaivour cannot be regarded as a departure from normal

behaviour. Misbehaviours are normal behavior but they are disobedient and not preferable. Delinquent, deviant and misadjusted behavoiurs are the forms of misbehavior. Students' misbehaviours are problematic in nature.

Problem behaviours of students are the problematic aspect of behavior like bad language, violence which interferes to achieve good standard of language teaching and learning. They may be pupils' misbehaviours which distort code of conduct and which are not accepted for the effectiveness of classroom. In general, students' misbehaviours are the sole sources of obstruction of the classroom instruction.

1.2 Statement of the Problem

Problem behaviour can be seen in any ages if the child is emotive, hyperkinetic and suppressed. Similarly, Harmer (2007) presents three possible reasons for problem behaviour. They are the teachers, the students and the institution itself. Teachers are cause of discipline problem in the sense that they may go to class without proper preparation may be inconsistent, may issues threats and punishments, may raise their voice, may give boring lectures, may be unfair and may be biased, may have negative attitude towards learning they may themselves break the codes.

Likewise, the institution is the cause of problem in classroom because institution doesn't have a recognized policy for dealing with problem.

Harmer (2008) accepts senior's view and says that students' behaviour will be influenced by their current circumstance and by what happens in the lesson because they bring their own personality and learning expectations.

Likewise, Cohen and Manion (1996, pp. 211-214) describe eight causes of problem behaviour of the students. These causes are antipathy to school, social dominance, social isolation, and in consequential behaviour, ignorance of the

rules, conflicting rules/displacement anxiety and leadership style as causes of misbehaviour.

1.3 Rationale of the Study

Problem behaviour of the students may be judged through the seriousness of obstruction and effectiveness of classroom behaviour. The examples of minimally problem behaviours are: being late to class, gum chewing, reading the newspaper.

Arends (2001, p. 159) provides the following types of disruption;

)   Students frequently talking

)   Students not working on a seat work assignment the teacher has given and,

)   Students getting out of their seats at inappropriate times.

In case of English classroom the following behaviours can be labeled problem behaviour. They are unwilling to use English language using mother tongue, making irrelevant noise, insolence to teacher and student, coming late, going out in the class time, not working homework or class work, frequently talking, disputing with teacher or students, chattering, gum chewing, beeping cell phone, passing notes, cheating, hitting other students, fighting etc. Behaviour of students play major role in teaching learning activities. Problem behaviour of students inside the classroom is one of the major challenges while a teacher delivers his lesson.

1.4 Objectives of the Study

The objectives of my study were as follows:-

1. To find out the problem behaviours faced by English teachers in their classrooms.

2. To identify practices of English teachers to overcome problem behaviour of students in secondary level classes.

3. To suggest some pedagogical implications.

1.5 Research Questions

This study aimed to find out the answers of the following research questions:

1) What kinds of problematic behaviours are faced by English teacher in the classroom situation?

2) What do the teachers do in response of those behaviours?

3) How are those problems solved by teachers?

1.6 Significance of Study

Basically, my research study is qualitative in nature; however, I have used quantitative analysis as well. It is an attempt to study on problem behaviour of students in language classrooms. All language teachers believe that problem students disturb successful language classroom's atmosphere. It is a burning problem of present days where teenage students are greatly influenced from various media and technological advancement of the world. It exerts deleterious effect in teaching and learning activity. The teacher's role is considered dominant to mitigate such disruption.

This study aims to study problem behaviour of secondary students of both government-aided and private schools. It strives to reflect a clear picture of English language classrooms with reference to the problem behaviour of students. It also seeks to see to what extend problem behaviour influences to teaching and learning process. So, the outcomes of the study could be helpful to overcome disciplinary problems of the students by taking corrective measures in time to prevent such problems in future. It will be much beneficial to the beginning teachers who do not have much experience in controlling classroom as situation demands and to experienced teachers to conduct

classroom activities smoothly as well. They can get meaningful insights for better solutions of such problem moments. It is equally important to the curriculum designer, textbook writer, institutions, parents and students. They know the reasons and the effect of problem behaviour and for those who are interested in child development, child psychology and educational research, especially for qualitative research.

1.7 Delimitations of Study

The study has the following limitations.

- The study was limited to four private and government aided school's teachers and students of Palpa district.
- Only secondary level English teacher and students were taken for this study.
- The study was limited to the problem behaviours of students of secondary schools in English classroom.
- Due to the limited time, only four English teachers and all the students were taken.

1.8 Operational Definitions of the Key Terms

Non-Verbal Behaviour: Tone of voice and body language people use to convey unspoken message.

Proximity: Physical closeness

Student Behaviour: Activities performed by students in classroom

Teacher Behaviour: Activities performed by teacher in classroom.

Problem Behaviour: The behaviours that interferes teaching and learning or classroom instructions.

Classroom Behaviour: The activities performed by teacher and students in the classroom.

Challenge Arousal: Techniques used by teachers to keep students involved and enthusiastic.

Impact: The powerful effect of something and somebody

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1   Review of Theoretical Literature

Language is the most advanced and powerful means of human communication. It is species specific and universal medium to express human thoughts, feelings, ideas and emotions. Most of activities of the world are carried out through language such as transmitting human civilization, literature, political and diplomatic activities and human achievements. In this regard, Jesperson (1994, p. 4) writes language is not an end in itself, just a little as railway tracks, it is a way of connection between souls, a means of communication. . . Language is the most complete, the richest, the best means of communication. It bridges the physical chasm between individuals.

According to Richards et al. (1996, p. 196), "The system of human communication which consists of structured arrangement of sound or their written representation into large units, e.g. morphemes, words, sentences, utterances".

Harmer (2007) in his book stresses on the dynamic role of teachers to work with children and to treat students 'problem behaviour' on time. He says teacher should have ability to deliver the subject matter effectively and accurately and must have plenty of practice at managing classroom behaviour. He further says, code of conduct, rules which inform teachers and students in the classroom should be made. There seems to be three possible reasons for problem behaviour; the teacher, the students and the institutions. The longer the discipline problem is left unchecked, the more difficult it is to take action.

Similarly to quote Freeman (2007) "Language is the means for doing something and accomplishing same purpose such as agreeing on a common

plan for handling a conflict and also language is a vehicle for communicating meaning and messages".

2.1.1 The English Language in Nepal

Though English language bedazzled most parts of the world during the colonialism period of U.K., the account of English in Nepal just goes back to the regime period of Ranas. The English language was formally included in education system with the set up of Durbar High School in the year 1854 A.D. but it was made as the family asset of Ranas. English was taught even in the higher education with the set of Tri-Chandra College.

> The status of education flourished in sky rocketing speed after the democracy or the down fall of the Rana Regime. Then various education commissions appointed by Government of Nepal have recommended progressive switch over to the mother tongue. The English language is highly preferred throughout the world due to its multi- dimensional importance i.e. international language, lingua franca, and invaluable tool to foster science and technology and modern civilization, so Nepal can't be isolated from rays of it to adjust and keep up with the journey of modern world. (Shrestha, 2013, p. 4)

Now English is accepted in every corner of the world as it has been the language of the majority parts of the world. It is status maker in educated society, heart in the field of science and technology, source of the knowledge in educational world and gateway of better opportunity in every step of modern life. Thus realizing these facts, the government of Nepal included teaching English as a compulsory subject from primary to university level. The NESP (2028 B.S.) and the later one performed revolutionary changes by planning

curriculum and text books with the provision of compulsory English of 100 marks primary to bachelor levels . Highly qualified manpower of English as specialization is being produced in TU under the faculty of Education, Department of English Education and Central Department of English. Moreover, many English medium Schools, colleges and private institutions set up to teach The English language justify the present scenario of English and its glamour to Nepalese society.

2.1.2 Classroom Management

A classroom is a place where students gather to learn. It refers to all the teachers behaviour and classroom organizational factors that lead to an orderly learning environment. This includes the established routines, school and classroom rules, teacher response to student behaviour.

When we manage the class, we found two types of classroom:

    1) Teaching one to one classes
    2) Large class

1) Teaching One to One Classes

A special teaching context in that of an individual students working along with a teacher over a period of hours or weeks in what after often referred to as private schools. One-to-one teaching is extremely popular, especially for students. It is also ideal for students who cannot fit into normal school schedules or who are keen to have individual attention rather than being part of the groups.

Harmer (2007) attempts to provide some appropriate guidelines of teaching one to one classes in the following way:

- Make a good impression
- Be well prepared
- Be flexible

- Adopt to the student
- Listen and Watch.
- Give explanation and guidelines
- Don't be afraid to say no

In large classes, there are always enough students to get interaction going and there is rich variety of human resources. There are many possible 'teachers' in the class, and they say, we will never get bored because the challenge is great.

Harmer (2007) gives some key elements in the successful large group teaching.

- Be organized
- Establish routines
- Use a different place for different activities
- Use students
- Use work sheet
- Use pair and group work
- Use chorus reaction
- Take account of vision and acoustics
- Use the size of the group to your advantage

Richards (1996, p. 38) says, "classroom management refers to the ways in which students behaviour, movement and interaction during a lesson re organized and controlled by the teachers to enable teaching to take place most effectively".

Discipline is the subset of management that focus directly on the teacher actions in response to the student behaviour that detracts from the orderly and safety of the behaviour of the environment or interferes with the opportunities to learn. we can study classroom management from the different aspects of it. I am interested to study what teachers do to overcome problem behaviours in

English language classroom of the secondary school. In the present situation, it is being one of the great problem in language classroom.

2.1.3 Roles of Teacher

Teaching is often helpful to use metaphor to describe what teachers do. The teachers are like actor because they feel as if they are always on the stage. The teachers are like gardeners because they plant the seeds and watch them grow.

Gibran (1991, as cited in Harmar 2007, p. 39) says, "If the teacher is indeed wise, he does not bid you enter the house of this wisdom, but rather leads you to the threshold of our own mind".

Teaching is transmission of knowledge from teachers to students or to create condition in which, somehow students learn for themselves.

According to Dorriyei and Murphey (2003, p. 39) "A group conscious teaching style involves an increasing encouragement of and reliance on the group's own resources and the active facilitation of autonomous learning that in accordance with the maturity level of the group".

Teachers are craftsman. They are being democratic letting students participate in decision making takes more effort and organization than collecting inside the classroom.

The teachers have to may roles in the classroom as well as:
1) Investigation
2) Tutor
3) Guide
4) Controller
5) Assessor
6) Organizer
7) Prompter
8) Councellion
9) Participant
10) Facilitator

11)Resource

(Source: Harmer, 2007)

2.1.4 Behaviour of Students

Behaviour refers to the way person behaves, towards the people. It can be bad behaviour as well as good behaviours. My study is concerned with the bad behaviour of students in secondary level. They are teenagers or adolescents. Latin word 'adolescence' meaning 'to grow' or 'to grow maturity' (Hurluck 2002, p. 222)

This period begins from the sexual maturity and ends in legal maturity of an individual. According to Peterson (1985) in the beginning, "adolescence is a biological phenomenon. Early adolescence in characterized by puberty, the lengthy biological process than change the immature child into a sexually mature person". (as cited in Hoffman et al., p. 343)

Adolescence represents the maturation of mental, emotional, social and intellectual aspects of childhood.

This period of groups of students makes problem to practice as the teacher to overcome problem behaviours in the classroom. Hurlock (2005, pp. 223-225) also points some characteristics of adolescence:

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

2.1.5 Problem Behaviours of Students

Problem behaviour is troublesome risk taking and disruptive behaviour that is more extreme than occupational errors and judgemental require professional intervention to avoid legal difficulty.

It is when child is uncooperative and prevents themselves and other children in class from working. A problem child also manages to grab a teacher's attention and prevents the teacher from giving the other children attention.

According to Paul and Don (1994, as cited in www.healthline.com/h/c/ problem behaviour), "problem behaviours, commonly labeled as misbehavior include talking, leaving one's desk without permission, trapping pencil, passing notes and hitting or poking other students making hostile or sarcastic remarks or more seriously fighting insulting the teacher or carrying weapons to school".

Mishra (2009, p. 107) defines problem behavior "interferes with university or university-sponsored activities, including but not limited to classroom related activities studying, teaching, research, intellectual or creative endeavors, administration, service or the provision of communication, computer or emergency services". He means any behaviours which obstruct the activities or process are called problem behaviours.

The other problem behaviours are not tolerable to grasp the goal of teaching. Mishra (2007, pp. 108-110) lists the common problem behaviours as:

- Grandstanding
- Sleeping in class
- Prolonged chattering
- Excessive lateness
- Overt inattentiveness
- Eating, drinking, gum chewing, smoking, carrying pagers and cell phones and passing notes

) Unexcused from class

) Verbal or physical threats to students or faculty

) Disputing the instructor's authority or expertise

Problem behavior from students can take many forms. According to Waden and McGovern (1991, as cited in Harmer 2008, p. 153), "problem behavoiur are inaudible response, sleeping in class, tardiness and poor attendance, failure to do homework, cheating in test and unwilling to speak in target language". Harmer (ibid) added the following list:

) Arriving late

) Interrupting other students when they speak

) Not paying attention

) Damaging the school property

) Refusing to accept punishment forgetting to do homework

) Insulting to other students

) Insolence to the teacher

 Similarly, Wragg and Dooley (1984, as cited in Cohen and Manion 1996, p. 245) listed some observed common forms of misbehaviour in high frequency to low frequency rank. These are excessively noisy talk, non-verbal behavior, not appropriate to task, irrelevant talk, inappropriate use of materials/equipment, illicit eating/ drinking, movement at wrong time, fidgeting, provoking laughter (derision, not shared humor), teacher interrupted (excluding normal exchanges), physical aggression, damage to materials/equipment, disobeying teacher, cheating, pupil insulted and teacher insulted. Similarly, Arends (2001, p. 159) provides the following types of disruptism:

) Students frequently talking,

) Students not working on a seat work assignment the teacher has given, and

) Students getting out of their seats at inappropriate times.

In case of English classroom the following beahviours can be labeled problem behaviour. They are 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, unwilling to use English language, using mother tongue, assaulting to teacher, fighting, carrying weapons to schools, damaging school's property insolence to teacher and student, coming late, going out in class time, not working homework or classwork, frequently talking, disputing with teacher or students, chattering, gum chewing, beeping cell phones, using inappropriate language or slangs.

2.1.5.1   Factors and Reasons of Problem Behaviours

The students behaviour will be influenced by their current circumstances, such as tensions between students and their teacher. Sometimes the motivation type that students have adopted may also cause problems in their behaviour. If they are not internally ready for learning the L_2, they may be demotivated to the L_2 class. Apart from students' personalities, current circumstances, and lack of intrinsic motivation, L_2 students may show problem behaviour in their class.

Harmer (2007, p. 154) attempts to provide some of the factors or reasons of problem behaviour student;

-) The family
-) Learning expectation
-) Approval
-) What the teacher does
-) Success and failure
-) External factors

Problem behaviour from students can take many forms, such as disruptive talking, unwillingness to take part in the tasks, ignoring the teachers instruction, disobeying interaction rules.

1) The Family

The family background and circumstances have a profound influence on students' attitudes to learning English can pre-dispose students to behave problematically.

Teachers may conduct action research or a counseling session in order to discover and solve the problem beahviour associated with students' families.

2) Learning Expectation

If their expectations are not addressed, in the classroom activities, problem behaviour is likely to be an ongoing reality. If we think that their expectations are not good for the success of their leaving. We may counsel them before starting the lesson and make them realize about their expectations which may change for the counseling.

3) Approval

Students look for approval from their teachers and peers. Most of the students who enjoy good rapport with their teachers are happy to get their teacher's approval. Harmer, (2007, p. 154) says "where the approval is lacking, their incentive to behave well is often compromised".

4) What the Teacher Does

We need to prepare well for the class and make things as interesting and relevant as possible in our class. Students are watching how we are doing our job. If they see their teacher unprepared and uncertain about what to do in their lesson, they are far more likely to loose interest. Then, they tend to show problem behaviours. In this regard, Harmer (2007, p. 154) says:

> If they loose interest, their incentive to maintain their level of uncertain
>
> is lessoned, and if that happens, they are more likely to become

disconnected with what is going on. This is when problem behaviours often manifests itself. If they see us as decisive, effective and fair, they will be fairless likely to be disruptive in the future, and the chances of their learning successfully.

5) Success and Failure

Students need to know their achievements be they small or big. Feelings of success in their learning may help them to sustain motivation in L_2 learning. If they achieve identifiable goods, they are likely to remain engaged with what is going on in their class. In contrast, if students do not see any evidence of their own success are presented constantly with failure.Failure is a powerful engine for problem behaviour. (Harmer 2007, p. 155)

6) External Factors

Students' problem behaviour is also seen because of external factors such as classroom facilities, temperature, air condition, noise, discomfort and so on.

2.1.5.2 Remedies of Problem Behaviour in Classrooms

Problem behaviour can be settled. Different ways for such settlement are suggested. Sometime, punishment is taken as an easy way of solving the problem behaviour. However, punishing is not in itself an attractive action, but turning the problem behaviour into the future success is a hope for remedy. When students behave disruptively or un-cooperatively, we have to find out what the problem is and what the cause is.

Harmer (2007 p. 155) gives some suggestions for modifying the problem behaviours;

) Act immediately
) Keep calm

- ⟩ Focus on the behaviour not the student
- ⟩ Take thing forward
- ⟩ Talk in private
- ⟩ Use clearly agreed functions
- ⟩ Use colleagues and institution

2.1.5.3   Teacher Creates Successful Classroom Situation

Problem behaviours of students are seen in the successful L_2 classrooms. So, we need to create a success-oriented environment in our classrooms. Creating successful classroom is an indication of getting success in learning and teaching goals. When problem behaviours occurs in the class, we opt to adopt the remedial strategies so that we may create successful classrooms.

Harmer (2007, p. 155) suggest some important ways of creating successful classrooms. These are expected to be highly useful to prevent the problem behaviour of the L_2 learners.

- ⟩ Behaviour norms
- ⟩ Start as we mean to go on
- ⟩ Know what we are going to do
- ⟩ Plan for engagement
- ⟩ Prioritise success
- ⟩ Equality rules
- ⟩ Praise is better than blame.

2.2   Review of Related Literature

Many researchers have already carried out their researches on classroom management at national and international level. Among them, I have reviewed some of the research works in my access.

Rana (2006) carried out a research entitled "The Experience on being Victims of School Bullying: A Phenomenological Study". He found that school bullying did not exist only in Nepal but it also existed in the United States, Italy, Canada, Japan, Australia, Newzealand, Germany, Belgium, Spain, Portugal, France, Switzerland, England, Ireland and Finland. She further summarized 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.

Giri (2009) carried out the research on "Problem of Classroom Management in Primary Level". He tried to find out several problems in primary level English classroom. He has found that it is very difficult to manage the primary level classroom. In this regard, teacher has to be trained, qualified and capable to understand the psychology of students.

Ghimire (2010) conducted a research entitled "Role of Teachers in English Language Classroom". The main objectives of his study were to find out the role of English teacher and learners in a classroom. He only focused on teacher's role but not the managerial role and leadership role of teacher.

Ud Din (2012) carried out a research on "Factors Affecting Teacher Motivation at Secondary Level in Kohat City of Pakistan". In this research the objective was to identify the factors affecting teachers' motivation at secondary level. The study was based on all the government teachers of secondary level of Kohat district and found that motivation factors could clearly identify the performance level of persona and the majority of teachers' view that motivation factors like rewards and incentives, self confidence and economic status of teacher affect the performance of teachers.

In the same way, Basayal (2010) carried out a research on "Strategies of Classroom Management Used by Secondary Level English Teacher". He

explored the common strategies used by the teachers of English in secondary level for classroom management. In his quantitative study, he used questionnaire and checklist observation as the tools. He categorized his finding as physical, academic and disciplinary strategies. He found the teachers' treatment on disruptive behavior of the students were to make them sit in the front bench of the class.

Shrestha (2010) has carried out the research in the same field entitled "A Study on Disruptive Behaviour of Student in English Classroom". He tried to find out the different behaviour of student that teacher has to face inside the classroom. He found in his research that teacher shouldn't avoid the disruptive behaviour like sleeping in the classroom, even participation, uneven participation etc. in order to make classroom successful. My study also comes under classroom management, but I am being concerned with solely problem behaviour of secondary schools which is entirely different than that of Shrestha.

The above mentioned books and research work are related to problem behaviours' students. However, no research work has been carried out on "Practice of English Teachers to Overcome Problem Behaviour of Students". So, the present study is problem behaviour of students in English classroom. This is why, this study is different from other studies.
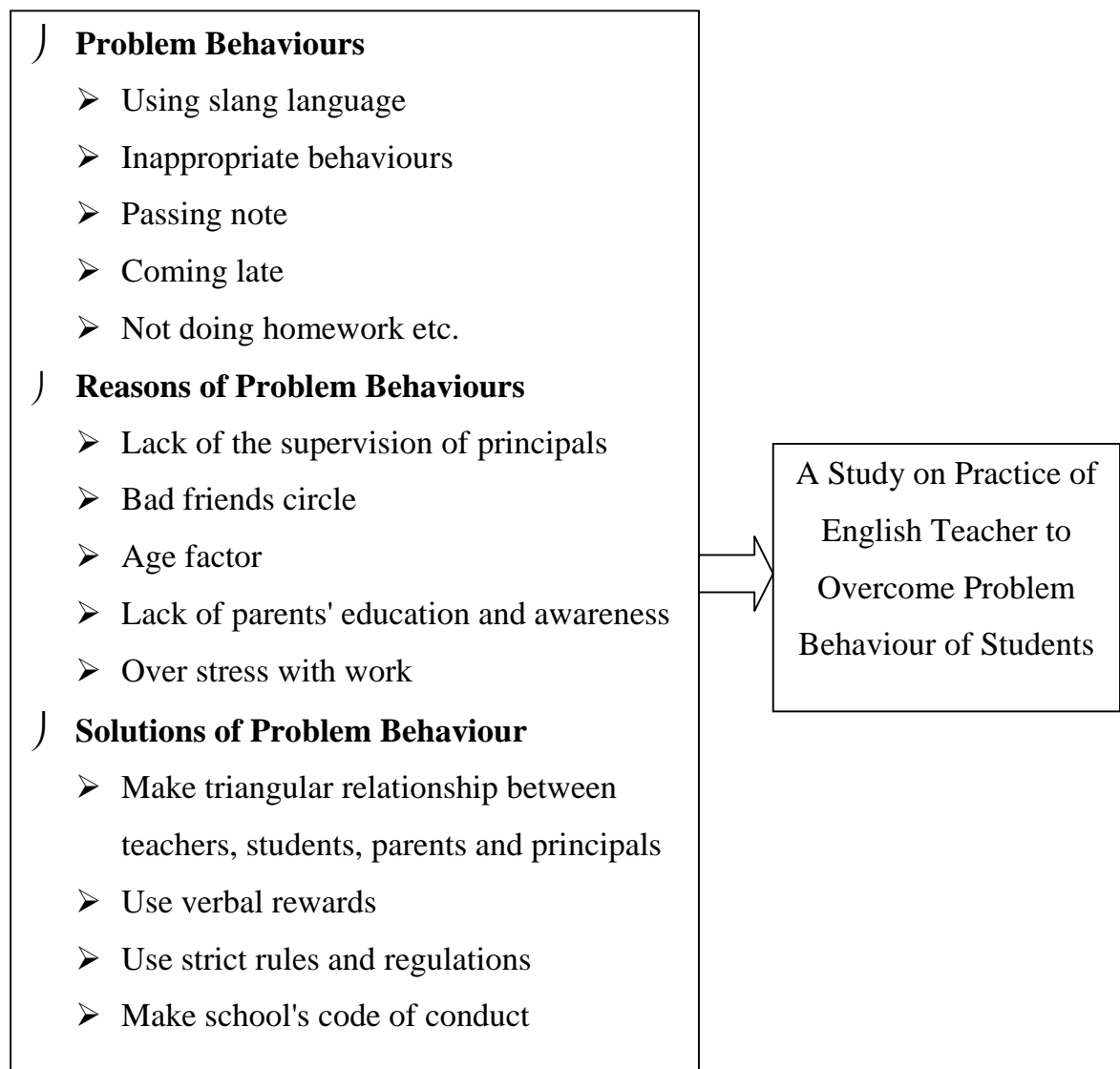
2.3 Implication of Review for the Study

Out of four different studies reviewed four were conducted regarding the classroom management in the Department of English Education.These studies are to some extent related to my study. After reviewing these works I inferred ideas regarding the cause of students' problem behaviours. Specially, I got information on secondary schools, English teachers of Kathmandu district from the study of Shrestha (2010). In order to conduct those research they have used survey research design and followed the same i.e. survey research design. Therefore, after reviewing those research works, I got ideas on the process of

survey research design. Likewise, they have used observation and questionnaire as a tool of data collection and I will use the same tool of data collection. Therefore, from this they are similar. They have conducted study on classroom behaviour. The book by Harmer (2007) has provided insights and information about the problem behaviour of students which helps to explore the theoretical concepts on my study.

2.4 Conceptual Framework

The study on "Practice of English Teacher to Overcome Problem Behaviour of Students" will be based on following conceptual framework.

Problem Behaviours
- Using slang language
- Inappropriate behaviours
- Passing note
- Coming late
- Not doing homework etc.

Reasons of Problem Behaviours
- Lack of the supervision of principals
- Bad friends circle
- Age factor
- Lack of parents' education and awareness
- Over stress with work

Solutions of Problem Behaviour
- Make triangular relationship between teachers, students, parents and principals
- Use verbal rewards
- Use strict rules and regulations
- Make school's code of conduct

A Study on Practice of English Teacher to Overcome Problem Behaviour of Students

CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

3.1 Design of the Study

The research I carried out is one of the instance of survey research, since the research question and overall methodology used corresponds to the survey research design.

Survey is one of the cross-sectional studies. It generally addresses a large group of population. Survey is a superficial study of an issue or phenomena. It is the most commonly used method of investigation ranging from large scale investigation like census to a small scale study like School Improvement Plan (SIP) or even a small classroom study. In this regard survey is widely being used in educational research as well. According to Nunan (1992, p. 140) "The main purpose of a survey is to obtain a snapshot of condition, attitudes and events at a single point of time". He mentions that a survey is a overview of phenomenon, event, issue or situation. Selection of a representation population is a difficult but very important and sensitive task for the representative of the total population real and original result will not be revealed which may cause waste of time and effort. Kidder (1981, p. 81) writes "No other research strategy matches the strengths of survey research in its potential for handling external validity".

Cohen, et al. (2010, p. 209) have given the following processes of survey research.

1. Define the objectives

In order to conduct any type of research at first objectives of conducting research need to be defined. So is the case with survey research. If we conduct

research without defining objectives it will lead us nowhere. Therefore, defining objectives is the first and important thing in survey research.

2. Decide the kind of survey required (e.g. longitudinal, cross sectional, trend study, coherent study)

After defining or formulating objectives we need to be clear regarding the types of research that we are going to conduct, e.g. longitudinal, cross sectional, coherent, trend study.

3. Formulation research question or hypothesis (if appropriate) the null hypothesis and alternative hypothesis

According to Cohen et al. this is the third phase in survey research. In this phase/step researcher prepare research questions more than this if s/he feels required then formulates hypothesis. In Kumar's view (1996, p. 74) " . . . a hypothesis is a lunch, assumption, suspicion, assertion, the reality or truth of which you do not know."

4. Decide the issues on which to focus

Within one, there might be numerous issues. We cannot conduct research on all issues/areas at the same time. Therefore, we have to decide the single issue on which we are interested to conduct research.

5. Decide the information that is needed to address the issues

After deciding the issue we have to decide whether we have sufficient data/information or not to address that issue. It means, in this phase, we need to be clear regarding our study population.

6. Decide the sampling required

In this phase, we need to decide what kind of sampling procedure that we are going to use to select the study population e.g. random sampling, non-random sampling or mixed sampling.

7. Decide the instrumentation and the metrics required

Here, in this phase, we as a researcher have to decide instruments and merits that will be required to conduct the research.

8. Generate the data collection instruments

In this phase, we have to generate instruments required for data collection e.g. questionnaire, opnionnaire form, test items and so on.

9. Decide how data will be collected (e.g. postal survey, interviews)

After preparing the tools for data collection we have to decide the process, ways of data collection. It means to say, in this phase, we need to be clear regarding the systematic process of data collection.

10. Pilot the instruments and refine them

After preparing the instrument it is necessary to pilot it before. It finally used piloting in necessary to be sure that the instrument does what in intended to do. After piloting the instrument in small scale population, we can find its strengths and weaknesses and refine them accordingly.

11. Train the interviewers (if appropriate)

If the researcher is going to use interview as a tools of data collection he needs to be trained otherwise, actual data may not be obtained.

12. Collect the data

After doing that all aforementioned points researcher collects the data using various research tools as his/her plan.

13. Analyze the data

Raw data themselves may not give any sense/information. Therefore, after collecting data, we have to analyze it using appropriate statistical and descriptive tools like mean, mode, median and so on.

14. Report and results

Finally, after analyzing the data we have to prepare the report of our research.

3.2 Population and Sample of the Study

All the four teachers who were teaching and all the students who were learning English at secondary level of Palpa district. Four teachers and all students selected from government and private secondary schools were the samples of the study.

3.3 Sampling Procedure

Total sample of this study were four teachers and students of four different schools who were involved in teaching and learning activities at secondary level in Palpa district. I followed the non-random sampling design for questionnaire.

3.4 Tools for Data Collection

Questionnaire and observation were the major tools for primary data collection. Questionnaire was designed for the teachers whereas observation checklist was designed for students' behaviour. In addition to primary data, the secondary data was collected from journals, articles, net surfing etc.

3.5   Process of Data Collection

After preparing a set of questionnaire and observation checklist, I visited the field for data collection. I adopted following process to collect the data:

1) At first, secondary schools of both government and private schools were visited and explained the purpose and process of the research to them to get permission to carry out the research.
2) After getting permission from the authority, the secondary level English teachers were consulted and explained them the purpose of research ad requested them to help on it.
3) Then, questionnaires were distributed and observed the students' behavior in the classroom.
4) Finally, the questionnaires were collected in time of their convenience and I observed four times one school's students' behaviour in the classroom.
5) The process was repeated until the designated numbers of questionnaires were administered to fulfill the purpose of research.

3.6   Data Analysis and Interpretation Procedure

After collecting data, it is necessary to analyze the data. Only the raw data may not give any sense thus it should be analyzed and interpreted properly. Thus, there is an intimate relationship between data and analysis. In my study, the data was analyzed manually. At first the data were collected then transcribed the information of questionnaire and observation and maintained dairy. In diary, everything was written what it was found in the questionnaire and observation checklist according to the sources of teachers. It was maintained in order.

There were different topics and sub topics on the questionnaire each question tried to find out the problem faced by the English teachers and different types of behaviours of students. After transcribing the data, these were coded and

formulated themes on the basis of teachers' responses. The data were described using statistical tools and developed the theme directly addressing the research questions and objectives of the study. The data were tried to verify using simple statistical tools.

CHAPTER FOUR

RESULT AND DISCUSSION

After collecting all the questionnaires and observation checklist, the data were processed, analyzed and interpreted. Teachers were provided open ended and close ended questions to express their opinion or responses to the given statements or questions. The teachers responses and observed the behaviour of students were counted and tabulated separately according to different private and government secondary schools. Responses were changed into percentage. On the basis of numbers and percentage of the responses the data were analyzed and interpreted.

4.1 Results

This research shows that majority of the teachers faced problems in the classroom such as side talk, gum chewing, beeping cell phones, using slang language, disobeying the teachers, using mother tongue, coming late, throwing stone in the class etc. Most of the students used mother tongue. Such behaviour occupied 28.41 percent in the total behaviours. And 17.05 percent of students showed unwillingness to use their language. But none of the students showed many behaviours leaving own desk, throwing ink to others, fighting with friends, chewing gum, using cell phones etc. The minimum numbers of the this study showed two behaviours like coming late and throwing stone.

Regarding teacher's activities in the class, all of teachers enter with smiling face rather than angry face. It was found that some of teachers enter saying hello, good morning, how are you etc. It shows that they used their exponent to make students smile as well. In order to solve the problems conductive teaching learning environment should be established by joint effort made by students, teachers, principals and parents. This study focused on identifying the

reasons and solution on problem behaviours of students in English language classroom.

4.2 Discussion

This chapter mainly deals with the analysis and interpretation of the data collected from the primary source to fulfill the determined objectives of the study. The sole objective of this study was to find out the practice of English teacher to overcome the problem behaviour of students. That is why, the analysis and interpretation of the collected data was done under the two broad headings.

) Classroom Observation of Students
) Questionnaire for the Teacher

Firstly, the collected information was tabulated and analyzed and interpreted in detail by using simple statistical tools viz. percentage table.

4.2.1 Classroom Observation of Students

This section deals with the classroom observation of all students of class ten. I prepared observation checklist and observed four classes of each teacher. The main purpose of this study was to find out the problems of classroom management.

4.2.1.1 Behaviours Not Seen at All

When I observed the four days repeatedly, I found students' behaviours were not seen at all like leaving own desk, throwing ink to others, making a sarcastic remark, insulting the teachers, fighting going out, gum chewing, beeping cell phone and others.

Table No. 1

Behaviours Not Seen at All

Particulars	Frequency	Percentage
Leaving own desk	0	0
Throwing ink to others	0	0
Making a sarcastic remark	0	0
Insulting the teachers	0	0
Fighting	0	0
Going out	0	0
Gum chewing	0	0
Beeping cell phones	0	0
Others	0	0

(Source: Field Visit)

The above table depicts that all the behaviours which have been categorized under infrequently seen behavoiurs have no percentage. That means none of students showed problem behaviours in the classroom.

4.2.1.2 Rarely Seen Behaviour

When I observed the four days repeatedly. I found students' behaviour seen in low frequency like coming late, frequently talking, disputing with teachers, using slang language, tapping a pen, poking and hitting other students, carrying weapons, damaging property and chattering.

Table No. 2

Rarely Seen Behaviour

Particulars	Frequency	Percentage
Coming late	1	1.14 %
Frequently talking	4	4.55 %
Disputing teachers	2	2.27 %
Using slang language	2	2.27 %
Tapping pen	2	2.27 %
Poking and hitting other	2	2.27 %
Carrying weapons	2	2.27 %
Damaging property	3	3.41 %
Chattering	3	3.41 %
Disputing teachers	2	2.27 %
Throwing stone	1	1.14 %

(Source: Field Visit)

The above table depicts that all the behaviours which have been categorized under the rarely seen behaviours like coming late, throwing stone which have occupied 1.14% of the total behaviours. Similarly, the behaviours like disputing with teachers, carrying weapons, damaging property and using slang language have 2.27 % occurance where as poking and hitting other students and chattering which have occupied 3.41 % of student's total behaviours. 'Frequently talking' behaviour has been shown in 4.55%. That means, the students were found showing different behavoiurs in the classroom.

4.2.1.3 Frequently Seen Behaviours

When I observed the classes for four days repeatedly, I found students' behaviours were seen in high frequency like passing notes, cheating, unwilling to use language, using mother tongue and not doing homework.

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Table No. 3

Frequently Seen Behaviours

Particulars	Frequency	Percentages
Passing Note	9	10.23 %
Cheating	12	13.64 %
Unwilling to use language	15	17.05 %
Using mother tongue	25	28.41 %
Not working homework	6	6.82 %

(Source: Field Visit)

The above table depicts that behaviours like inaudible responses to the teachers, passing note were demonstrated by nine students which have covered 10.23 % of the total behaviours. Behaviour like cheating in the class test were demonstrated by twelve students which have occupied 13.64 %. Similarly, behaviours like unwillingness to use language in target language was shown by fifteen students which have 17.05% occurrence. Behaviour like using mother tongue has shown by maximum number of twenty-five students which shows 28.41% occurrence. Behaviour like not doing homeworks has shown by six students which has occupied 6.82 %of the total behaviours shown in the class.

The above table shows that the maximum number of students were using mother tongue which have occupied 13.64 % and six students did not do their homeworks which means 6.82 % occurrence.

4.2.1.4 The Holistic Observation of Information

In order to collect data, I also employed observational tool. I prepared a list of behaviours of students to be observed in four classes of one school. The detailed observed behaviours of the students have given in appendix -2. The overall behaviours which I observed were listed in frequency and percentage.

Table No. 4

Holistic Observational Information

S.N.	Particulars	Frequency	Percentages	Remarks
1.	Living own desk	0	0	
2.	Tapping a pen	3	3.41 %	
3.	Throwing ink to others	0	0	
4.	Passing note	9	10.23 %	
5.	Throwing stone	1	1.14 %	
6.	Cheating	12	13.64 %	
7.	Poking and hitting other students	3	3.41 %	
8.	Making a sarcastic remark	0	0	
9.	Unwilling to use language	15	17.05 %	
10.	Using mother tongue	25	28.41 %	
11.	Insulting the teacher	0	0	
12.	Fighting	0	0	
13.	Carrying weapons	2	2.27 %	
14.	Damaging property	2	2.27 %	
15.	Coming late	1	1.14 %	
16.	Going out	0	0	
17.	Not working work	6	6.82 %	
18.	Frequently talking	4	4.55 %	
19.	Disputing the teacher	2	2.27 %	
20.	Chattering	3	3.41 %	
21.	Gum chewing	0	0	
22.	Beeping cell phones	0	0	
23.	Using stage language	2	2.27 %	
24.	Others	0	0	
Total		88	100 %	

From this observation, I did not find any students who showed other behaviours like gum chewing, beeping cell phones, going out, fighting with friends when the teacher was teaching in the classroom. The analysis of students behaviour presented in table no. 3 shows that most of the time students were using mother tongue which have covered 28.41% when teachers were teaching in the classroom. The behaviour of students like unwilling to use mother tongue was shown in 17.05%. The behaviour of students like cheating in the class test occupied 13.64% and so on .

4.2.2 Questionnaire for the Teacher

This section mainly concerns with the secondary level English teachers' opinions towards the problem behaviour of students. For this, I collected the data from the questionnaire. In order to draw the teachers' views, a set of the questionnaire was used as a supportive tool including one close- ended questions with five alternatives viz. 'YES' or 'NO' and nine open- ended questions with various opinions. The responses of teachers to each question were analysed and interpreted in detail for open- ended question, and with the help of percentage and table for closed- ended question. The details description is given below:

4.2.2.1 Teacher's Entrance in the Classroom

The first item in the questionnaire was about whether the teachers enter in the classroom with smiling face. The responses of them is presented in the table below:

Table No. 5

Teacher's Entrance in the Classroom

Particulars	Rating	Schools' Teachers				Percentage (%)
		S_1	S_2	S_3	S_4	
Smiling face	Yes	1	1	1	1	100 %
	No					

The presented data in table no. 5 shows that almost all of the teachers (i.e. 100%) accepted that they entered with smiling face rather than angry face. But, in observation period, I found that English teacher entered into the classroom with stick in his hand and with angry face. This shows that there is vast difference between teacher's saying and doing actually in their classroom.

From the presented data, I concluded that the teacher responded in questionnaire in one way but those behaviours were not found while observing the classroom. I found that some of their responses while entering saying "Hello", "How are you", "Good Morning", etc. It shows that they used these exponents to make students smiling as well.

4.2.2.2 Teacher's Understanding about Problem Behaviours

Regarding the question, 'what do you understand by problem behaviour?', all teachers gave different types of meaning of problem behaviours. Four teachers (S_1, S_2, S_3, S_4) viewed that problems made by the students in the classroom is known as problem behaviours . Students have different types of attitudes some were silent and some were violent.

After analyzing the teachers responses what I know about their understanding and problem behaviour is the problem made by the students. However, the teacher (S_1) stated that the problem made by students in the classroom was called problem behaviour. In the same way, (S_2) teacher said: "the behaviour bring problems in course of teaching in the classroom as called problem behaviour such as making noise, sidetalk etc." For this question, (S_3) teacher expressed that behaviours of students that could be obstructed the teaching learning activities are generally known as problem behaviour. Similarly, (S_4) teacher stated: "it means the problems related to students' attitudes, learning activities and unwanted behaviours."

From these arguments, it appears to me that the majority of the teachers believed that every student have some sorts of problem behaviour. According

to their views, the problem behaviour was such kind of behaviour which obstructed the teaching learning activities inside the classroom like noise, sidetalk etc.

4.2.2.3 Problems Faced by the Teachers in the Class

Next item in the questionnaire was about the problems faced by the teachers during their class hours as 'Do you face any problem in the class?' This questions was included to initiate their interest to the problem behavior. Their responses are given in the table below:

Table No. 6

Problems Faced in the Class

Rating	Schools' Teachers				Percentage
	S_1	S_2	S_3	S_4	(%)
Yes	1	1	1	1	100 %
No					

The above table shows that all the teachers faced problems in the classroom because all of them responded as 'yes'.

From these responses, I came to conclusion that the almost all the teachers agreed that they had to face problem behaviours in their respective classroom.

4.2.2.4 Types of Problem

Regarding this question,' what types of problem do you face?', question no. 4, in the questionnaire was intended to explore the ideas about the problems faced by the teachers in the classroom.

One schools' teachers (S_1) said that students activities like talking, tapping a pen etc. were some problems. Likewise, (S_2) teacher said that side talk, noise

lack of the discipline, use of obscure words, chewing gum etc. were faced problems in the classroom. Another teacher (S_3) focused that the problems like lack of readiness, lack of listening competence, understanding of language, lack of attention were the types of problems in the classroom. Similarly, (S_4) teacher stated: "students negligence in doing homework, no seriousness in studies, non interactive etc. were the major types of problems."

From these arguments, it becomes clear that the students activities like talking, tapping the pen, side talk, noise lack of discipline, use of slang language, gum chewing, no seriousness in studies, less interactive nature, negligence in doing assignment etc. were the common types of problem behaviour which have been faced by the teachers in the classroom.

4.2.2.5 Students Being Late in the Classroom

Regarding the question, 'do you find students come late in the class?', which was asked to the teachers to arouse their interest in the topic of study as well. Their responses are presented below:

Table No. 7

Students Being Late

Rating	Schools' Teachers		Schools' Teachers		Percentage (%)
	S_1	S_2	S_3	S_4	
Yes	1	1	-	-	50 %
No	-	-	1	1	50 %

From the table above, 50% of the teachers accepted that their students were presented quite late in their classroom. In contrast, similar percentage of the teachers denied this fact.

From these expressions, it becomes clear to me that half number of students were coming late in the class which made classroom disruptive. That's why; these school should have made strict rules and regulation for those students who came late.

4.2.2.6 Students Using Slang Language

Regarding the question, 'does your student use slang language?', this question intended to explore the ideas about the use of slang language in the classroom because using slang language is also a kind of problem behaviour. The following table shows the responses of the teachers.

Table No. 8

Student Using Slang Language

Rating	Schools' Teachers				Percentage (%)
	S$_1$	S$_2$	S$_3$	S$_4$	
Yes	-	1	-	1	50 %
No	1	-	1	-	50 %

From the above table, 50% of teachers accepted that their students used slang language in their classroom.

As a whole, I come to conclusion that the students were using slang language in the classroom.

4.2.2.7 Ignorance of Inappropriate Behaviours in the Classroom

The item number included in the question was to ask the teachers about the reasons of their ignorance to the misbehavior. They gave different opinions on it. For instance, (S$_2$) teacher disagreed and said that I did not agree, teachers must not ignore inappropriate behaviours, as such those behaviours harm the learning process. But some teachers might consider some behaviours which did

not harm the class. A different type of experience expressed by (S₃) teacher. His statement was: "Misbehaviours should be noticed but should not be given much importance as treatment of convince in isolation is more effective".

The teachers (S₁ and S₄) accepted that they ignored some inappropriate behaviours in the classroom. The reasons were intimacy, fear, minor problems etc. In connection, (S₁) teacher said that teachers pretended that they ignored misbehaviour in the classroom because of over intimacy, fear of young students and sense of little responsibility. Similar reasons were given by (S₄) teacher. He said, "Sometimes in the name of being superior, sometimes to be quite near to the students, sometimes fear of students' threats and fear of lack of administrators support teacher does not give proper attention thinking that they are unnecessary."

From these expression it becomes clear to me that most of the students were too near to the teachers so teachers ignored minor misbehaviours. The striking reasons were that they either were afraid of their faults or physical attack on them. Some teachers did not own their responsibility and told them these were the first time misbehaviour because they thought that they did not get administrators support. Some teachers ignored misbehaviours because they put it forward for private talk or for other involvement.

4.2.2.8 Teachers Attempt on Repeated Misbehaviour in the Classroom

Repeated misbehaviour are serious even if these behaviours are minor by nature. If we eliminate these behaviours using different handling techniques, it helps us to run our classes easily. Regarding the question 'what will you do for repeated misbehaviours?' in the classroom, the teachers responded in their own words. (S₁) teacher said that first he requested not to do so. Then, he made them alert about his request and next step was personal talk, consultation with administrators, contact with parents, making decision along with administrative personnel and parents were the final stage to deal with repeated misbehaviours.

In the same way (S_2) teacher stated that he watched them with care, requesting and scolding were done before making them stand by asking questions or slapping (optional) and sending to office and reporting to parents were the steps to deal with repeated misbehaviours.

Similarly, (S_3) teacher expressed that the first steps to deal with repeated misbehaviours were 'by ignoring' or 'by using indirect satire'. Later he followed with maximum eye contact, meeting in solution and giving much more attention to him/her to know if there was any change or not. This means he followed up his students after his effort to change. Likewise, (S_4) teacher said personal talk, addressing or printing before the whole class, reporting to senior teachers or administration and consulting with parents were the steps to manage repeated misbehaviours in the classroom.

The above expressions of teachers suggest that (S_3) teacher was aware of the student's behaviours and use of punishment. It also seemed that he knew students and their behaviours. Teacher (S_1) seemed to be strict and they used physical punishment for repeated misbehaviours. Their solution was not so practical that might be a threat to them if they applied in their real life. However, the punishment might be simple use of satire as (S_3) teacher said. From the view points of (S_2 and S_3) teachers, it appears to me that they were aware of students motivation and psychology with understanding the situation. One teacher (i.e. S_3) always tried to solve her problem even if the challenges arouse. He said: "It will be better to take help from seniors because they may be more experienced than us. The other thing is that two heads are better than one head. Effective communication will be helpful to them."

Consultation of parents with teachers might be difficult in the senior grades where students are very far from their parents. Anyway personal communication, help from seniors and administration will be beneficial. Expel from classroom teacher is not a great practical solution. Because if they sent out students from the classroom, their lesson would be left. Students come to

learn and it would not help us to achieve goals and objectives of curriculum. Thus, teachers did lots of attempt to control the repeated misbhaviours of the students by means of various remedial ways.

4.2.2.9 Long Term Solutions For Problem Behaviour of Students

Regarding the question 'what are the long term solutions for problem behaviours?', most of the teachers focused on counseling for potentially problematic situation to be able to maintain the flow of lesson as the long term solution of the problem. In the same way, (S_1) teacher pointed three solutions as, "counseling, developing parents-teachers relationship to report them and managing more section with adjustable numbers". He believed that the sole cause of problem behaviour was the large class. Preparation of rules and their application with occasional guidance and counseling tend to be the final solution for (S_2) teacher. He said that developing ground rules in line with student's participation applying them strictly in the school and conducting guidance and counseling programme in institution occasionally were the long term solutions to him. Similarly, (S_3) teacher wanted to make students accountable. He said that meeting in isolation time and again, asking their own problems and giving responsibility to them etc. were the solutions for eliminating classroom disruption. Sometimes communication might be a cause of disruption in English classroom, a great care is required while applying communicative techniques in English classroom. Motivation in learning with their involvement and solving environmental problems were the solutions of problem behaviour of students for (S_4) teacher. This expression was: "Motivating students towards the subject matter, cheating and regular counseling are the solution to me".

From these evidences, it also becomes clear to me that proper guidance and counseling were the principal solutions for the problem behaviour classroom. In addition to counseling, the positive relationship between teacher and students is long term solutions for problem behaviours. Understanding student's

needs and psychological context, providing proper course according to their nature of students to motivate students in learning. Teacher characteristics were also the causes of disruption because teacher might not provide proper course guidance etc. preparing procedures and rules then applying them properly work to manage for success. Thus, proper communication along with counseling, positive class climate, easy atmosphere, motivating environment and active participation were the solutions for problem behaviour in the classroom. To apply the rules for making students accountable was also a solution for classroom disruption. Their psychological treatments are some solutions for teachers. Anyway, they said proper communication played crucial role for managing problem behaviour of students in the classroom.

4.2.2.10 Teachers' Responses to Disciplined and Undisciplined Students

In the piloting stage, teachers argued that their responses were different to disciplined and undisciplined students. They said that they had negative indication with undisciplined ones. Regarding the question 'how do you behave with undisciplined students in the classroom?', The teachers (S_1 and S_2) said that they provided great care with asking difficult questions in the classroom to undisciplined students. In this connection, (S_1) teacher said that he asked more questions, he gave more focus to that person and he made him or her to write the matter on the board. Similar view was given by (S_2) teacher, here what he said: "I ask them difficult questions frequently when I see misbehaviour that makes others to stop".

Other two teachers (S_3 and S_4) had different ideas to respond to problem behaviours of students. In this regard (S_3) teacher's expression was that he tried to be a friend of students to identify the cause that made them disruptive. He also said that he gave a greater attention to them. Supporting him, (S_4) teacher said that he made them seat with disciplined students separating from undisciplined ones. He did not talk more in the classroom, he talked to them in private after he consulted with senior teachers and parents. His statement

reveals that the teachers' role is that of a counselor and a close friend to the students to minimize problem behaviours in the classroom.

In order to manage the undisciplined students in the classroom, the common view of all the teachers suggest to keep eye contact, to ask frequent questions, to give minor punishment and so on.

4.2.2.11 Teachers Effort in Eliminating Undesirable Behaviours and Encouraging Desirable Behaviours

Next question was, 'What do you use to eliminate undesirable behaviours and to encourage desirable behaviours?', to the teacher. They expressed views in their own way. As an instance, (S_2) teacher disagreed to physical action and they favored verbal rewards. In this connection (S_2) teacher said that he used verbal rewards to encourage his students. He added that once he used physical action but it did not result well. More often he reminded them about the ground rules. In fact, two teachers (S_3, S_4) used both reward and punishment.

S_3 teacher favored to use punishment in private but reward in group. He said that he had experienced that the students should not be punished in group. However, they should be rewarded in group. It was easier to treat them in isolation. Just as, (S_4) teacher said: "Rewards or punishments, to eliminate or encourage ... but when we make them to feel about that behaviour they are more effective".

Unlike them, S_1 teacher showed his interest only in favor of punishments. He stated that he punished their students. In this connection, (S_1) teacher said that he did not use reward to encourage positive behaviours but he used punishment to eliminate undesirable behaviours of his students.

The statements of those teachers reveal that physical actions were not only harmful to the students but they were harmful to teachers, too. The teachers used verbal reward rather than punishment to eliminate undesirable behaviours

of their students. However, they said that reasonable punishments could be given in private to discourage repeated misbehaviours of the students in the form of communication. Perhaps the most accessible means of reward for teacher was the use of praise (verbal reward) in the classroom which was applicable and effective in the classroom. Most of the kinds of approval were in the form of verbal praise in front of the class than in private for effective management of classroom disruption.

4.2.2.12 Experience of Teachers on Problem Behaviours

I requested the teachers to share their experiences of modifying the undisciplined behaviours of any students. Regarding this question, their experiences of modifying students' behaviours are as follows; (S_2) teacher said that he modified the behaviours of undisciplined students who always used to tease and insult others and even he used drugs. He explored the reality of the students and consulted with parents and administration. Slowly, teacher was able to make him a disciplined and a hard working student.

One of them teachers (i.e., S_2) expressed his experiences. He modified student's silly behaviours to acceptable behaviours. First, he used physical punishment which helped to increase such behaviours rather than to decrease. He got threatening to leave a job from that school. A young and strong student told him to leave the job showing a knife. Slowly, (S_2) teacher established positive relation with him and tried to make him accountable for leading. It worked well and he succeeded.

Another teacher (i.e., S_3) said that he faced many undisciplined students in her ten years of teaching experience she encountered a problem behaviour of student who did not pay attention to his study and used to disrupt other students. Firstly, she tried to ask questions to attract his attention towards her that he could not answer. Those events made him shy because all students laughed at him. He helped him and kept him in touch with verbal praise. This

attempt made him successful, but it took time. He said then, that the student was very happy because he had completed his study of master's degree successfully from T.U.

One of the teacher (i.e., S_4) expressed his story remembering seven years back while he was teaching in seventh grade. He tried to manage the physical environment of the class. Regular planning with physical management reduced the problem behariours of students in the classes. He used to establish positive relation with them and started to communicate privately that worked well to modify students' misbehaviours.

From the opinions and experiences of the teachers I came to know that good communication was the strong and best tool for modifying students' behaviours. Teacher's responsibility and continuous effort were the requirements to change the misbehaviours of students. All the teachers tried to explore the reality with the means of communication. The other necessary things were done that treatments were required according to their needs as specially designed assignment given to them. Private talk and increased intimacy to them helped to decrease undesirable behaviours. The true stories expressed by teachers clarify that the intimacy with students decreased problem and increased the relationship with students.

4.2.2.13 Teachers First Discussion When They Encountered the Problem

In order to explore the teachers view on the discussion of a problem that occurs in the questionnaire, question no.13 was included. It was asked to the teachers that if a problem occurs in the classroom with whom do you discuss at first. Their responses are given in the table below:

Table No. 9

Teachers First Discussion When They Encountered the Problem

S.N.	People	Schools' Teachers				Percentage (%)
		S_1	S_2	S_1	S_2	
1.	Principal	-	1	-	-	25 %
2.	Parents	-	-	-	1	25 %
3.	Colleagues	-	-	1	-	25 %
4.	Not al all	1	-	-	-	25 %
	Total					100 %

This item tried to find out the person who the teacher likes to talk about the problem. Every teacher faced problems in his teaching career. It is better to discuss with concerned people before deciding in himself. The responses are presented below:

The above table shows that all the teachers wanted to talk with the different people, if problems occur in the classroom. The teacher (S_2) talked without the principal. Then, the teacher (S_3) consulted with colleagues. Similarly, the teacher (S_4) consulted with parents .But the teacher (S_1) said that first he didn't want to talk with any people because he hadn't face no serious problem to consult with them. In the same way, (S_2) teacher stated: "I wanted to talk with principal because he was the authority to decide to do something." For this question (S_3) teacher expressed that he wanted to talk with his colleagues because it might be a common problem and could be solved with different ideas. Similarly, (S_4) teacher said: "I wanted to talk with parents because parents, teachers and students have a triangular relation so each should have shared the problem.

Though the teachers viewed differently, the common discussion about the problem behaviour held with principles, colleges, parents and so on. It depends upon the nature and relation of the teachers.

4.2.2.14 Role of 'Praise' to Foster Good Relationship

Regarding the question, 'Do you agree that praising fosters good relationship between teachers and students', different teachers reacted differently.

Table No. 10

Role of Praising to Foster Good Relationship

S.N.	People	Schools' Teachers				Percentage (%)
		S_1	S_2	S_3	S_4	
1.	Agree	1	1	-	1	75 %
2.	Very much agree	-	-	1	-	25 %
3.	Disagree	-	-	-	-	-
4.	Totally disagree	-	-	-	-	-
	Total					100

The above table shows that most of the teachers (S_1, S_2, S_4) agreed that the praising fosters good relationship between teachers and students which have occupied 75%. But the teacher (S_3) very much agreed with the topic.

From these expressions, it becomes clear to me that the majority of the teachers agreed that praising fosters good relationship between teachers and students.

From the overall presentation and interpretation of the data above, I found the following reasons beyond problem behaviour of students:

⟩ Lack of proficiency in English

⟩ Lack of interest in the class

⟩ Inadequate knowledge of child psychology of teachers

) Impact of post-modern technologies

) Lack of supervision of principals

) Bad friends-circle

) Age factor

) Lack of parents' education and awareness

) Communication gap between parents and children

) Overstress with work

CHAPTER V

SUMMARY, CONCLUSION AND IMPLICATIONS

5.1 Summary

The major concern of this study was to analyze "Practice of English Teachers to Overcome Problem Behaviours of Students in Secondary Level". This study focused on identifying the reasons and solution on problem behaviours of students in English language classroom. In order to delve into the depth, I employed two tools, observation and questionnaire. It was concluded that the teachers faced the different problem behavior of students like; not to do homework, using mother tongue, use slang language, side talk, indiscipline, gum chewing, tapping a pen on desk etc.

This thesis consists of five chapters: The first chapter is introductory in nature. It introduces problem behavior of students in general. It also includes, statement of the problem, rationale of the study, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. The second chapter deals with the review of related literature, implications of review of the study and theoretical and conceptual framework. Similarly, the third chapter deals with the methods and procedures of the study, design of the study, population and sample, sampling procedures, data collection tools, data collection procedures and data analysis and interpretation procedures. After that, the fourth chapter deals with results and discussions/interpretation and the last chapter deals with summary, conclusions, implications in policy level, practice level and further research followed by references and appendices.

5.2 Conclusion

On the basis of analysis and interpretation of the data, following conclusions are drawn:

) All the teachers experienced discipline problems, such as late arrival, not appearing in terminal exam, irregular attendance in class, staying outside the classroom and over use of mobile.

) Most of the students used mother tongue in the class. Such behaviours occupied 28.41% in the total behaviours. And 17.05% of students showed unwillingness to use their language. But none of the students showed behaviours like leaving own desk, throwing ink to others, making a sarcastic remark, insulting the teachers, fighting with friends, going out, chewing gum and using cell phones etc. The minimum number of students showed two behaviours like coming late and throwing stone.

) Regarding the teacher's activities in the class, all the teachers entered with smiling face. I found that some of their responses while entering classroom saying hello, how are u? and good morning etc. Similarly, only 50% of schools' teachers said that students were coming late but 50 % of schools' teachers said that students were not coming late in our school.

) In order to solve the problems conductive teaching learning environment should be established by joint effort made by students, teachers, principals and parents.

Behaviours which infrequently occurred by students were of less focus it was because of the fact that they occurred only once in four days observation period. On the other hand, those behaviours which were frequently occurred were of much attention and should provide constant care and supervision to those behaviours which were seen in many students. Therefore, teachers and principal in school should pay attention towards those students.

5.3 Implications

On the basis of the conclusions, the following implications have been suggested:

5.3.1 Policy Level

) Economic status and financial incentives of teachers are indirectly connected to the treatment of the problem behaviour of students. Therefore, to enhance teacher's performance, it is vital that their salary scale should be reviewed.

) Similarly, policy makers and curriculum designers should analyze the problems faced by teachers with students' behavior to make the teaching learning process more effective. And teaching learning materials and reference books should be made available on time.

) This study encourages the course designers of education to include moral and intellectual activities to manage learner's problem behaviour.

) Further, this study implies to adopt special treatment from government's side to technically treat learners problematic behaviour in both inside and outside the classroom.

) The policy makers should have a concern on psychological aspects of learning as well.

5.3.2 Practice Level

) The students should frequently be informed about school's code of conduct. If it is not followed strictly then the principal should bring them into action immediately.

) The school management should be strict towards the rules and regulations of the schools.

) The school should take care of the novice teachers. Because most of the novice teachers faced problem behaviour of students in the class.

) The findings of this study implies that the students problems behaviour should be dealt considerably in English language classroom.

) Teachers should use verbal reward rather than punishments. They should be active listeners to understand them, so that they can manage classroom behaviours of their learners.

⟩ Similarly, the school authority should be aware about learners' problems.

⟩ Teachers students and guardians can discuss in group about those problems and be curious to solve those problems because this study implies that discussion and counseling plays key role to manage problem behaviours.

⟩ From the above points, we can suggest both teachers and students to be co-operative and friendly in classroom practices to get target achievements.

5.3.3 Further Research

⟩ This study was conducted only in Palpa district. So, the finding of this study may not be applicable in the remote area because of the teachers faced problems on behaviour of secondary level students of Palpa district may differ from the secondary level of students in other area. So, similar kind of research should be conducted in those remote area as well.

⟩ The sample population of this study were only four secondary level English teachers and students thus to make more effective study on problem behaviour of students further study can be conducted in more schools at different level.

However, I would like not to claim this study as a completed and fullfledged on due to several limitations. Thus, I would like to draw the attention on further studies in near future.

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The Observed Behaviours of Students

S.N.	Teacher's Responses	Frequency of Behaviours				Total	Total %
		1st day	2nd day	3rd day	4th day		
1.	Leaving one's desk without permission	0	0	0	0	0	0
2.	Tapping a pen	2	0	1	0	3	2.6 %
3.	Throwing ink to other	0	0	0	0	0	0
4.	Passing note	6	2	0	1	9	7.92 %
5.	Throwing stone	0	1	0	0	1	0.08 %
6.	Cheating	12	0	0	0	12	10.9 %
7.	Poking or writing other students	3	0	0	0	3	2.6 %
8.	Making a sarcastic remark	0	0	0	0	0	0
9.	Unwilling to use mother tongue	4	3	5	3	15	13.2 %
10.	Using mother tongue	12	5	4	4	25	22 %
11.	Insulting the teacher	0	0	0	0	0	0
12.	Fighting	0	0	0	0	0	0
13.	Carrying weapons to school	2	0	0	0	2	1.76 %
14.	Damaging schools' property	2	0	0	0	2	1.76 %
15.	Coming late	1	0	0	0	1	0.08 %
16.	Going out in class time	0	0	0	0	0	0.09 %
17.	Not working homework or classroom	6	0	0	0	6	5.1 %
18.	Frequently talking	2	1	1	0	4	3.52 %
19.	Disputing to teacher or students	0	0	0	0	0	0

20.	Chattering	2	0	1	0	3	2.6 %
21.	Gum chewing	0	0	0	0	0	0
22.	Beeping cell phones	0	0	0	0	0	0
23.	Using in appropriate language or slangs	0	0	1	1	2	1.76 %
24.	Others	0	0	0	0	0	0
	Total					88	100 %

Appendix II

S.N.	Schools	Schools' Name	Teachers' Name
1.	S_1	Shree Vishnu Higher Secondary School	Narayan Prasad Dhakal
2.	S_2	Shree Shiddhi Higher Secondary School	Chandy Sunari
3.	S_2	Nepal English Preparatory Secondary Boarding School	Bhim Rana
4.	S_4	Bethel English Boarding Secondary School	Khem Bahadur Saru
Total	4	4	4

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

Bethel English Boarding Secondary School, Tansen, Palpa

Nepal English Preparatory Secondary Boarding School, Tansen, Palpa

Shree Shiddhi Higher Secondary School, Aryabhanjyang, Palpa

Shree Vishnu Higher Secondary School, Pokharathok, Palpa