



Exploring Teachers' Classroom Management Strategies Dealing With Disruptive Behavior Of Students In Public Schools

Dr. Asaf Niwaz, Associate Professor, Department of Education, The University of Haripur
asifnawaz1@uoh.edu.pk

Dr. Kifayat Khan, Department of Education, The University of Haripur, Khyber Pakhtunkhwa, Pakistan, kifayatkhan@uoh.edu.pk

Dr. Sadaf Naz, Assistant Professor, Department of Education, Hazara University, Mansehra, sadafhu@yahoo.com

Abstract

This autobiographical study was conducted to explore teachers working in public schools in Pakistan deals with disruptive students during teaching learning process. Only ten teachers were included as participants through criterion sampling. Teaching having master degree with 10 years teaching experience were selected to this study. For studies like this, observation serves the purpose but due to pandemic period of Covid-19, it was not possible. Only autobiography was considered as an appropriate method of data collection. Semi-structured interview was developed and it was used as a research tool. The study revealed that most common strategies are applied by the teachers to tackle the problems of students' disruptive behavior. It was recommended that teachers of the public schools needs special management training to make teaching learning environment more conducive, productive and meaningful.

KeyWords: Disruptive behavior; Causes; Management skills; Classroom Teaching; Public Schools

Disruptive Behavior of Students

Any activity which causes distress of teachers, disturbs process of learning (Arbuckle & Little, 2004); the inappropriate behavior which violates right of teacher to teach and students' right of learning (Turnuklu & Galton, 2001; Charles & Senter, 2005); Polinsky, 2003; Brown, 2012; Chang, 2013; Parker, Martin, Colmar & Liem, 2012, ; Ingersoll, 2001; Tye & O'Brien, 2002; Manning & Bucher, 2005; Petoda, 2007). Misbehavior of students has been increased over the last two decades (Charles, 2008; Leung & Ho, 2001) ; emotional

disturbance (Anderson, 2012; Angus, McDonald, Ormond, Rybarczyk, Taylor & Winterton, 2009; Clunies-Ross, Little & Kienhuis, 2008), resultantly in many cases teachers developed a sense of rejecting misbehaving student in the class (Erbas, Turan, Aslan & Dunlap, 2010; Van Bergen, Graham & Sweller, 2015). Negative behavior of student also badly affect learning and engagement of all students in the class apart from their own learning (Austin & Agar, 2005; McIntosh, Flannery, Sugai, Braun & Cochrane, 2008; Arcia, 2007; Hossain, 2013; Lane, Barton-Arwood, Nelson & Wehby, 2008; Sugai & Horner, 2009), it also contributed towards the loss of instructional and administrative time of schools (Clunies-Ross et al, 2008; Godwin, Almeda, Petroccia, Baker & Fisher, 2013; OECD, 2012), negatively impact teachers' responses (Anand, 2014; Durrant & Ensom, 2012; Jensen, Sandoval-Hernández, Knoll & Gonzalez, 2012; Sullivan, Johnson, Owens & Conway, 2014), negative behavior of teachers also caused inappropriate behavior of students (LeBlanc, Swisher, Vitaro & Tremblay, 2007; Sullivan, 2009). Bulotsky-Shearer, Fernandez, Dominguez and Rouse (2011) explained that inappropriate behavior of students badly affected academic outcomes of children and development of attentive, persistent and motive skills among them. In a survey conducted as Public Agenda (2004) revealed that 85% of teachers and 73% of parents of children believed that due to disruptive behavior of few students in the class, learning experiences of majority of the children suffered in United States. Social and academic background of students help us understanding their behavior (Allen, 1988). Rasheed (2018) identified that majority of teachers in Pakistan used different strategies e.g., they warn; fine; punishment; ask creative questions; teach about civics; engage in activities, to handle students' disruptive behavior. Latif (2019) highlighted that teachers in Pakistan face disruptive behavior of students and they need to tackle the situations psychologically. All of the studies conducted at national level were quantitative in nature following questionnaires as tools of data collection. These studies highlighted different types of misbehaviors and general strategies of teachers to handle inappropriate behavior of students across different levels (elementary and tertiary) while in most of the cases teachers affect badly by the disruptive behavior of students at secondary level and this is missing link in previous studies. The researcher thinks that children in secondary classes are at the peer group age, teen agers, emotionally very challenging, socially very disturb due to restrictions from parents, elders, teachers etc. they create lot of problems in schools, so there is need to study the reasons behind their disruptive behavior as it would help understanding the causes and devising appropriate management strategies. The present study is unique in the sense that it followed qualitative approach by employing auto-biographies as data collection tool. The study focused to understand the managerial strategies which teachers are already using and with the help of literature suggesting some viable knowledge and skills which are needed for teachers to learn and apply in managing

disruptive behavior of students. The literature is evident that misbehavior of students is a global challenge for teachers to deal with appropriately.

This study was designed to answer research question e.g., How teachers try to manage disruptive behavior of students during teaching learning process? This study is significant as it is hoped to bring out the current practices of teachers of public schools to tackle the problems of disruptive behavior of students. This study also brought into light the importance of learning different theories in pre-service teacher trainings so that the teacher may be able to manage the disruptive behavior psychologically, cognitively and socially.

Types of Disruptive Behavior among Children

Behavior of students in classroom are generally categorized using different terms such as classroom crisis or recurring challenges (Pollard et al., 2012). He further exemplifies crisis as a child who is disturbed due to illness, hurting, having cut on finger while recurring challenges or misbehavior may include talking during teachers talk, distracting attention of other students, refuse to follow teachers instructions or exhibiting aggressive behavior (Levin & Nolan, 1996). Wallace (2011) categorized misbehavior of students as violent and confrontational or non-violent and non-confrontational. Non-violent and non-confrontational behaviors include coming late in the class, excessive talk or talking when teacher talk or talking about irrelevant things to the lesson (Wheldall & Merrett, 1988). Violent and confrontational behavior of students may include use of any tools in a workshops to fight with, harsh arguments with teachers, threatening other students, start listening music in the class, challenging authority of teachers but these types of inappropriate behaviors are very less reported (Pollard et al., 2012; Levin & Nolan, 1996; Wallace, 2011) if this misbehavior occurs then it becomes challenging to handle with (Rayment, 2006). According to The Office for Standards in Education, Children's Services and Skills (Ofsted) (2014) and Marais and Meier (2010), students have many types of behavior e.g., distracting attention of other learners, hindering others, not getting on with the work, complaining, refusing to do work, make noise verbally and sometime non-verbally, using mobile in the class, pay no attention to teachers talk, feel and expressing boredom, showing no interest and moving around the class without any good reason. According to Tsouloupas, Carson and Matthews, (2014), research on disruptive behavior of students revealed that students created problems in their classroom were varied to the level of class, content of the lesson, level of education, characteristics of students and time. Generally in the States, the most common school based misbehaviors include problems of conduct, use of substance and crime (Wilson, Gottfredson & Najaka, 2001). There may be different behavior problems in both cases as research has proved that there was strong correlation between school based and classroom based behavior problems of students

(Childs, 2014). He explained this point by linking it with problem behavior theory which supports the idea that aspects of individual's personality e.g., beliefs, personal control, motivation and other aspects of environment including parents and friends as models, contribute in production of set of disruptive and conventional behaviors among students (Finn, Fish & Scott, 2008). Alhassan (2002) conducted a study in Nigeria and he identified nine types of misbehaviors; aggression, self-failure, fighting with others, interfering others' work, damage one's own property, bullying, running around the class, vandalism, and damage furniture of the classroom. Misbehaviors of students classified by Reed and Kirkpatrick (1998) included disruptive talks, chronic avoidance of work, disturbing teaching activities, clowning, harassing fellows, insulting fellow verbally, interact with teacher in rude manners, hostility and defiance. A list of disruptive behavior prepared from literature on classroom management includes verbal, physical or emotional bullying, disobedience towards teachers, impudence, lacking concentration, daydreaming, laziness, late coming and early leaving classes, joking with others, isolation, chatting, out of turn talking (Finn, Fish & Scott, 2008; Stefenson, Linfoot & Martin, 2000; Leung & Ho, 2001; Little, 2005; Malete, 2007; Petoda, 2007; Ding, Li, Li & Kulm, 2008). It is very crucial for teachers to learn about different management strategies to prevent and to handle appropriately with misbehaviors of students. Research on classroom management brought into light that previous researches generally have been conducted to identify types of misbehaviors mostly occurs or type of strategies teachers usually used to handle with these behavioral problems. There is still a huge gap available to fill by researching on different demographics and to minimize the difference in perceptions of teachers, students, administrators and parent with regards to causes of misbehaviors of students (Thomson, 2009).

Management Strategies of Teachers

In order to deal with disruptive behavior of students, teachers adopt different management strategies. No doubt there are numerous causes of disruptive behavior and sometime these behaviors occur and reoccur, the teachers are required to have the ability to select and utilize relevant management strategies to deal with. Teachers must have the capacity to understand the nature and possible cause of any unwanted students' behavior. Classroom management is considered as a process through which teachers maintain and create good behavior of students during teaching learning in the classrooms (Kratchowil, DeRoos & Blair, 2013). The purpose of using classroom management skills is to enhance students' success in academics and to inculcate prosocial behavior among them (Emmer & Sabornie, 2015, as cited in Kratchowil, DeRoos, & Blair, 2013). Principles of effective classroom management work very well across all levels of education and subject areas (Brophy, 2006, as cited in Kratchowil, DeRoos, & Blair, 2013); these principles of positive disciplinary

management further develop into the most recommended tiered model of classroom management which has effective results in managing behavior of more than 80% of students (Kratchowil, DeRoos, & Blair, 2013). In the first level of this model, teachers and staff are required to create a positive culture in the school by clearly mentioning expectations which are planned to be taught to all of the students. At the second and third level more intensive programs are offered to the students who have behavioral problems and who need more support. Services of professionals like psychologists are hired to develop programs for small group as well as individualized counseling sessions.

According to Guyana Ministry of Education (2015), most of the management strategies are categorized into three main types: preventive management is mostly used in which students are generally guide what is expected from them during teaching learning process; what they can do and what they cannot do. In supportive management, suggestions and options are given for correctness of disruptive behavior in its any form before reaching to the serious consequences. For example, if a student starts chatting during lecture, teacher may warn him/her verbally but politely and firmly. In corrective management strategy, corrective actions are taken if students are not following the directions of teachers in the case of supportive management strategy. After giving ample opportunities for correction of the actions when students failed to follow the directions then corrective measures are taken. In this corrective strategy teachers use positive approach e.g., a favor for or privileges to the misbehaving students may be withdrawn from the teachers. There are a range of corrective strategies which are used by teachers and some of these strategies are very much successful than others. Positive managerial skills used by teachers are ways of teaching and guiding students to let them know what is acceptable in a firm way but with kindness (Sound Discipline, 2015). Corporal punishment is also a management strategy in which hitting, with hand or an implement is involved. It may also take the form of pinching, pulling of the hair (De Zoysa, Newcomb, & Rajapakse, 2006) some time making the student stand up or kneel down. Negative outcomes are generally associated with corporal punishment (Ogando Portella & Pells, 2015). It is widely advocated children (De Zoysa, Newcomb, & Rajapakse, 2007) and justified as it is believed that it leads to the respect of school authorities, an effective method of correcting disruptive behaviors and to make individuals more responsible (Burnett, 1998, as cited in Ogando Portella & Pells, 2015). Research evidences show that corporal punishment resulted in poor academic achievement, increase dropout rate, low level of participation, very low self-esteem, fear of teachers, schools and decline in self-worth of students (Morrow & Singh, 2014, as cited in Ogando Portella & Pells, 2015). Polloard et al (2012) and De Wet (2003) suggested the use of reflective teaching with activities to engage the students in learning. Through reflecting teaching teachers normally not only implement lessons but they also deploy classroom management strategies to address the misbehavior of the students. There is no single

scientific, tested and systematic approach to which the teachers may refer in selection and utilization of management strategies to address any unwanted students' behavior. Rather it is suggested that the teachers should be alert and carefully watch the situations that may deteriorate (O'Hara, 2008; teachers must be aware of, sensitive with and they should be with it (Pollard et al, 2012); and have skills to diagnose and to apply reflective thinking (Daniels, 2001).

Many teachers reported that they ignored students' severe misbehavior as a method to deter it (Smart & Igo, 2010), when teachers feel that students seek negative attention (Gaskill & Gaskill, 2010). Verbal praise is also used as a method of dealing with disruptive behavior of students (Smart & Igo, 2010); sometime it refers as specific praise to reinforce and encourage positive behavior (Reinke, Herman & Stormont, 2012); the positive behavior may serve as model for other students also (Del Guercio, 2011); praise is effective method if it is genuine and used in a positively and respectfully (Shook, 2012); increase use of praise and decrease in using negative remarks work well in deterring misbehavior of students (Leflot, VanLier, Onghena & Colpin, 2010). Talking with students is also an effective method of dealing with disruptive behaviors of children in schools. Talking with students privately about their misbehavior may be an effective strategy to manage it (Lewis, Roache & Romi, 2011), by talking privately, the teacher may discover about hidden attributes of students and the teacher may help in promoting positive behavior, some students may get attention, engage in discussion deter inappropriate behavior of students (Kritsonis, 2014); private talking is effective if used within 10 seconds when anyone misbehaves to make him/her aware about the desired behavior (MacSuga-Gage & Simonsen, 2011). The teacher should first acknowledge something which the student has done well then address the misbehavior. To make the conversation positive, teacher must be positive, sincere and avoid sarcasm. Teachers also teach students about what is expected from them and how to react or act in a specific environment, situation, about safety of themselves and others, about sense of responsibility and the teachers also exhibit these through their character as role model also (MacSuga-Gage, Simonsen & Briere, 2012); through following daily routines and rituals, and teaching about schools' rules and consequences also proved as a good strategy to handle students' misbehaviors (Michael, Meese, Keith & Mathews, 2009). Positive reinforcement increases good behavior and is an effective way to deter inappropriate behavior (Bernier, Simpson & Rose, 2012); reinforcement of positive behavior through reward is effective (Sheffield & Waller, 2010) but if teachers negatively reinforce, provide little compliance or repeat command then its effect proved ineffective in deterring disruptive behaviors of children (Appelbaum, 2009). Teachers also contact with parents and develop good relationship with them, this strategy is very much effective in correcting students' disruptive behaviors (Carlson, 2012; Spilt, 2010), and disruptive behavior of students can also be tackled through change in

organization of classrooms and particularly the seating plan of students. When classroom activities, instructions process and procedure of transition are well planned then classroom environment become positive and it further contributes towards minimum incidence of disruptive behavior. Teachers also minimize the misbehavior of the students by keeping them busy in academic activities in the classrooms (Gaskill & Gaskill, 2010; Reinke et al., 2012). Implementation of behavioral plans also very effective in dealing with misbehaviors of students (Leflot et al., 2010).

Theoretical Framework of the Study

Classroom management is a very complex process and in order to maintain conducive learning environment, teachers need to know about different strategies to adopt based on number of theories in a single class. Theories of behaviorism supporting teachers in maintaining classroom environment by applying principles of reward and punishment. These theories provide support behind any planned interventions for better classroom management. For successful implementation, teachers are required to be constant and consistent in provision of reinforcement at proper time. B.F. Skinner (1985), a chief proponent of behavioral methodology believed that too little attention is being paid on mind, unconscious and effects of environment. He believed that behavioral approach can easily be applied in managing classroom by assessing the classroom environment, developing goals and making appropriate changes for behavior (Corey, 2005; Kuruvilla, 2010). According to Omomia and Omomia (2014), principles of Skinner's operant conditioning have great influence on managing classrooms although it was not developed specifically for this purpose. The areas of education where this theory can be easily utilized are instructional objectives, mastery learning, programmed instructions and behavior analysis. Skinner opposed the use of classical conditioning in classroom management as focus of this theory is production of pairing response which is not possible. Bandura theory is basically a social and behavioral one where he believed that learning will occur through observation (environment) and imitation (role modeling of teachers/peers). The cognitive behavioral therapy also works well because this approach postulates that cognition has major role in bringing about changes in behaviors and actions of individuals. In short all of the behavioral theories has great potential to use for handling disruptive behavior of students in classroom teaching learning process. Some other theories like Choice theory of Glasser (1998) also supports teachers in managing good classroom environment through adopting 'meeting learners needs approach'. Students are made responsible for their own action through making and adopting rules of class with the procedures of enforcement through their active participation. When students are involved in developing rules and enforcement strategies then they act more responsibly. This theory is based on five basic human needs including, survival, belonging, power, freedom and fun. Its application in

education lesson the burden of teachers and increase responsibilities of learners to make better choice of displaying their behaviors in classrooms. The Jones' theory of learner directed learning is also very effective in classroom management. In this theory, teachers help students to develop a sense of self-control through appropriate body language, use of an incentive system and provision of assistance to the learner efficiently. This model helps students preparing for their future lives and the students' role prevails in classroom instead of their teachers. The classroom environment becomes democratic and the role of teacher is just as a facilitator. Another classroom management theory of Canter and Canter (1976) is assertive in nature where rules of classroom and expected behavior of students are clearly communicated. This is teachers' centered approach where teachers are held responsible for disruptive behavior of students. This model also adheres to social learning theories of Vygotsky and Piaget by empowering students for their self-control and they held responsible for their learning. Vygotsky believed that individual interact with his environment around and actively participate in social activities to create knowledge as knowledge is socially constructed. In the presence of disruptive behavior, social activities affected which hinder learning in classroom (Mahn, 1999; Santrock, 2002). The theory of Piaget based on different phases of development helps teachers in developing their understanding about what can be expected from students of particular age and how they can be treated accordingly.

This research study did not follow any single theory but variety of theories considered for satisfactory answers of research questions. If we talk about behavioristic theories where reinforcement in the form of praise and reward are considered as key factor easily and mostly applicable to classroom management. Interaction and imitation as important ingredients of social learning theories also play very significant role in helping teachers manage classroom effectively through increase of social activities within classroom. Theories of development e.g., of Piaget also very much applicable and it helps teachers in understanding the developmental stages of children and the level of expectations we may consider on part of children. Choice theory of Glaser can be considered appropriate in terms of ensuring basic children/human rights within the classroom and adopting democratic principles of managing classroom issues. Through making children responsible for action they choose, we practically help them become more responsible. All types of behavioristic, social, cognitive and psycho-social theories work well in managing classroom at all levels of education because these are contextual in nature. Without understanding context, teachers never ever be able to manage their classroom and each institute have its unique context with socio-economic status of students, community, literacy situation of parents, familial environment, teachers' monitoring mechanism etc. In diverse situations, aspects of different theories need to be considered, understood and implemented by

teachers and the need of the time is to make our teachers knowledgeable about use of different theories and skillful to apply properly at the time of need.

Methodology

This study was driven by a research questions: What strategies do teachers adopt to manage disruptive behavior of students during teaching learning process? The study was qualitative and auto-biography was used as data collection tool. Sample included teachers in the age bracket of (40-45) years having more than 15 years of teaching experience including 10 years in public secondary schools of urban areas of district Haripur, Khyber Pakhtunkhwa, Pakistan. As the time passed, many dimensions of education policies changed from teacher centered approaches to students centered approaches. Teachers' experiences, perceptions and practices of dealing with misbehaviors have been changed with the passage of time and narrative inquiry was found suitable to understand their strategies for managing classroom to deter misbehavior of students. An effort was also there to understand what type of managerial training our teachers should have in the form of pre-service or in-service mode and what theoretical knowledge the teachers must have in order to use different techniques to deal with disruptive behavior of students. In order to develop the understanding about this broader concept of disruptive behavior narrative inquiry was thought more suitable approach. In narrative of auto-biographies, people remember what was happened, they generally place their experiences in a logical sequence, and they find possible implications and go with series of events that build social and individual lives (Jovchelovitch & Bauer, 2002). According to Abrahão, (2012) when narratives are used as methodology, the researchers come to know about social reality as a multifaceted, complex in nature and socially constructed through experiences of human lives in holistic and interrelated manners which further helps them in knowing about themselves. The rationale for selecting experience teachers serves two purposes. Firstly to understand how teachers' perceptions may have changed in response to new knowledge and about children's rights; psychological implications on children; academic degradation, lack of trust of people over public schools etc., that teachers are able to access through print and electronic media in Pakistan. Secondly to understand teachers' perceptions of policy change over the last decade. The selection of secondary classes was due to the age of children when they start breaking rules, challenging authorities, indulge in anti-social activities, disobeying teachers and parents due to unfavorable environment or lack of proper guidance.

The study was conducted in the urban areas of district Haripur, KP, Pakistan. Generally the confidence of people on publically funded state schools has been reduced due to emergence of private sector involvement in education. The private run schools are well managed, teachers' work is regularly monitored, parents are heard by the schools management

(Goldring & Phillips, 2008) and the most of the students selected for specially established institutes (cadet colleges, Medical Colleges, etc.) come from these schools. There is low level of trust in teachers at 'public' schools and these schools tend to be attended only by those children whose parents are very poor and cannot afford private school fees. The situations has deteriorated to a degree that even parents living below the poverty level prefer to send their children to private schools (National Assessment of Education Progress, 2006). After a systematic review of 59 studies conducted in developing countries of Asia, Africa and the Caribbean on performance of private schools revealed that performance of private schools is better than the public schools (Day-Ashley, Mcloughlin, Aslam, Engel, Wales & Rawal, 2014)

The opening of private schools has now become a business in Pakistan and only few private schools in every community work well to some extent. The indicators of quality education that are used in other countries through PISA etc almost missing in Pakistani education system. All centrally conducted examinations are knowledge based and rote learning or mere memorization is common practice. In private schools, teachers are supposed to ensure memorization of text by students and in centrally conducted examination, the top positions are grabbed by private schools and most of the parents think that they are better than the public schools. Parents think that quality of education in private managed schools is better than the quality of education in public schools (Akhter, 2019). Name and pictures of positions holders are hanged in cities through huge signboards and attract the attention of parents. This is also a bitter fact that in private schools previously written notebooks are used as guide to reproduce text by new teachers. Teachers of private schools are low paid workers. The success of private schools in getting enrollment lies in their skills to keep an eye on preparing students for knowledge based examination while in public schools teachers are more experienced, well qualified but they don't bother to compel their students to memorize the text. Government has initiated fair recruitment process of teachers in the whole country and we do hope that in next few years the situation may change. On the other side unprofessional attitude of teachers of public schools also contributed a lot in developing mistrust of general public. Same is the scenario prevails in Haripur and most of students who attend public schools are from very poor background and their involvement is disruptive behavior in seems very natural. There are more than 400 private schools while there are not more than 20 public schools in the city of Haripur. Following the ethical measures, consent of teachers was sought before visiting them. Only male teachers working in secondary schools were involved so there was no exclusion of participation by any factor of ethnicity or gender. Inclusion of only male members was due to less problems created by the girls' students in secondary schools. So, inclusion of both male and female teachers was not possible. The data was collected during the outbreak season of Covid-19, so the loss of time of classes due to participation of teachers in the

study was not suffered. The participants did not face any major risk as preventive measures during Covid-19 were in place. There was no incentive for participation of the study. Rapport was developed and strict confidentiality of the data was also assured and the results were not be divulged at any level. Most of the data was jotted down and it was also recorded in mobile with prior consent of the participants. At the end of each session, summary of the data was shared with each participant to ensure the validity of the data. All the data was reviewed and organized according to the research questions. Responses of each participant was compared with responses of other participants. Data was collected in urban setting with very less geographical representation so saturation points reached early so similar responses were grouped as categories. Below are responses of different participants in a summarized way according to the focus and research questions of the study. Perceptions of all the participants is categorized in different descriptions as presented below.

Research Questions 1: How Teacher manage disruptive behavior

Description A:

Praise and reward are commonly used in public schools by the teachers. Teachers said they appreciate good work of students in the class and when we have good work from students with disruptive behavior, we appreciate it more than others. But this strategy does prolonged, the naughty students keep on creating problems in the classrooms.

Emerging Themes: Praise and reward

Description B:

Punishment in any of its form is frequently used as a strategy to handle the disruptive behavior of the students. Most of the time, students are asked to stand outside of the class, in many cases students also receive physical punishment but this is practice where head teachers are very much strong in terms of their relationship with politicians, have good management skills to control the situation at the time of any emergency etc. Most of the teachers avoid physical punishment as it is strictly prohibited in schools and disciplinary actions taken against the teachers are reported regularly through electronic and print media. In severe mistakes or offences, the head teachers along with other colleagues deal with the students and their parents. It is also a practice that students on serious crime/mistake are struck off from the schools.

Emerging Themes: Physical punishment; keep out of class, struck off

Description C:

Teachers also used strategy of individual talk or private talk with students who are creating disciplinary problem during teaching learning process in the class. Teachers call them when there is free time for both students and teachers. Through individual talk, students get individual attention and counseling to some extent. This strategy is practiced by very few teachers in public schools. According to them, the home environment is the major reason of students' misbehavior and sometime this strategy does not work for a longer time. Such students continue to create problems during classes of those teachers who do not give them proper attention or those who do not talk to them in personal capacity to guide properly.

Emerging Themes: Individual Talk; Counseling, individual attention

Description D:

Teachers also meet with parents and talk about children problems. But it happened very rare as in most of the cases parents do not visit schools to see teachers. The parents do not own the responsibility to train children at home to behave well with others. Parents expect teachers to prepare their children for life and on the other side they do not let their teachers to be harsh with their children. In some of the cases, if teachers give any physical punishment to the students, parents meet with media related people to highlight the issue in electronic and print media, sometimes the parents registered report in police station and in few cases they have black mail teachers and threaten them.

Emerging Themes: meeting with parents; parents disown their responsibility; media trail threats; legal actions

Description E:

In some cases, teachers also discussed about the disruptive behavior of the students mutually and try to devise collective strategies. In morning assembly, the students are generally informed that if any one commits any mistake with bad intentions, what consequences s/he bears. Sometime this strategy also works well if action against culprits are taken as announced. Sometime religious leaders from the communities are also invited to tell the students about their responsibilities as a students and what is the status of a teacher in Islam.

Emerging Themes: Mutual discussion of colleagues; collective actions; corrective policies, preaching about good actions

Description F:

Sometimes disruptive behaviors of students are referred to the disciplinary committees of the schools. The disciplinary committee generally comprised of senior and experience teachers of the schools. They deal with students according to the nature of the mistakes. Sometime students are placed in isolation within the class so that they may feel it and refrain to do the bad thing again. This strategy work well.

Emerging Themes:disciplinary committees; experienced teachers; isolating the students; psychological strategy

Description G:

Teachers also realize the students that at this stage they are not expected to do the bad things. They try to make them more responsible. They convey students that expectation from them are very high and they should act accordingly. This strategy also work well but this strategy is rarely used.

Emerging Themes:raising expectations; fixing the responsibility

DescriptionH:

Teachers tell the students about different rules apply on creating any disturbance in the classrooms. The students are sometime warn that if they repeatedly create problems rules of discipline will be applied. Teachers also engaged such disobeying students in some other positive activities to minimize the disturbance in the class. Teachers make the disturbing students responsible for maintaining the discipline of the class. In this strategy, disruptive behavior of students is controlled by the teachers

Emerging Themes: Telling rules; engaging students; assigning major role in class

Description I:

Teachers change the sitting positions of the misbehaving students. In most of the cases, misbehaving students are advised to sit in front of teachers or at least in the first row of the classroom.

Emerging Themes: Sitting plan; Keeping the misbehaving students nearer

Description J:

Keeping in mind every disciplinary step which might be taken against teachers, the classroom teachers ignore the mistakes of the students and complain to head teachers/principals about students' disruptive behaviors. They do not bother to take any corrective measure as a professional to solve

rather they ignore the mistakes. Students know that teachers cannot punish them anyway and they keep on creating problems.

Emerging Themes: Not bothering to tackle; Ignoring mistakes; Complain to the principals.

Description K:

Asking questions from students creating problems is also very common among teachers. Teachers directly ask the questions from the students having disruptive behavior in the class. It is also a good strategy to keep the students engaged in learning process. Sometimes mistakes of the students are also ignored for few instances so that the students may refrain from these mistakes.

Emerging Themes: Asking questions; Ignoring mistakes

Discussion and Conclusions

In the past, teachers were very authoritative and community was on their back which means parents and other community members were complaining against students' misbehavior if they observed anywhere. Now no one bother who did what in the community and if a teacher punish students, departmental inquiries, disciplinary actions, media trails etc., has been initiated. Hence, the teachers are not asking students why they are disobeying. Students have no fear and they are not following the directions of their teachers. The slogan of "Mar Nein Piyar" has snatched the right of teachers to give normal punishment to the students for the purpose of maintaining classroom discipline. Now parents are not cooperating with teachers and sometime even they threaten teachers. This situations is also highlighted by another study conducted by Rayment (2006) who stated that many parent displayed violent and aggressive attitude towards teachers and their children also reflect sign of aggression, antisocial behavior and violence in schools. Students are out of control nowadays and they create many problems in schools. This is also a fact that media has brought revolutionary changes in the lives of people and young students affected too. According to Frau (2018) a comparative study conducted in Spain and UK revealed different strategies are applied by the teachers to handle disruptive behavior of the students including punishment (22.6%); reminding rule (21.7%); talking to the child (14.7%) while (2%) use alternate actions; (6.4%) involve parents and (8%) remove children from school enrollment in South Yorkshire. Similarly, in Biscay of Spain teachers use strategies like (21.7%) talking to the child; (20.8%) use punishment; (16.7%) remind rules to the children; (2.9%) use alternative actions; (4.6%) remove children from schools and (9%) use other helping tricks to handle students' disruptive behavior in schools. All these findings are in line with the results of this current study.

RECOMMENDATIONS

On the bases of conclusion the researcher feels very confident to give following recommendations.

1. Teachers in consultation with students may develop rules and regulations of classroom and these may place outside of the classroom.
2. Teachers may convey their expectations with students and what they expect from them.
3. Teachers may be trained in applying different management strategies during pre-service and in-service trainings.
4. Teachers may apply principle of praise and reward in most of the cases to minimize the disruptive behavior of the students.
5. There may be a clear cut policy for breaking rules so that disturbing students may refrain from mistakes.
6. Teachers may change the sitting arrangements of the students in the class to separate the peers/groups or gangs.
7. Teachers also need to adopt participatory approaches of teaching in order to involve the students throughout time of the class.
8. Teachers may be trained in psychological ways to handle the disruptive behavior of students.
9. Teachers may also be trained to adopt democratic style of management along with transparent and consistent ways of dealing with students more amicably.

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