

CHAPTER ONE

INTRODUCTION

This chapter starts with the background study of the topic. It tries to provide foundation of the study. It, then, tries to describe the notion of classroom management, one of the striking aspects of it, that is to say, disruptive behaviour of higher secondary school students. It also strives to delve into the previous studies done in the related field which verifies my present study. It ends with the significance of the study.

1.1 Background of the Study

The act of language teaching is a complex phenomenon though it is an established profession. "Language teaching came into its own as a profession in the twentieth century. The whole foundation of contemporary language teaching was developed during the early part of twentieth century" (Richards and Rodgers, 2001, p.1). The teacher is the main person who has a key role to foster language learning genuinely and naturally. It is intellectually challenging job to execute as the classroom situations demand. Stern (1983) says language teaching can be defined as "the activities which are intended to bring about language learning" (p.21). Similar view is presented by Holden (1984) "Teaching is about people learning" (p.17). Similarly, according to Sthapit (2001, p.1)" The objective of teaching a thing is to help the learner in learning it. Teaching, therefore, should be geared to facilitating learning on the part of the learner. This is true of language teaching as well".

English language has received great importance in the present context. It has become a lingua Franca. It has become a lingua-franca to the people of different nationalities. It is, no doubt, that it is and will remain a vital linguistic tool for

many business people, academics, tourists and citizens of the world who wish to communicate easily across nationalities. Kachru (1983, p.3) wrote “One might hazard a linguistic guess here. If the spread of English continues at the current rate, by the 2000 its non- native speakers will out number its native speakers” (as cited in Harmer 2001, p.2). So, teaching English has become compulsory today. In the context of Nepal also, English is being taught and learnt English as a foreign language (EFL) for the sake of wider communication among people of different linguistic communities. Bhattarai (2006, p.11) says about this “There is no mention of the English language in the constitution of Nepal and the number of its speakers is, as in the latest census 1,037 persons. However, it is found in all the syllabuses from primary to graduate levels”. Harmer (1991) attempts to provide some of the reasons of teaching English in following way;

School Curriculum

Probably the greatest number of language students in the world study English language. It is an international language. day by day, the number of speakers of the English language are growing because of its globalization in use. It is because of this fact, English language is on the school curriculum whether students like it or not. For many of these students English is something their parents want to have taught.

Advancement

People want to study English because they think it offers a chance for advancement in their professional lives. They will get a better job if they can speak and write in English. This language has a special position in the human society.

Target Language Community (TLC)

Many people, especially, students from different countries of the world are moving in the English speaking country. They stay there either temporarily or permanently. These people need to learn English language to survive in that target language community.

Culture

Some students study the English language because they are attracted to the culture of the target language community. Students learn the English language to know more about the people who speak this language, the places where English is spoken and to develop an understanding of the systems of thought, beliefs and emotions of the new culture as well as its system of communication (Ellis, 1985, p.292).

Miscellaneous

There are, of course, many several reasons for learning the English language. Some people do it just for fun. Some people learnt it because they want to be tourist in country where English language is spoken. Some others learn it just because all their friends are learning English.

Discipline is crucial in English language classroom. It reflects the condition of successful classrooms. Smooth running process is the main outward manifestation of discipline in the classroom. Sharma (2003, p. 91) defines it as “the control of students behaviour on the part of individuals or groups in order to attain their goals and purposes”. Ur (1996, p. 260) also says “it seems fairly clear that in a disciplined classroom it is easier to activate students in the way the teachers want, and that time will be probably spent on-task, rather than wasted on organizational problems or disruptive behaviour”. Ur further says classroom discipline is a state in which both teacher and learner accept and consistently observe a set of rules about behaviour in the classroom whose function is to facilitate smooth and

efficient teaching and learning in a lesson (ibid.p.270). Some of the possible characteristics of the disciplined classroom are given below:

-) Learning is taking place.
-) It is quiet.
-) The teacher is in control.
-) Teacher and students are co-operating smoothly.
-) Students are motivated.
-) The lesson is proceeding according to plan.
-) Teacher and students are aiming for the same objectives.
-) The teacher has natural charismatic authority.

In every classroom, there will be a number of different personalities looking at the world differently. Most teachers find that their classes consist of students of mixed range of levels and learning abilities. Task given in course books will not account for the students of different backgrounds and levels. It is, therefore, part of the teacher's skill to be able to look at an exercise or task and assess its relevance, interest, value and difficulty in relation not only to the whole class but also to the individuals within it. The teacher has to be better prepared and know how to adapt the subject matter and allot different tasks to different groups of students (Holden, 1984). Addressing to all these individuals and make them learn what the teacher wishes them to learn is difficult. Every teacher does everything s/he can to make sure that her / his lessons are a success to address the problems of different individuals. However, things do not go as s/he had planned. There may be myriad reasons for this, but the one that many teachers find most difficult to deal with is when students fail to co-operate in the classroom. This, of course, disrupts the smoothness of teaching and learning process. When students get significantly out of control, lessons have to be stopped and the teacher has to re-establish the order of language teaching. Such moments of disruption, can be unsettling, not just for

the teachers but also for the students. Sharma (2006, p. 34) argues that “English classes are naturally noisy because we, and English teachers, assign them different group works, pair works, and projects. Indiscipline, however, is not a problem of only English classes; it is equally problematic for teachers of all subjects”.

1.1.1 Classroom Management

The term ‘classroom’ in some way is similar to busy intersection or busy airport. There will be a number of individuals from different linguistic, cultural and religious background. It requires special rules and procedures to govern important activities. Similarly, the term ‘management’ refers to the skill, organization and presentation of a lesson in such a way that all students are actively engaged in learning. So, altogether the term ‘classroom management’ is used by many teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behaviour by students (Pokhrel, 2007). It is not an end in itself; but merely one part of a teacher’s overall leadership role. In this regard classroom management can not be separated from the other aspects of teaching; rather it is an umbrella term which encompasses other aspects within it. Classroom management encompasses many practices integral to teaching, such as developing relationships; structuring respectful classroom communities where students can work productively; organizing productive work around a meaningful curriculum; teaching moral development and citizenship; making decisions about timing and other aspects of instructional planning; successfully motivating children to learn; and encouraging parents involvement . It is real fact that beginning teachers report that the most difficult aspect of their first years of teaching is classroom management. They worry about it; they even have recurring nightmares about this issue. It is one of the most important challenges beginning teachers face. Effective classroom management exists within the context of democratic learning

communities. It is also true that effective teachers have a wide repertoire of management strategies to be used as situations dictate.

There are different opinions about classroom management. Brophy (1988) has defined it as “Actions taken to create and maintain a learning environment that supports instructional goals” (as cited in Hammond, et al. 2005, p 330). Richards, Platt and Platt (1999,p.52) define it classroom management as "the ways in which students behaviour, movement, interaction, etc. during a class is organized and controlled by the teacher to enable teaching to take place most effectively”.

Similarly, Wragg (1981, p. 7) opines that “classroom management is what teachers do to ensure that children engage in the task in hand, whatever that may be”.

Richards, Platt and Platt, and Wragg have emphasized on the personality and role of teacher over classroom management. Keeping the teachers’ role as focal point in classroom management. Hammond, Bransford, Lepage, Hammerness and Duffy (2005) argue that for teachers to be prepared to create and maintain an effective learning environment they must have a variety of knowledge and skills that allow them effectively structure the physical classroom environment, establish rules and procedures, develop relationships with children, and maintain attention and engagement in academic activities. Dunkin and Biddle (1974, p. 135) also argue that “Management of the classroom ... forms a necessary condition for cognitive learning and if the teacher can not solve problems in this sphere, we can give the rest of teaching away” (as cited in Arends, 2001, p.157).Harmer (1991) also emphasized the importance of having teacher’s classroom managerial skills for effective teaching and learning activities. He says class management skills are important since they help to ensure the success of the teacher and the activities which are used. In the same way, Alberto and Troutman (1986) opine “It can be defined as a teacher ability to co-operatively manage time, space, resources and students behaviour and to provide a climate that encourages students learning” (as cited in Hatipoglu, 2000, p.). If we view to all the definitions given by scholars,

we can easily find the teacher's dominant role in classroom management. So, flexible teacher will be able to alter the situation as necessity. Flexibility is the dominant characteristic we would expect from genuinely adaptable teacher (Harmer, 1991, p.258).

We can study classroom management from different perspectives or different aspects of it. In this study, I am, predominantly, interested to study controlling of students 'disruptive behaviour in the English language classroom of Higher secondary school'. In the present context, it is being one of the burning problems in language classroom.

1.1.2 Students' Behaviour

The term 'behaviour' refers to the way a person behaves, especially towards other people. It is a cover term. It can be good behaviour or bad behaviour. When it is concerned with the students' behaviours, it can denote both. Students might have good behaviour or bad behaviour. This study is concerned with the higher secondary students. Especially, they are teenagers or adolescents. Etymologically, the term 'adolescence' means 'to grow' or 'to grow maturity' (Hurlock, 2005). Hurlock further says "It is customary to regard adolescence as beginning when children become sexually mature and ending when they reach the age of legal maturity" (ibid.p.222). Although, Hurlock has expressed 'legal maturity' for adolescence, it is not found in their behaviour. Society recognizes them as 'youths'. Traditionally, adolescence is a period of heightened emotionality, a time of 'storm and stress' if they do not receive proper guidance at this period, they may spoil their whole life. So, the behaviour which adolescents reveal will be disruptive in nature:

The general approach recommended to beginning teachers for dealing with disruptive behaviour is not to search zealously for causes but, instead, to focus on the misbehaviour itself and to find ways to change it, at least

during the period of time the student is in the classroom (Arends, 2001, p. 173).

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.

1.1.3 Disruptive Behaviour of Students

Behaviour that persistently or grossly impairs or interferes with the mission or academic atmosphere is considered disruptive behaviour. A disruptive student is one who disturbs the teaching and learning process in the classroom. Harmer (1991) says:

Disruptive behaviour is not confined to one age group. Eleven- year-olds can become incredibly unruly and noisy, and adolescents may become completely unresponsive and unco-operative. Adult students are disruptive in different ways. They may publicly disagree with the teacher or try to become the class character to the detriment of their peers (p. 249).

He further says there are lots of ways of disrupting a class.

Teachers, especially novice, feel insecure in forestalling disruptive behaviours of students, and they spend many sleepless nights worrying about this. Similarly Ur (1996, p.290) says:

For inexperienced teachers, classes of adolescents are perhaps the most daunting challenge. Their learning potential is greater than that of young children, but they may be considerably more difficult to motivate and manage, and it takes longer to build up trusting relationships.

"It is strange that, despite their relative success as language learner, adolescents are often seen as problem students" (Harmer, 2008, p.83). Puchta and Schratz (1993) see problems with teenagers as resulting from "...the teacher's failure to build bridges between what they want and have to teach and their students' worlds of thought and experience" (as cited in Harmer, 2008, p.84). Arends (2001, p. 173) says "As in other social settings, every classroom will have a few students who will choose not to involve themselves in classroom activities and, instead, be disruptive forces". Disruptive behaviour can range from students talking when they are supposed to be listening to the teacher or refusing to go along with a small group activity to yelling at the teacher and stomping out of the classroom (ibid, 173). He further says that managing disruptive behaviour calls for a special set of understandings and special repertoire of skills.

Similar view is presented by Senior (2006):

When students come to class they bring with them their own personalities and their learning expectations. Their behaviour will also be influenced by their current circumstances and by what happens in the lessons. There is always, as well, the possibility of interpersonal tensions between students and their teacher (as cited in Harmer 2008, p. 153).

According to this statement students behaviour may alter into disruptive behaviour due to different reasons. If there is not good relationship between students and teachers, then students may frequently strive to disturb the classes. Similar case can occur if good relationship is not among students. Harmer (1991, p. 235) also opines that “The most effective activities can be made almost useless if the teacher does not organize them properly, and disruptive behaviour can spoil the best classes if it is not checked.”

Beginning teachers should jostle for to mitigate the tangible misbehaviour, but it is very difficulty for them. They may even loose their confidence and storehouse of knowledge will be vacuum. Spratt (1994) states that:

There are teachers who lack confidence in their ability to deal with disruption and who see their classes as potentially hostile. They create a negative classroom atmosphere by frequent criticism and rare praise....Their methods increase the danger of major confrontation not only with individual pupils but with the whole class (p. 13).

All the expressions intend to make aware to the beginning teachers in their English language classroom. So, Wragg (1981, p. 26) says “Handling very difficult children is a special problem and young teacher should not be left entirely on their own.”

Disruptive behaviour from students can take many forms. Wadden and McGovern (1991 as cited in Harmer, 2008, p. 153) list disruptive behaviours as follow;

-) Inaudible responses
-) Sleeping in class
-) Tardiness and poor attendance

-) Failure to do homework
-) Cheating in tests, and
-) Unwillingness to speak in the target language

Harmer (2001) also lists the different forms of disruptive behaviours.

-) Arriving late
-) Interrupting other students when they speak
- Bringing drinks and food into the classroom
- Forgetting to do homework
- Not paying attention
- Insolence to the teacher
- Insulting or bullying to other students
- Damaging school property
- Refusing to accept sanctions or punishment

Similarly, Arends (2001, p.159) provides some types of disruptions.

- Students frequently talking
- Student not working on a class work the teacher has given
- Students getting out of their seats at inappropriate times

1.1.4 Causes of Disruptive Behaviour

Teenage is the transitive period from childhood to matured adult in which adolescents search for identity and seek roles in the family, with friends in school and on the play grounds. It is also the period of having heavy changes in every parts of body. Virtually all the adolescents in Nepal are found having low self esteem and high anxiety which ultimately become the causes of discipline problems and depression. Harmer (1991, pp.249-252) mentions that there are three possible reasons for discipline problems or disruptive behaviour. They are: the

teacher, the students and the institution. Harmer states that the behaviour and the attitude of the teacher is perhaps the single most important factor in a classroom, and thus can have a major effect on discipline (ibid.p.249).

A teacher who does everything to avoid trouble may still have problem because of the students. Students may have a number of reasons for behaving badly or showing disruptive behaviour. Some of the possible reasons:

- Time of day
- The student's attitude
- A desire to be notice
- Two's Company (ibid p.253)

A lot depends on the attitude of the institution to disruptive students' behaviour. Ideally, there will be a recognized system for dealing with problem classes and students. A student who causes a severe problem has to be handled by the school authority rather than by the teachers.

In this study, I have used the term discipline problems as being similar to disruptive behaviour. Rimal and Shrestha (2005) mention the causes of discipline problems as:

Uneducated and conservative parents and society, poverty arising tension between father and mother, social discrimination and racial impact, political instability and unrest situation of the country, lack of unawareness of child right and their psychology, natural calamities, high ambition, unfair competition, and unhealthy imitation as the major reasons for disciplinary problems of adolescents in Nepal (as cited in Neupane, 2007, p.31).

Ur (1996) also points out some of the possible causes of disruptive behaviour in the classroom. The boring lesson or text, due to lack of firm and consistent rules in the class, teachers over-lengthy explanation and child's impatience, and teacher's lack of confidence and competence in content may trigger disruptive behaviour.

Arends (2001) also provides some possible causes of disruptive behaviours;

- (1) Students find school work boring and irrelevant and try to escape it.
- (2) Students out of school lives (Family or Community) produce psychological and emotional problems that they play out in school.
- (3) Students are imprisoned within schools that have authoritarian dispositions, which causes them to rebel, and
- (4) Student rebelliousness and attention seeking are a part of the growing-up process.

Disruptive behaviour occurs due to many several causes. It widens problems in other aspects also like, discipline problem and ultimately on classroom management. So, it becomes wise decision to treat the seen disruptive behaviour on time.

1.2 Review of Related Literature

This provides information of previous research works and other related literatures on disruptive behaviour of students. The aim of reviewing the previous research works and literatures is to explore what has already done before and what is left to be done in the very realm.

Classroom management seems to be a cover term. It incorporates maintaining many things which support for effective classroom, such as disruptive behaviour

of students. If there is not effective classroom management, it looks like a busy road, and learning will be a matter of far away. By and large, as we are concerned with disruptive behaviour of students in language classroom, it exerts detrimental impact on successful classroom activity. Many teachers fail to do a good job in the classroom because they do not have the ability to maintain good classroom behaviour. A teacher must establish and maintain a positive classroom environment from early days of class. If proper guidance is provided, a teacher can bring a big difference in a child's life. There are different ways a teacher can be very good at maintaining classroom behaviour. First, teacher and students should always follow the code of conduct; "Treat

others as you wish to be treated.” Maintaining a positive attitude and with respect towards students usually gives very good results.

Glasser (1986, p.21) wrote that:

When a student is doing badly in school, we often point our fingers at a dismal home when the reason really is that the student does not find school satisfying enough for him to make an effort. There is no doubt that a student who can not satisfy his needs at home may come to your class hungry for love and recognition and impatient that he can't quickly get what he wants. Rather than become discouraged, you should realize that if he can begin to satisfy his needs in your class, and if you are patient enough with his impatience, he has a good chance to learn enough to lead a productive life despite his home life (as cited in Arends, 2001, p. 173).

Underwood (1987) provides skills about the organizational aspect of teaching English. Underwood has recommended a lot of useful tools to the teacher. It stresses on effective classroom management through different activities and useful guidance. It, of course, assists in managing classroom behaviour. It is hoped that if there is effective classroom management, any moment of disruption can not occur, and eventually learning becomes fruitful.

Harmer (1991) stresses on the dynamic role of teacher to work with children and to treat students' disruptive 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 disruptive behaviour; the teacher, the students and

the institutions. The longer the discipline problem is left unchecked the more difficult it is to take action.

Arends (2001, p.173) also mentions in 'Managing Inappropriate and Disruptive behaviour' that maintaining disruptive behaviour is a challenging task for the beginning teachers. They spend many sleepless nights worrying about this issue. Arends has recommended some guidelines to handle this kind of problem. "The general approach recommended to beginning teachers for dealing with disruptive behaviour is not to search zealously for causes but, instead, to focus on the behaviour itself and to find ways to change it, at least during the period of time the students are in the classroom" (ibid.173). This approach highlights the significance of teachers accurately spotting disruptive behaviour and making quick and precise interventions. The issue of disruptive student behaviour continues to be a contemporary educational challenge for teachers, school system and policy makers alike (Vinson, 2002). Vinson in 'Review of Public Education' reiterated the negative effects of disruptive behaviour on Public Schools but highlighted some hope in the form of school leadership that has 'turned around' schools. The ability of school leader 'to turn schools around' is the subject of wide ranging contemporary educational research which highlights the pivotal role principals play in creating inclusive school culture and contributing positively to student outcomes.

Sharma (2006) in his article talks about 'Problem with student discipline in English classroom.' He claims that "Indiscipline is seen as one of the major problems in higher secondary schools of Nepal, and if not handled properly before it is too late, it may have negative consequences on teaching and learning programme as a whole". Pokhrel (2007) also talks about some considerations in English language classroom. He says "There are various 'how' and 'what' issues for any language teacher to make teaching effective in the classroom" (p.101). He concluded that the teacher has to create a variety of instant involvement techniques

that can be used to capture students' attention for what will be presented. It, no doubt, prevents students from making disruption in the classroom. He further says that when the teacher speaks in front of the class, he should give adequate attention to volume, pace, pronunciation, how to get students' attention and eye contact with the students.

Palumbo and Sanacone (2007 as cited in Thani, 2008, p.9) have an article which highlighted on the effective classroom management, which includes helping students become academically engaged, organizing instruction to accommodate students' strengths and needs and motivating students to be interactive during instructional activities. "Despite all our best efforts to create successful learning environments, things sometimes get out of hand and students start behaving in inappropriate ways" (Harmer, 2008, p. 158). When students behave disruptively or unco-operatively, our first task is to find out what the problem is. We can then see if we can agree a solution with the students who is exhibiting the offending behaviour so that we can set a target for them to aim at – one which will ensure the success we are striving for (ibid.p.158). Gee (2009) conducted a research on 'Managing classroom behaviour'. Gee found that the dynamic role of teacher is important in managing classroom behaviour. He says, managing classroom behaviour also means that the teacher must stop a student's bad behaviour from the beginning. Most parents are always willing to help a teacher if asked. It is common to display poor behaviour because they have been labeled by others as troublemakers. Find out when and why the problems originated and start from there. With right attitude and approach, a teacher can make a big difference in a child's life.

Neupane (2009) has conducted a research on "behavioural problems of teenage students" at Kathmandu University. He mainly focused on the cause of behavioural problems. He concluded that irresponsible guidance, sexual harassment, poverty, lack of communication, etc. were the main causes of behavioural problems.

Vinson's research has concluded that a few research works have been conducted on students with disruptive behaviour. In the Department of English Education at T.U., there has not been any research conducted similar to my research study which examines the attitudes, beliefs and theoretical knowledge of concerned people towards students with disruptive behaviours and explores how the leadership of teachers contributes to providing effective support for this group of students. Thani (2008) conducted a research on "the role of classroom management in English language teaching". Her study was mainly oriented to identify and analyze the physical resources in English classroom of secondary schools, and nothing else. My study also comes under classroom management, but I am being concerned with solely disruptive behaviour of higher secondary school students which is entirely different than that of Thani. As Neupane (2009) carried out research on behavioural problems of teenage students which seems similar to my research study but it did not strive to explore the perceived attitudes of concerned people like teachers and principals.

1.3 Objectives of the Study

The objectives of this study were as follows:

- a. To find out the disruptive behaviours of higher secondary students.
- b. To find out the reasons of disruptive behaviours of higher secondary students in English language classrooms.
- c. To identify the perceptions of school principals towards disruptive behaviour of students.
- d. To suggest some pedagogical implications.

1.4 Significance of the Study

Basically my research study is qualitative in nature; however, I have used quantitative analysis as well. It is an attempt to study on disruptive behaviour of students in language classrooms. All language teachers, undoubtedly, believe that

disruptive 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 disruptive behaviour of higher secondary (+2) students of both government-aided and private schools. It strives to reflect a clear picture of English language classrooms with reference to the disruptive behaviour of students. It also seeks to see to what extent disruptive 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 disruptive moments. It is equally important to the curriculum designer, textbook writer, institutions, parents and students to know the reasons and the effect of disruptive behaviour and for those who are interested in child development, child psychology and educational research, especially for qualitative research.

1.5 Definition of the Related Terms

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.

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

Bulling: The behaviour in which a student strives to frighten other weaker students in the classroom.

Insolence: Students who do not respect other friends, teachers and school administration in the school.

Unsettling: Behaviours of students in the classroom make other friends and teachers feel upset, nervous or worried.

Influence of Post-modern technologies: In the post modern era, there is no guarantee and certainty of discovering any technologies which have power to influence on students like different styles of mobiles, f.m. radio, computer, laptop, etc.

CHAPTER TWO

METHODOLOGY

This chapter entails philosophical and methodological considerations. It attempts to present the processes how the research work went ahead to achieve the expected objectives.

2.1 Philosophical Considerations

Philosophy is the body of knowledge, value and truth which reveals the direction to the research activities. Denzin and Lincoln (2000) replace the term philosophical consideration by the term 'paradigm' (as cited in Subedi, 2009, p.45). Paradigm is a basic set of beliefs that guides action (Denzin and Lincoln, 2005, p. 183). A paradigm encompasses four terms: ethics (axiology), epistemology, ontology and methodology. All the processes applied here, have been guided by these four terms, in turn, these four terms have been guided by constructivism. My research study is concerned with the view of constructivist paradigm. Neimeyer (1993) states that constructivists commonly assume that humans "do not have direct access to a singular, stable and fully knowable external reality, all of our understandings are contextually embedded, interpersonally forged and necessarily limited" (as cited in Patton, 2002, p. 96). My research study is based on constructivist paradigm which can be visualized in the following points.

2.1.1 Ontology

Ontology is one of the branches of philosophy which deals with the nature of the existence. "Ontology raises basic questions about the nature of reality and the nature of the human being in the world" (Denzin and Lincoln, 2005, p. 183). According to ontological point of view, the reality is the result of individual recognition and self-interpretation. So, it is local and specific construction and

reconstruction of realities, and hence relativism in nature. In my research work, I have used teachers, principals and my own perceptions and understanding in order to ascertain the reality of disruptive behaviour of higher secondary school students.

2.1.2 Epistemology

Epistemology is a branch of philosophy which stands for the theory of knowledge. It is transactional. The understanding of any event and object in this universe is subjective. “Human perception is highly selective. When looking at the same scene or object, different people will see different things” (Patton, 2002, p. 260). This research has been guided by subjectivist stance which asserts knowledge is something created through interaction between researcher and informants. So, I have strived to create the knowledge of disruptive behaviour by the interaction with subject teachers and principals.

2.1.3 Axiology

Axiology is another branch of philosophy which deals with ethics, aesthetics and religion. It is concerned with the ascertaining and determining the value of researched entity. In my research study whatever the processes and tools for data collection I have used, has been value -laden.

2.2 Methodological Considerations

My research methodology has been guided by constructivist paradigm. In accordance with this research paradigm, I am relativist from ontological perspective, subjectivist from epistemological perspective.

2.2.1 Qualitative Research

Qualitative research is a field of naturalistic inquiry of a phenomenon, situation, human nature, etc. to penetrate into the multiple realities. It opposes to the normative approach that human behaviour is essentially rule-governed, single and objective reality. The qualitative researcher is believer of the use of multiple methods or triangulation for subjective reality. My study is also qualitative in nature; I have attempted to study my cases in natural settings by repeated measures with multiple methods like participant observation, interview schedule and questionnaire. I have also tried to make my study evocative, descriptive, interpretive, analytic, and lively by utilizing my own feelings and voices to document and present scenes, sights, smells and individuals as realistically as possible which I brought from field visit where my cases normally live and work.

Qualitative research is blossoming in recent years. Today there is a pressing need to show the practices of qualitative research (Denzin and Lincoln, 2005, p.vii). In the same way, Denzin and Lincoln (2005) have provided a long and elaborated definition of qualitative research. They say:

Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations including field notes, interviews, conversations, photographs, recordings and memos to the self. At this level, qualitative research involves an interpretative naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense or interpret phenomenon terms of the meanings people bring to them (p.30).

As I am an interpretive researcher so my effort, here is not to predict what may happen in the future, but necessarily to understand the nature of the setting and

ground reality of the cases from data collected thoroughly triangulating the descriptions and interpretations, not just in a single but continuously throughout the period of study(Stake 2005, p.443).

2.2.2 Case Study Approach

The main approach governing my research study is case study approach. It is not a methodological choice but a choice of what is to be studied (Stake, 2005, p.443).

Merriam (1988) defines the term case study as:

The qualitative case study can be defined as an intensive, holistic description and analysis of a single entity, phenomenon or social limit. Case studies are particularistic, descriptive, and heuristic and rely heavily on inductive reasoning a handling multiple data sources (as cited in Nunan, 1992, p.77).

Similarly, Stake (2005) says “case study optimizes understanding by pursuing scholarly research questions. It gains credibility by thoroughly triangulating the descriptive and interpretation, not just in a single step but continuously throughout the period of study” (p.443).Stake further adds we could study any case analytically or holistically, entirely by repeated measures or hermeneutically, organically or culturally, and by mixed methods (p.443) due to which case study is methodologically called hybrid (Nunan, 1992, p.74).

In order to collect data for in-depth information I made three days classroom observations as preliminary observation to identify the disruptive students or problematic students (cases). Then, I observed those identified students' behaviour up to seven days. At the time of observation I prepared a separate note copy to jot down disruptive behaviours exhibited by them. I also used questionnaire and interview schedule to the class teachers and school principals, respectively to delve into the nature of disruptive behaviour. For any qualitative researcher of case study requires meticulous attention and close inspection to the activities concerned with the case. Stake identifies three types of case study; intrinsic, instrumental and multiple or collective case study (ibid.p.445). My research study

is related to the collective case study where I simultaneously carried out more than one case, but each case study was a concentrated inquiry into a single behaviour (disruptive behaviour)

2.3 Sources of Data

According to Kumar (2007, p.118) “there are two approaches to gathering information about a situation, person, problem or phenomenon. Sometimes, information required is already available and needs only to be extracted. However, there are times when the information must be collected”. Information gathered using the first approach is said to be secondary sources, whereas the sources used in the second approach are called primary sources (ibid.p.118).

2.3.1 Primary Sources of Data

As the primary sources I used twelve students of Kirtipur-based four higher secondary schools (+2), Four English teachers of those classes and four principals of the respective schools. They were the sources of first-hand-data where I observed and met them in their natural settings.

2.3.2 Secondary Sources of Data

As the secondary sources of my data, I consulted many books like, Wragg (1981), Harmer (1991), Koirala (1996), Arrends (2001), Patton (2002), Denzin and Lincoln (2005), Hurlock (2005), Neupane (2007), etc. journals, net-based articles and many other references.

2.4 Sampling Procedure

Sample is a subgroup of the total population of the study. “Sampling procedure is the process of selecting a few from a bigger group to become the basis for

estimating an or predicting the prevalence of an unknown piece of information, situation or outcome regarding the bigger group” (Kumar 2007, p. 164).

2.4.1 Sampling Site of the study

For this study purpose, I selected four higher secondary schools. Out of them, two schools namely Mangal Higher Secondary School and Janasewa Higher Secondary are government -aided and remaining two namely Hill Town International Higher Secondary and Shahid Smarak are private schools.

I focused my research on disruptive behaviour of students in English language classrooms. I did my field research in Kirtipur municipality of Kathmandu district. Regarding the ideal research site of the study, Marshall and Rossman (1989) argue that “it is where entry is possible, where there is a high probability of a rich mix of many of the processes, people, programs, interactions or structures of interest, and be assured of good sampling” (as cited in Koirala, 1996,p.33).

This Kirtipur municipality is a fertile land for education where the oldest and largest institution for higher education of Nepal (TU) is situated. Many schools and colleges are running here and others might be in the process of being established. It is becoming a 'melting pot' in the sense that many students from different corners of the country, come here to read in different levels. So, this place fits with the abovementioned criteria. This is predominantly a Newari community. But, due to the rapid expansion of education, development in different sectors and people from other places are also migrating to this place day by day.

There are predominately three reasons which guided me to select this place as my research area. Firstly, as I am a research student of department of English education at T.U. I have come here from Nawalparasi district to gain high education. So, due to my accessibility, I found this place suitable for me. Secondly, I need higher secondary schools, both government-aided and private having at least 15 students in each class. Thirdly, to bring out a clear picture of

English language classrooms with reference to disruptive behaviour of students in order to address my research questions.

2.4.2 Sampling of Cases

A case is a broad term which entails a person, group, episode, process, community, society or any other unit of social life (Kumar, 2007, p.113). A case can be typical or unique. It is one among others; as it is concerned with my research study which focused on disruptive behaviour of students of higher secondary school (12). That student who exhibits such a behaviour is called a case. I have selected four higher secondary schools for my study purpose, and of course there will be more than one student who exhibits such behaviour. It is, therefore, I spent three days as a part of preliminary observation in each school to identify the students (cases). In the process of selecting cases, I also consulted with the level co-coordinators and concerned English teachers. For the sake of selecting real cases, all-together from four schools, I selected 12 students as cases of my study.

2.5 Tools for Data Collection

In addition to the available data gathered from books, journals, net-based articles and theses, I collected field information using three data-gathering instruments, participant observation, interview schedule and questionnaire. By and large, these are the research instruments for data-gathering in qualitative research. Through participant observation, I observed the classroom behaviour of students.

Identifying the targeted behaviours of the students is really complex task. It is because such behaviour is a psychological domain. If they were aware of my process, of course, they would conceal genuine behaviours. So, I made systematic and meticulous eye witnessing which involves far more than just being present and looking around (Patton, 2002, p.5). I observed their classes three times repeatedly without their knowing that they were being observed in order to identify the

students who show disruptive behaviours. On the basis of three days observation, I made further seven days observation to ascertain that those students are really disruptive or not and to track down their behaviours. I made this kind of observation in each selected school.

After identifying disruptive students and identifying their behaviours through observation, I gave questionnaire to the teachers to elicit their views as to why such behaviours occur. I collected possible causes of disruptive behaviours from teachers' perspectives. Similarly, to identify the perceived attitudes of the principals toward their students with disruptive behaviours, I interviewed them. Patton says skillful interviewing involves more than just asking questions (ibid.p.5).

Before interviewing, I showed the behaviours which I found during my observation and then we discussed some possible causes from our perspective. After some general concept regarding such behaviours, I interviewed them to extract their experiences and perceptions towards such behaviour.

2.6 Data Collection Procedure

In the first step, I gathered information about Kirtipur-based higher secondary schools, both government-aided and private. Then in the second Step, I made a plan to visit these higher secondary schools. In accordance with my accessibility, I selected four higher secondary schools and introduced myself to them in turn shared my proposal with principals and teachers, and asked for their help if I needed, in course of data gathering process. I found all of them were kind, co-operative and helpful to me. Particularly, the teacher who teaches in Janasewa Higher Secondary School was more co-operative. He not only provided me a chance to observe his classes, but also helped me in observing classes in Sahid Smarak College by convincing the principal.

During this visit and for all succeeding visits in the fourth step, I maintained a daily diary, reflected on what I observed and asked myself questions for further observations until I saw a repetitive pattern in what I was seeing and what people were saying to me (Koirala, 1996, p.37).

Later on, I entered all the behaviours in class observation checklist. In the fifth step, I provided questionnaire to the concerned English teachers and requested to present their views about the causes of such behaviours. Lastly, I interviewed respective principals to tap their experiences and perceptions toward those behaviours. In course of interviewing the principals, they requested me to provide them one copy of my thesis for their school purpose. It is because of that the issue which my research study was striving to illuminate was, in fact, burning issue in the present context. While analyzing and interpreting data, I have used TA, TB, TC and TD for the teachers and PA, PB, PC and PD for principals for the sake of confidentiality.

2.7 Limitations of the Study

This study focused solely on disruptive behaviour of students. It did not attempt to touch other aspects of classroom management. It was a case study of single behaviour. ie. Disruptive behaviour of multiple or collective cases (students) of four higher secondary, precisely of grade XII of Kirtipur-based schools. So, it prioritized to the depth-seeking rather than breadth-seeking through perpetually repeated measures of the cases in their natural settings, widespread generalizations should not be made from it.

CHAPTER THREE

ANALYSIS AND INTERPRETATION OF DATA

In order to gather the required data I used predominantly three tools i.e. observation, questionnaire and interview schedule. While analyzing data I employed social anthropological approach (Miles and Huberman, 1994 as cited in Berg, 2007, p.305) in data analysis process where I endeavoured to transcribe all the interview data and questionnaire data in to written text. According to Bogdan and Biklen (1998):

'Data analysis is the process of systematically searching and arranging the interview transcript, field notes and other materials that you accumulate to increase your understanding of them and to enable you to present what you have discovered to others. Analysis involves working with data, organizing them, breaking them into manageable units, searching for patterns, discovering what is important and what is to be learnt and deciding what you will tell others' (as cited in Neupane, 2007, p.61).

Thus, all the recorded interviews, observed data and filled questionnaire were presented under this unit. Various headings and sub-headings are given here. Direct quotations of speech of the interviewee have been presented in the text box, which are taken as data for the qualitative research. Interpretation of findings has been made triangulating the data collected from various sources like observation, questionnaire and interview.

3.1 Data Triangulation Process

In order to ascertain the nature of reality of disruptive behaviors, I have cross-checked the information obtained through sources like, observation, questionnaire and interview schedule. Studies that use only one method are more vulnerable to

errors linked to that particular method (Patton, 2002, p.248). Every method has its limitations and multiple methods are usually needed to test for consistency. In order to reduce the likelihood of misinterpretation, various procedures are employed (Stake, 2005, p.453) are generally considered triangulation. Triangulation strengthens a study by combining different methods. The logic of triangulation is based on the premise that:

No single method ever adequately solves the problem of rival causal factors. Because each method reveals different aspects of empirical reality, multiple methods of observations must be employed. This is termed triangulation. I now offer as a final methodological rule the principle that multiple methods should be used in every investigation (Denzin, 1978 as cited in Patton, 2002, p.247).

I have developed the key points by converting all the questions designed in questionnaire and interview schedule. The information obtained through them has been triangulated in the following way. Students are not disruptive themselves. Disruptive habit is the consequence of various factors like bad friends-circle, family background, teachers, principal, post-modern technologies, nature of the lesson, etc. Disruptive student reveals the behaviours like talking frequently with his/her neighbors in his/her mother tongue, continuously speaking on irrelevant matter, not paying attention, not doing the class work assignment the teacher has given, using inappropriate language, laughing in the class, fighting the class, listening F.M. radio using earphone, having tobacco, etc. These behaviours exert negative influence not only on disruptive students' academic career, but also on teacher's real performance and as a whole on college performance.

These disruptive behaviours of students can be modified into right way if disruptive students are provided constant care and love with positive attitude;

continuous discussion is held among students, teachers, parents, and principals about their problems and if respectful environment is established among them.

3.2 Holistic Interpretation of Observed Information

In order to collect data, I employed observation as one of the three tools. I prepared a list of behaviour of students to be observed in the classroom. I found some behaviour frequently occurred; some were infrequent and some were not seen at all. The behaviours which I found from them have been categorized in different headings as not seen at all, infrequently seen and frequently seen.

3.2.1 Behaviours-not Seen at All

When I observed the classes for seven days repeatedly, I found some behaviours were not exhibited at all like, arriving late, bringing food and drinks into the classroom, threatening to other students, damaging school property, refusing to accept punishment, students getting out of their seats at inappropriate times, being overly argumentative, making unreasonable demands, persistent disruption from ringing electronic device and sleeping in the class.

3.2.2 Behaviours- Infrequently Seen

Table No.1

Behaviours- Infrequently Seen

Particulars	No. of. Student	Percentage
Interrupting other students when they speak	1	8.33%
Forgetting to do homework	1	8.33%
Tardiness and poor attendance	1	8.33%
Watching pictures, movies on cell phone	1	8.33%
Looking outside through the windows	1	8.33%
Shaking body frequently	1	8.33%
Listening fm radio using earphone	1	8.33%

Spitting in the classroom	1	8.33%
Making whistle in the class	1	8.33%
Having tobacco	1	8.33%

The above table depicts that all the behaviours which have been categorized under infrequently seen behaviours, have common percentage i.e. 8.33%. This means that when analyzed individually, each behaviour was demonstrated by 8.33% students, i.e. by a single student.

3.2.3 Behaviours- Frequently Seen

Table No.2

Behaviours- Frequently Seen

Particulars	No. of Student	Percentage
Inaudible response to the teacher	5	41.67%
Unwillingness to speak in the target language	7	58.33%
Insolence to the teacher	5	41.67%
Not paying attention	11	91.67%
Students not working on a seat work assignment	7	58.33%
Turning back frequently	5	41.67%
Continuously speaking about irrelevant matter	7	58.33%
Talking frequently with neighbor (in mother tongue)	11	91.67%
Fighting with friends	6	50%
Laughing in the class	6	50%
Using inappropriate language	6	50%

The above table depicts that behaviours like inaudible responses to the teacher, insolence to the teacher and turning back frequently were demonstrated by five students each and have 41.67%, behaviours like fighting with friends; laughing in the class and using inappropriate language were demonstrated by six students each and have 50%. Similarly, behaviours like unwillingness to speak in the target language; students not working on a seat work assignment the teacher has given and continuously speaking about irrelevant matters were shown by seven students each and have 58.33% occurrence, and behaviours like not paying attention and talking frequently with neighbours (in mother tongue) were shown by maximum number of students that is eleven students each and have 91.67% occurrence.

3.3 Identification of the Disruptive Behaviours

In order to identify the disruptive behaviours of higher secondary students I employed observation tool. From my class observation I found the following disruptive behaviours.

- Talking frequently with neighbours in their mother tongue.
- Watching pictures, movies on cell phone
- Fighting with friends in the class
- Laughing frequently in the class
- Turning back frequently
- looking outside through the window
- Shaking body frequently
- Listening F.M. radio using ear phone
- Spitting in the classroom

- Having tobacco in the classroom
- Making whistle in the classroom

3.4 Interpretation of Information Obtained Through Questionnaire

Most of the teachers were found themselves facing tough time in creating proper classroom environment due to students' disruptive behaviours. Of course, it caused interference with the academic atmosphere and eventually gave negative influence in teaching and learning activity. In order to ascertain the causes of such disruption I have tried to bring out gist from the questionnaire in the following way:

3.4.1 Key point 1: Main priorities in the Language Classroom Management

All individuals are different. They view the reality of the same object from different angles. Here, four teachers viewed the main priorities in language classroom management in different ways. TA saw four language skills, group work, pair work and teaching aids as main priorities. In the same way, TB viewed as students' participation as the main priorities, and TC and TD encouragement to the students in their study and involvement of students in class work, respectively.

It is of course that classroom management entails many practices integral to teaching or process of ensuring that classroom lessons run smoothly. It is, therefore, the teacher ought to be alert in associating the things which four teachers viewed as main priorities in the language classroom management.

3.4.2 Key point 2: Reaction Towards Problems in the Language Classrooms

Four teachers viewed as they feel bored, not good, disturbed, irritating and disgusting when they face problems in their class. But TA said, in response to the question ' how do you feel when problems arise in course of your teaching?'

As a professional teacher, I feel quite comfortable but I try my best to manage the class to reach my objectives. I try to easily tackle the problems.

Most teachers become nervous when they face problems in their classroom. They cannot run their class smoothly to the intended objectives of the lesson. **3.4.3 Key point 3: Opinion Towards Disruptive Behaviours**

Teachers expressed their negative attitude towards disruptive behaviours. They also know that this is never-ending problem of a college. But they asserted that they always attempted to minimize it. Despite this fact TA has said:

Students themselves are not disruptive, I suppose it's due to teacher's inactivity or lack of controlling class. So, being a career-language teacher I definitely should entertain the disruptive behaviour.

TA reacted-disruptive students are not disruptive by birth. They ought to be behaved following a maxim that ' be positive, think positive and do positive'.

3.4.4 Key point 4: Exhibiting Disruptive Behaviours in English Language Classroom

Four teachers responded that students exhibit disruptive behaviours due to many reasons. Such as when they do not have interest in their study, when they want to be superior among others, if they are irregular in the class. About this TA has said:

They exhibit disruptive behaviour because when they feel monotonous, lack of interest, due to their innate behaviour and also due to the nature of the lesson like sex, love, beautiful girl, etc.

3.4.5 Key Point 5: Profound Effect of Disruptive Behaviours

By and large, all four teachers opined that disruptive behaviours have more or less negative influence in academic atmosphere. But TB reacted as:

Those students who do not listen well and do not copy the important points given by the teacher and the one who frequently disturbs others who want to be attentive will be the behaviours having profound effects.

When I was sitting in the real classroom I found students talking with friends in their mother tongue, laughing in the class, fighting with friends, have profound effect in teaching and learning activity.

3.4.6 Key Point 6: Effect of Leadership Skill of Principal in Students' Behaviour

All four English teachers agreed that to a great extent, leadership skill of principal has the key role is shaping students behaviours. They also asserted that principal is a key personality in creating academic scenario in a college. So, his/her active role in management is a must for all round development of the college.

Principal is a model in a college. Whatever the behaviour s/he shows, will be copied by the students; students learn good behaviours by imitating them and learn to respect by being respected.

3.4.7 Key Point 7: Responsible Person of Disruptive Behaviours

Four teachers presented their somehow identical views that teachers, parents, family background, community, bad friend-circle and students themselves are responsible of disruptive behaviours. In response to the question 'who do you think is the responsible person of disruptive behaviour of students?' TC opined like this:

Firstly, their age factor after then their family background and community.
Their bad friend circle also plays a great role in disruptive behaviours.

Similarly, TB responded that to a greater extent the subject teacher is and to some extent the principals are responsible for disruptive behaviour of students.

3.4.8 Key Point 8: Teacher's Role in Controlling Disruptive Behaviours

Four teachers viewed that teacher has dominant role in controlling disruptive behaviours. It is because that the teacher is the person who cultivates good habits in students and teaches values. The response of TC in the question ' how important do you think is the role of teacher in controlling students' disruptive behaviour?' was like this:

Like principal, there is a great role of teacher in controlling students' disruptive behaviours. The teacher should be friendly, co-operative and should have good knowledge about students.

Teacher, according to old maxim, 'has eyes in the back of his/her head: Teachers who can spot disruptive student behaviour swiftly and accurately are called withit (Arends, 2001, p.174) and teachers who use to spot and deal with disruptive behaviour without interrupting the lesson is called 'overlappingness' (ibid.p.174). Teachers having these skills can act swiftly and accurately in reading classroom situations, and execute several activities simultaneously. So, the teacher has prominent role in controlling students' behaviours.

3.4.9 Key Point 9: Home Environment in Shaping Students Behaviours

Undoubtedly, all four teachers agreed that home environment has also key role in shaping students' behaviours. They viewed that if there is not good relationship among family members at home, and if parents can not treat their children as their children wished, it provides impetus to move towards bad path.

Whatever ways parents treat to their children at home, they learn the same thing. They also reflect it in their college.

3.4.10 Key Point 10: Ways of Controlling Disruptive Behaviours

TD responded that healthy home environment, close intimacy with them, good counseling and motivation to the study could be done. Similarly, TA has the opinion of interaction with parents about their children' disruptive behaviour and companionship with the non-disruptive students might control. TC has also said like this:

Such students need love and care. They always wanted to be centre of attraction. Therefore, the parents, teachers and the principal ought to observe them very keenly so that they feel that there is someone else who love and care them.

There are various ways through which we can control disruptive behaviours. If such behaviour is seen, instantly they should be met individually or with parents to guide them. Kounin (1970) identified some procedures to deal with disruptive behaviours like, (a) Ask student to stop the inappropriate behaviour. Teacher maintains contact with a child until appropriate behaviour is correctly performed (b) Make eye contact with students until appropriate behaviour returns. This is suitable when teacher is certain that the students know what the correct response is. (c) Restate or remind students of the correct rule or procedure. (d) Ask student to identify the correct procedure. Give feedback if student does not understand it. (e) Impose the consequence or penalty of rule or procedure is simply to perform the procedure until it is correctly done (as cited in Arends, 2005, p.176).

Teachers feel bored, irritating, disgusting, etc. when they confront disruption in their class. Occasionally, say, they might stop their lesson due to disruption. **3.5**

Reasons of Disruptive Behaviours

After analyzing and interpreting the information obtained through questionnaire, I found the following reasons of disruptive behaviours in English language classrooms.

- A desire to be noticed among others
- Nature of the lesson like sex, love, beautiful girl, etc
- Students being poor in English
- Due to boring classes
- Inadequate knowledge of child psychology of teachers
- Influence of post-modern technologies
- Loose supervision of school principal
- Bad friends-circle
- Age factor
- Lack of parents' education and awareness
- Communication gap between parents and children
- Overstressed work

3.6 Interpretation of Information Obtained Through Interview

Interview schedule was used mainly to collect the feelings, experiences and perceived attitudes of principals towards their students with disruptive behaviours in English language classrooms. The information obtained through interview schedule has been analyzed and interpreted in the following manner.

3.6.1 Key Point 1: Student- Related Problems

Very often students are problematic. It is the duty of a principal to resolve them and lead the college towards progressive path. Four principals (A, B, C and D) responded differently to the question; 'what kind of student-related problems you are facing during your school hour?' PB responded discipline problem, gossiping, uniform problems, etc. were the student-related problems. In the same way, PC responded not appearing in schools' terminal exams, class irregularities and staying outside the class were the problems. For PD insincere, late arrival, fighting with friends were the student related problems. In the same question the response of PA was remarkable one to mention. He said:

Discipline problem due to infrastructure of college. Students frequently go outside the college to have tea, snack etc due to limited area of college.
Over use of mobile as the effect of post-modern technologies.

3.6.2 Key Point 2: Reaction Towards Misbehaviours

Four principals responded in somehow identical manner. They said that individual meeting with student, making him/her aware of code of conduct; parents' meeting if necessary could be done to mitigate misbehaviour. PA, in the question 'how do you respond to misbehaviour?' opined:

First, I ascertain the type of misbehaviour i.e. Simple misbehaviour or serious misbehaviour then after I counsel them. If it is serious, I keep them in suspense either one week, fifteen days or one month according to the type of misbehaviour.

When misbehaviour turns into serious enough in the case of delaying in dealing with, it may widen management problems in the classroom. So, it is worth to deal with it on time with right attitude.

3.6.3 Key Point 3: Experience on Disruptive Behaviours

PB responded in this issue that managing a college is really an intellectually challenging job. From my experience what I realized is constant analysis and reflective thinking is necessary on the part of subject teachers and principals as well. PB further said:

All the time new problems come from students. So, continuous supervision should be made. And, in this case, I am doing my job satisfactorily.

Similarly, PB's response was that he found many disruptive students in his school. He shared his experience of keeping two students in suspense because of disruptive behaviour. He shared his experience in this way:

Myself: How could you explain your experience on disruptive behaviour?

Principal: Being the principal is a challenging job. During my tenure I conformed many disruptive students. It is because of other rapid expansion of the sense of modernity, students attempt to change them according which results such behaviours.

Myself: Do you have any such situation when you have expelled your students because of such behaviour?

Principal: Of course, just two weeks ago, I expelled two students (boys). They were really disruptive ones. They were always late comers in the class, frequently staying outside the class, not wearing school uniform. When we asked about uniform and to be disciplined ones, they would show aggressive behaviours to the teachers as well as to the principal.

Myself : Haven't you telephoned them to come to school regularly?

Principal: Yes, I have informed them when you're ready to the code of conduct of this school; you can continue your school from tomorrow. Out of

two, one has agreed with my proposal. In my opinion, he will come soon.

3.6.4 Key Point 4: Impact of Disruptive Behaviour in Teaching

Learning Activity

All four principals agreed that disruptive behaviours have negative impact on academic activity. In the question of impact of disruptive behaviour, principal C said:

Though, from examination perspective 100% students will be passed, but from academic excellence perspective, they are deteriorating them (See academic achievement in appendix V).

Similarly, principal A said discipline problems, of course, exert negative effect on disciplined ones, teacher's real performance also gets decreased and overall college's performance will be decreased.

3.6.5 Key Point 5: Responsible Aspects Behind Disruptive Behaviour

According to the view presented by four principals; the responsible aspects have been imparted like this. Firstly, teacher is a person who is responsible of disruptive behaviour. If teacher goes to the class unprepared, becomes inconsistent with his /her decisions, raises voice, makes class boring, breaks code and becomes unfair, the result becomes disruptive behaviour from students. Second, the principal, if s/he makes soft voice and reveals lack of strictness, students attempt to get benefit from it. Seeing the friends taking benefits from principals, others also want to be benefited. Thirdly, parents who are irresponsible towards their children, it triggers them to be disruptive.

In short, teacher, principal and parents are responsible factors of such behaviours.

3.6.6 Key Point 6: Creating Conducive Environment for Teaching-Learning Activity

The principals viewed eradicating disruptive behaviour of students from the college is not possible because every year new students come to be enrolled. Among them, some, of course, will be disruptive in nature. So, it is never ending process. In order to establish conducive teaching and learning environment, they realized that joint effort should be made among students, teachers, principals and parents. If these responsible aspects frequently gathered and developed respectful environment among them, the desired objective could be successfully achieved. The response of principal C in the question 'what is your attitude to maintain conducive environment for teaching and learning activity?' was like this:

Continuous discussion among students, teachers, parents and principal should be done. Project work should be conducted from students' side to make them innovative and case study should be carried out from teacher's side then harmonious relationship will be developed which enhances conducive environment.

Disruptive behaviors were the problems which they found difficult to handle and need their proper dealing on right time. They also found that disruptive behaviours not only exerted negative effect on such disruptive students academic life but also in teachers real performance and as a whole in college performance .They realized that those disruptive students need love and care from subject teachers, principals and parents to bring them in a right track.

3.7 Conclusion

Through the observation information I have found behaviours, which I categorized as frequently seen behaviours, are of much emphasis. Out of them also behaviours like talking frequently with neighbours (in their mother tongue), not paying

attention to the teacher, should be treated with constant care and supervision because each of them was done by 91.67% students. Similarly, behaviours like, continuously speaking about irrelevant matter, students not working on a seatwork assignment the teacher has given and unwillingness to speak in the target language are the behaviours each of them was done by 58.33%. Behaviours like using inappropriate language, laughing in the class, fighting with friends possessed by 50% students. And behaviours like inaudible responses to the teacher, insolence (not respecting) to the teacher and turning back frequently possessed by 41.67% students.

Similarly, behaviours which I categorized under the heading 'infrequently seen' are of less emphasis. All of them occurred only once in seven days observation period and hence have 8.33% students.

Students are not disruptive themselves. There are many reasons of such disruptive behaviours. Such as family background, teachers, principal, bad friend circle, post-modern technologies, etc. directly or indirectly trigger such behaviour.

Disruptive behaviour was one of the striking behaviours which principals experienced. Principals realized bitter experiences in course of handling disruptive students. They expressed that disruptive behaviour, of course, exerts negative effect on disruptive student's academic life, teacher's real performance and college's performance as a whole. They also expressed that those students can be brought into the track showing them love and care.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This chapter begins with my findings on the basis of themes. Then, the chapter presents recommendations as per the findings of themes.

4.1 Findings

My study focused on identifying the reasons and perceived attitude on disruptive behaviours of higher secondary students in English Language classrooms. In order to delve into the depth, I employed three tools; observation, questionnaire and interview schedule. All three tools assisted me to identify the reasons and perceived attitudes. I have presented them in the following manner,

- a) Classroom management is the main thing in language classroom. Teachers' see different things as the priorities in management. From the views presented by four English teachers it was found that the main priorities in the language classroom were four language skills, pair work, group work and teaching aids by TA; participation of students in class work and arrangement of students by TB; encouragement of student in their study by TC; and involvement of students in their class activity TD respectively.
- b) All the principals experienced discipline problems, gossiping, uniform, late arrival, not appearing in terminal exam, class irregularities, staying outside the classroom and over use of mobile were found as common student related problems.

- c) Teachers perceived different reasons on exhibiting disruptive behaviours by students such as, when they feel monotonous, lack of interest, nature of the lesson like sex, love, beautiful girl etc. bad friend-circle, age factor, teachers, principal, parents, etc.
- d) It was found that disruptive behaviours have negative effect on teaching learning activity. Disruptive students not only ruined their academic career but also disturbed their friends, teacher's real performance and college performance as well.
- e) All four teachers viewed that teacher has a dominant role in controlling disruptive behaviour of students. It was because of the reason that teacher can study the classroom situation, can spot and deal with disruptive student behaviour, and execute activities simultaneously.
- f) All four teachers have a common point that to a great extent, leadership skill of the principal plays the key role in shaping students' behaviours.
- g) 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.
- h) Students' disruptive behaviour can be modified by providing them love and care from teachers, principal and parents.
- i) Conducive teaching-learning environment can be established by joint effort made by students, teachers, principal and parents.
- j) Al most all teachers agreed on feeling bored, not good, disturbance, irritating and disgusting. When they face disruptive behaviours in course of their teaching.

4.2 Recommendations

- a) It was found that due to the influence of communicative approach, students are left free in the classroom whenever and wherever they like to sit. Teachers do not care about the arrangement of students which reveals misunderstanding about the communicative approach. Disruptive students very often found to be seated at the back benches and with company. Two students being disruptive are far more effective than one. If they are separated and made sit at the front, there is less likelihood of the occurrence of disruptive behaviours. So, teachers should pay their due attention in students' arrangement in classroom management.
- b) Students were found to reveal disruptive behaviours by ignoring the college code of conduct. So, they should frequently be informed about college code of conduct, if not followed, principal should bring them into action immediately.
- c) Students with disruptive behaviours have many deep rooted causes which require in-depth study. In order to minimize the problems related to disruptive students, subject teacher should frequently carry out case study of problematic students.
- d) Disruptive students should frequently be provided awareness programs by demonstrating the negative consequences caused by disruptive behaviour.
- e) Due to boring classes of teacher students seemed to reveal disruptive behaviour. So, variety and flexibility should be maintained where the gap between 'skill-getting' in the classroom situation and 'skill-using' in real life situation will be bridged.

- f) Principal of a college is a key personality. He has all the responsibilities to do in a college. So, he has the active role to play to enhance the academic scenario. He should have incessant care and strict supervision.
- g) Parents who do not take care of their children study, interest, problems, etc. will be source of disruptive behaviours of their children. So, parents should develop good relationship with their children. They should also make their children think that their parents love and care them all the time and everywhere.
- h) Students always strive to be the centre of the attraction of their teachers, principals and parents. If reverse happens, the consequence can be disruptive in nature. So, all the concerned persons should show love and value to the feelings of them. These students can also be demonstrated some examples of persons who have done well in their lives which help to modify their behaviours.
- i) Due to the communication gap between students, principal and parents they can not develop rapport and respectful environment. Because of this they seemed to be motivated to do wrong activities. So, principal should call upon the interaction program in different phases like between students and principals, teachers and principals, and students, teachers and principals to discuss about student-related problems.
- j) Teacher is a person who should have knowledge and great tolerance power to deal with rejection, frustration, depression and financial stress related to students in order to enhance professionalism by combating disruptive behaviours.

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Appendix I

QUESTIONNAIRE FOR THE TEACHER

Date:

Dear Teacher,

This questionnaire is an integral part of my research study entitled “A Study on Disruptive Behaviour of Students in English Language Classrooms”, under the supervision of Dr. **Jai Raj Awasthi**, Professor at the Department of English Education, T. U., Kirtipur. Most of the teachers find themselves facing tough time in creating proper classroom environment due to students’ disruptive behaviour. It interferes with the academic atmosphere and eventually gives detrimental effect in teaching and learning activity. Successful dealing with these behaviours is desired in language classroom. This questionnaire attempts to collect ideas, feelings and perceptions from teachers about disruptive behaviour.

Your kind co-operation in responding all the questions will be extremely valuable to ascertain the attitudes, beliefs and perceptions towards students with disruptive behavior and to provide supportive hands to the concerned institutions, people and to the students as well. So, your participation is encouraged because only a small sample of teachers has been selected and a high percent of returns is necessary for a successful study. Please, feel free to put your responses required by the questionnaire. I assure you that any information you provide will be treated with strict confidentiality.

Q. No. 1. What do you think teachers see as main priorities in the language classroom management?



Q. No. 2. How do you feel when problems arise in course of your teaching?



Q. No. 3. What is your opinion of students with disruptive behaviour in English language classroom?



Q. No. 4. Why do you think students demonstrate disruptive behaviour in the classroom?



Q. No. 5. Which behavior do you think has profound impact in academic atmosphere?



Q. No. 6. In your opinion, to what extent do the leadership skills of school principal affect in students' behaviour?



Q. No.7. Who do you think is the responsible person of such behaviour of students?



Q. NO. 8. How important do you think is the role of teacher in controlling students' disruptive behaviour?



Q. No. 9. What do you think is the role of home environment in shaping students' behaviour?



Q. No. 10. What should be done to control such behaviour in a positive way?



Informant

Researcher

Raju Shrestha

Thanks for your kind co-operation

Appendix II

CLASSROOM OBSERVATION FORM

Type of School: Public Private

Name of the School:

Name of the identified student:

Grade: XII

Age:

Sex:

S.N.	Disruptive Behaviours	Days						
		1	2	3	4	5	6	7
1.	Arriving late							
2.	Interrupting other students when they speak							

3.	Bringing food and drinks into the classroom							
4.	Forgetting to do homework							
5.	Inaudible responses							
6.	Unwillingness to speak in the target language							
7.	Insolence to the teacher							
8.	Bullying to other students							
9.	Damaging school property							
10.	Refusing to accept punishment							
11.	Students talking when quite is desired							
12.	Students getting out of their seats at inappropriate times							
13.	Students not working on a seat work assignment the teacher has given							
14.	Being overly argumentative							
15.	Using inappropriate language							
16.	Making unreasonable demands							

17.	Persistent disruption from ringing electronic devices such as cell phone							
18.	Continually speaking without being recognized							
19.	Sleeping in class							
20.	Tardiness and poor attendance							
21.	Looking outside through the windows							
22.	Shaking body frequently							
23.	Listening F.M. radio using earphone							
24.	Spitting in the classroom							
25.	Having tobacco							
26.	Making whistle in the class							
27.	Watching pictures, movies on cell phones							
28.	Turning back frequently							
29.	Fighting with friends frequently							
30.	Laughing in the class							

31.	Talking frequently with neighbour (in mother tongue)							
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Appendix III

FORMAT OF INTERVIEW

Name of school:

Type of school: Public Private

Name of principal:

This is also an integral part of my research. I have selected standardized open ended interview to meet the objectives of my study. It focuses to the attitudes of concerned principals towards their students with disruptive behavior in English language classroom.

Q. N. 1. What are you currently working on your school?



Q. N. 2. What kind of student-related problems you are facing during your school hour?



Q. N. 3. How do you respond towards misbehaviour of your students?



Q. N. 4. What is your opinion of students with disruptive behaviour in English language classrooms?



Q. N. 5. How could you explain your experience on such behavior throughout your professional life?



Q. N. 6. What kind of impact do such behaviors have in teaching and learning activity?



Q. N. 7. What aspects do you think are responsible behind such behaviours?



Q. N. 8. 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?



Thank you for your kind response.

Appendix IV

Academic performance of selected students

Name of the students	Obtained mark in 2065 B.S.	Full Mark	Pass Mark
Alisha	40	100	35

Arjun	35	100	35
Dev Prasad	35	100	35
Haribabu	22	100	35
Juna	23	100	35
Mina	38	100	35
Rasik	35	100	35
Rojesh	25	100	35
Roshan	50	100	35
Sabina	81	100	35
Shankar	55	100	35
Sumitra	66	100	35