

Teachers' Strategies for Managing Disruptive Behaviour in Nepalese Secondary School Classrooms

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Author
Mahendra Poudel

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Master's thesis**Subject:** Education and learning**Author(s):** Mahendra Poudel**Title:** Teachers' Strategies for Managing Disruptive Behaviour in Nepalese Secondary School Classrooms**Supervisor(s):** Koen Veermans**Number of pages:** 68**Date:** 02.05.2026**Abstract**

This study explored the common classroom disruptions encountered, and the strategies employed by secondary school teachers in Nepal to manage the disruptive behaviours. The study also examined the support mechanism that teachers prefer in dealing with the classroom disruptions. The study's theoretical setup was based on the combination of behavioural perspectives and Bronfenbrenner's (1979) ecological systems theory and social interactional theory locating teacher's behaviour management at the broader relational, institutional cultural and societal levels. Adopting a qualitative phenomenological research design, the study employed semi-structured interviews as the data collection tool, with six secondary school teachers from Kathmandu were purposively selected as participants. The interview data were analysed using Braun and Clarke's (2006) thematic analysis procedure, generating five principal themes. The study results demonstrated that secondary school teachers in Nepal are posed with a diverse array of disruptive behaviours starting from continuous low-level off-task behaviours (e.g. making noise, talking without permission, moving about without permission, and non-completion of homework) to using gadgets in the class and extreme verbal and physical aggression. The findings revealed that Nepalese teachers' strategies to disruptive behaviours are significantly shaped by the deeply rooted macrosystemic socio-cultural norms particularly teacher authority, respect and discipline demanding teacher-student relationship. The study affirmed that student-centered and culturally sensitive approach to behaviour management is crucial for secondary school classroom in Nepal.

Key words: Classroom management, disruptive behaviours, secondary school, Nepal, behaviouristic perspectives, the ecology systems theory, the cultural context, management strategies, support mechanism

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1 Introduction

Classroom management is a vital aspect of teaching, as it directly affects students' learning experiences and overall academic success. Indeed, enhancing student achievement in classrooms is not only about having good teaching skills for delivering content but also about being good at classroom management (Ding, et.al, 2008). A major issue that teachers encounter in creating a good environment for learning is managing students' disruptive behaviour. Therefore, it is essential for secondary school teachers to master different ways or approaches in handling student's misbehaviours

Disruptive classroom behaviour remains a major and long-standing problem for teachers in the secondary schools in Nepal. Arbuckle and Little (2004) regard disruptive behaviour as any student behaviour that not only hinders a student's learning but also impacts other students' learning or causes distress to the teacher. These include behaviours that disrupt the teaching process or make the teacher continually intervene in the class. The present study adopts this definition as it offers a straightforward way to identify and study the particular disruptive behaviours that are matched with the research questions. Generally speaking, disruptive behaviour is any student action that is not appropriate socially or academically, leads to a negative effect on the environment for teaching and learning, and thereby detracts from the educational experiences of both teachers and students. According to Charles (2011), students' classroom disruption has negative impact on both student learning and teacher effectiveness. Disruptive behaviour distracts students from school-related tasks and are considered inappropriate of the context where they occur. In classroom setting, such behaviours impair learning and teaching activities as well as students' societal growth. Disruptive behaviour may affect teachers' classroom management skills since it covers all the skills and methods in which teachers use to create a learning atmosphere that foster the academic and social/emotional aspects of learning (Eshraghi, 2022).

To understand what causes disruptive behaviour in the Nepalese secondary school classroom, it is necessary to consider the cultural, social, and demographic factors at play in current Nepalese society. Nepal is a deeply diverse nation, containing different ethnic linguistic religious, and cultural communities, which enter the shared space of the secondary school classroom, each bringing a very different set of norms values communication styles, and behavioural expectations (Phyak, 2011). Although this diversity is a major strength of Nepalese society, the expectation of social norms and expected behaviours runs counter to the

variety of identities, languages, and lifestyles within Nepalese classrooms, often leading misunderstanding, and conflict among students and disrupting classroom activities (Cummins, 2001). Considering this social and cultural context, this study contextualises the strategies adopted by secondary school teachers in Nepal to address disruptive classroom behaviour.

Secondary level students are in adolescence or in transition with adulthood. This period is of rapid changes of physical growth and emotional changes. Hurlock (2005) states that adolescence is a period of heightened emotionality a time of 'storm and stress' if the students in secondary school do not receive proper guidance. That behaviour which adolescents reveal without guidance will be disruptive in nature. Disruptive behaviours inhibit the learning process; they inhibit the teachers' teaching activities and learning of others. It is inferred that disruptive behaviour is an important dimension to learning and teaching within the classroom for both disruptive students, their peers and also to teachers considering the effects disruptive behaviour can have on the teaching and learning environment. Managing disruptive behaviour is essential not only for maintaining order in the classroom but also for supporting student development and academic achievement. Teachers employ diverse behaviour management strategies to improve the learning environment in secondary school classrooms globally. However, this study explores the disruptive behaviours management strategies employed in secondary schools context in Nepal along with teachers' preferred support mechanism to manage disruptive behaviours.

1.1 Purpose and significance of the study

Disruptive behaviours are the most common type of obstacles in classroom management that the teachers deal with daily. As the name suggests, disruptive behaviour 'disrupts' others maybe the other students, teachers and those who disrupts. Research into teachers' experiences on disruptive behaviours is not a new endeavour in education. But most of the previous studies were done in the context of the Western culture. Since the culture has an important impact on teachers' perceptions of disruptive behaviours, we cannot assume the results will be correlated with other cultures. Behaviour related problems of the students have not been thoroughly assessed and studied from the teachers' perspective in Nepal. In this context, it is noteworthy to explore the teachers' experiences on disruptive behaviours, approaches used in dealing with those behaviours and preferred means of support mechanisms to manage the disruptions.

Thus, the purpose of this study is to explore a better picture of disruptive behaviours, strategies employed to manage and support mechanisms in Nepalese context. I hope, the study will be helpful for teachers and policy makers to get a better understanding of the ways or approaches employed in managing disruptive behaviours and can contribute to improve the classroom learning environment in secondary schools in Nepal.

1.2 Research questions

The research questions proposed and discussed for this study are as follows:

- *What are the most common disruptive behaviours secondary school teachers encounter in Nepal?*
- *What strategies do the teachers' employ in managing disruptive behaviours in the classrooms?*
- *What support mechanisms do teachers prefer in managing disruptive behaviours?*

Disruptive behaviour is one of the main concern and sources of stress for teachers in Nepal. Teachers encounter disruptions in classrooms that ranges from minor disruptions to severe verbal and physical aggression. Considering this fact, this study focuses on three aspects: common disruptions teachers encounter, strategies teachers use to manage and support mechanism teachers prefer to manage the encountered disruptions. For this study, disruptive behaviour is defined as any action that causes teachers and/or students to be physically or mentally distracted that they cannot focus on what they are doing or what the teacher is saying (Nash et al. 2016 as cited in Kaur & Singh, 2023). This refers to the type of behaviour that not only upsets teachers but also hinders the teaching-learning process and calls for frequent teacher interventions aimed at the students concerned (Houghton et al. 1988 as cited in Arbuckle & Little, 2004). Disruptive behaviour is an extensive and complex issue that covers lots of different actions at different levels of severity and in different settings, so it would be impossible for me to cover all theoretical and empirical perspectives on it in this thesis. The definition used here is deliberately limited and is based on real situations to depict the kind of disrupting most secondary school teachers in Nepalese classrooms are exposed to and which are also the ones that the research questions of this study directly deal with. Therefore, one way to limit the term disruptive behaviour is to discuss it from teachers' perspectives. Addressing these behaviours effectively requires a multi-dimensional approach that considers psychological, social, cultural, and environmental influences which are described in the following section.

2 Theoretical Framework

The chapter presents key terms and the theoretical framework applied in the study. To explore what strategies teachers employ to manage the disruptive behaviours in secondary schools, this research is grounded in behaviour management theories in which behavioural perspectives, ecological perspectives and social interactional perspectives are presented. The behaviour management encompasses the principles, strategies, and philosophical commitments that guide how teachers establish order, respond to misbehaviour, and maintain conditions conducive to learning. Similarly, the ecological model provides a comprehensive lens for exploring teachers' strategies in dealing with disruptive behaviours by situating teachers' practices within broader relational, institutional and societal contexts (Farmer, et.al. 2010).

2.1 Defining classroom management

Generally, classroom management refers to the set of teachers' intentional efforts and actions that are aimed at creating and maintaining the atmospheres that allow academic learning and students' social and emotional development to take place side by side (Evertson & Weinstein, 2013). Currently, the significance of good classroom management is getting more attention in the field of education research, and at the same time, more and more studies are being carried out to explore and summarize the evidence for different management techniques and their effects on student behaviour and learning. From this point of view Oliver, Wehby, and Reschly (2011) found that a well thought-out, thorough use of classroom management techniques by teachers led to a marked decrease in problem behaviours as assessed by teachers, which shows the significant influence that structured, research-based management approaches can exert on the overall behavioural environment of the classroom.

Picking up from a systematic review of the current empirical studies, Simonsen et al. (2008) found five major types of evidence-based classroom management practices that positively shaped student behaviour and be consistently applied: maximising classroom structure and predictability; providing clear behavioural expectations along with consistent and informative feedback; ensuring active and continuous student engagement in learning activities; recognising and reinforcing desirable behaviour intentionally; and making use of consistent, proportionate responses to misbehaviour. To further support these results, Epstein et al. (2008) yielded five evidence-based suggestions for managing classroom behaviour, three of

which were targeted at the physical level of the classroom: the use of problem behaviour's antecedents and consequences net to tailor the interventions; subsequent adjustments of the class environment, including dealing with behavioural problems through behaviour expectations being re-established and reinforced; and the direct behavioral instruction and its continuous reinforcement in a classroom setting. It is within this context that the disruptive classroom behaviour and strategies to manage are significant aspect of classroom management.

Gee (2009) writes about managing classroom behaviours. The researcher found that the dynamic role of teacher is important in managing classroom behaviours. It is common to display poor behaviours because they have been labeled by others as troublemakers. He argues that the teacher must stop students' disruptive behaviours in the classroom. In a more comprehensive study, Sowell (2013) proposes a division of classroom management into two distinct categories: behavioural management and instructional management. According to Sowell (2013), instructional management involves planning and the factors that influence a teacher's ability to effectively educate students using specific materials. On the other hand, behavioural management encompasses a teacher's expectations regarding student behaviours, including their level of classroom interaction, appropriate conduct, and various other factors.

Zoromski, et al (2021) investigated into how middle school teachers perceive and employ classroom management strategies, as well as the associations between these strategies and student behaviour. The study provides valuable insights into the perceptions and practices of middle school teachers in relation to classroom management. The findings revealed significant variation among teachers in terms of their utilization of CBM (Classroom Behaviour Management) strategies, their effectiveness ratings of these strategies, and the frequency of disruptive student behaviour. Moreover, teachers, on the whole, displayed limited instances of appropriate responses to disruptive behaviour. It is noteworthy that appropriate responses to disruptive behaviour exhibited the strongest correlation with the overall occurrence of disruptive and on-task behaviours.

According to Allen (2010), the frequency of undesirable student behaviour is closely linked to the effectiveness of teachers' classroom management strategies. Therefore, understanding the causes of such behaviours is essential for implementing appropriate measures to improve classroom management. Özdere & Karacabey (2020) argued that teachers can more effectively address disruptive behaviour by adopting preventive approaches that create

supportive learning environments and encourage appropriate student behaviour. They further emphasized the importance of implementing strategies that target and resolve the underlying causes of behavioural problems.

There are some available research focusing on teachers' attributions of students' behaviour and classroom behaviour management strategies in Asian context. Ding et al (2010) study showed that Chinese teachers attributed misbehaviour to student factors such as lack of effort and laziness, as well as bad learning habits. As for the classroom management tactics, the results suggested that praise was regarded as the most helpful and most frequently-used strategy by primary school teachers. Zakaria et al (2013) further reported that Malaysian teacher attributed students disruptive behaviour was caused by other factors which can be predominantly traced within the individual students. Similar findings about teachers causal attributions of students' behaviour were reported by Zakaria et al (2013). This study also supported the more traditional opinion that teachers are more likely to attribute problem behaviour to the students or their families rather than to teaching related factors. Dhakal (2012), in his study on teachers' skills at managing disruptive classroom behaviours in ELT, identified that the techniques of responding students' disruptive behaviours in the classroom were not identical. However, communication was found effective in dealing with those behaviours. When teachers used communication as the means to manage classroom disruption, they were more likely to succeed.

2.2 Defining disruptive behaviours

The term, disruptive behaviour, is critical to address as there is no simple way to define it. In the school context, various terms are applied to this phenomenon such as 'problematic behaviour, challenging behaviour, troublesome behaviour and disruptive behaviour. In general, disruptive behaviour refers to actions that are inappropriate for the particular setting or situation in which they occur. Charles (2011) offers a helpful classificatory scheme by categorising disruptive behaviours into five distinct groups: aggression dissolution defiance of authority, class disruptions, and goofing off. This typology captures the range and diversity of the types of disruptive behaviour that one can encounter in secondary school classroom settings. Duesund (2014) adds to this by emphasising that disruptive behaviour not only contradicts the perspectives, rules, and principles that exist in a school environment, but it also seriously damages the quality and continuity of learning and educational activities. At the same time, it prevents students' from socialising more generally and reduces their ability to

participate in wider community production and responsible ways. Combining all these views leads to highlight that disruptive behaviour is just a behavioral issue at the individual level but more a systemic challenge for the educational system that needs a theoretically-informed, contextually-sensitive, and professionally-nuanced response from teachers and school communities.

Arbuckle and Little (2004) argue that disruptive behaviour should be understood in the context of learning, as it affects not only the student responsible for the disruption but also the broader learning community. In this regard, any conduct that causes difficulty for teachers, interrupts the flow of learning, and necessitates repeated teacher intervention can be classified as disruptive behaviour. This understanding is particularly relevant to the present study as it helps to narrow the scope and distinguish between the specific types of disruptive behaviours under examination. Broadly speaking, it serves as an umbrella term for student conduct that is considered both socially and academically inappropriate during teaching and learning activities. Disruptive behaviour is manifested itself in a variety of ways, from minor to severe and potentially life-threatening: Brutal aggression towards teachers, physical violence against staff or bullying staff; including even verbal abuse during interviews (Gibons et al. 2018 associated in Majani, 2020). Less extreme but equally long-standing and persistent has been calling out, not complying with rules, and generally flouting established classroom rules. Due to the sheer variety of types of disruptive behaviour, researchers have established classification schemes which attempt to group types of disruptive behaviour as their severity and mode of occurrence (Arbuckle & Little, 2004 as cited in Majani, 2020). In particular, they have become classified based on the impacts they have on the student, his or her teachers, and the process of teaching and learning in general. Majani (2020) further citing Rayment (2006) categorizes disruptive behaviour more narrowly around three types of behaviour: physical violence, bullying and harassment, and non-compliance with teachers. In the recent literature on disruptive behaviour, one further type appears to be gaining increasing recognition, which is the use of electronic media to behave aggressively, threaten or harass other students and teachers (Vaidya, 2016). This type seems due to the pervasive effects of technological change, and presents increased management difficulties for teachers, as it is not contained within the physical confines of the classroom, nor covered under existing behaviour management strategies.

A substantial body of existing literature has examined disruptive behaviour in school settings from a range of perspectives, exploring both the nature of the behaviours themselves and the strategies available to teachers for managing them effectively. Student classroom behaviour has been studied across several dimensions, including the identification of the most frequently occurring disruptive behaviours, those that teachers find most troublesome, and those that generate the greatest professional concern (Stephenson, Martin & Linfoot, 2000, as cited in Solberg, 2014). Researchers have subsequently extended this work to investigate the management strategies teachers employ in response to disruptive behaviour and the professional support they perceive as necessary and available in doing so. The present study builds on and contributes to this existing body of knowledge by examining these dimensions within the specific cultural, institutional, and ecological context of Nepalese secondary schooling that has received comparatively limited attention in the research.

According to Arbuckle and Little (2004), schooling years in middle level are characterized by social and emotional changes, particularly during the transition from primary to secondary school. This transition brings about changes in friendship groups and the influence of peer group pressure, which can have an impact on students. The move from a familiar primary school environment to an unfamiliar secondary school with new teachers, buildings, and older students often causes high levels of anxiety for students. These adjustments can lead to issues such as school refusal, anxiety, and difficulties with adaptation leading disruptive actions in the classroom.

Ofsted (2014) found the difference in the views of teachers, students, and parents regarding how much low-level disruptive behaviour affected in English classrooms. Many secondary school leaders were observed not to regard low-level learner disruptive behaviour as a serious issue even though it has an impact on students' academic performance. Teachers have stated that student disruptive behaviour has become increasingly common in classrooms today. This situation poses challenges for teachers in implementing effective teaching strategies to achieve educational objectives, even if the behaviour is not physically violent.

Disruptive behaviour is an activity that negatively impacts the teaching and learning environment, compelling teachers to repeatedly address and redirect the offending student (Charles, 2011). According to Wheldall (1991), teacher commonly reported disruptive behaviours such as talking out of turn, disturbing or hindering other students, and lack of attentiveness as the most problematic and frequently occurring behaviours. Moreover, the

study observed that in inclusive classrooms, primary and secondary school teachers identified talking out of turn as the most frequent and troublesome disruptive behaviour.

Sullivan et al. (2014) conducted a study to examine the prevalence and management of unproductive student behaviour in classrooms. The study was guided by the theoretical assumption that the way students behave is closely linked to the extent to which they are actively involved and engaged in the learning process. Instead of using the commonly employed terms "appropriate" and "inappropriate" behaviours, the researchers categorized behaviours as "productive" and "unproductive" to emphasize the connection between behaviour and teaching and learning. The researchers adopted an ecological approach to understand and address both productive and unproductive student behaviour. The classroom was viewed as an ecosystem where various factors interact, including the physical environment, teacher characteristics, curriculum (including pedagogy and resources), and numerous student variables. The researchers found that low-level disruptive and disengaged student behaviours were frequent and challenging for teachers to manage, while aggressive and anti-social behaviours were less common. The finding stated, because of a lack of understanding of the origins of the behaviour, teachers often attributed unproductive behaviours to individual students, and their management strategies may not effectively address the underlying causes of such behaviour (ibid).

Jones et al. (1995) conducted a study to explore the perceptions of classroom behaviour among first and middle school teachers on the island of St. Helena in the South Atlantic. Only 28 percent of the teachers expressed that they spent excessive time dealing with student misbehavior. However, talking out of turn remained the most frequent and troublesome misbehavior. The study by Jones et al. (1995) emphasized that problematic behaviours are primarily shaped by social constructs and are therefore influenced by culture. A behaviour becomes problematic when it causes trouble or disruption to someone. Consequently, certain behaviours that are considered problematic in one culture may be deemed normal in another. The researchers suggested that specific social and cultural factors, such as the relatively isolated and homogeneous population of St. Helena and community values, could influence teachers' perspectives on whether certain behaviours are problematic or non-problematic.

Nash, Schlösserb and Scarr (2016) explore the psychological factors that influence teachers' perceptions and highlights the importance of considering these perspectives when addressing disruptive behaviour. The study emphasizes the need for a comprehensive understanding of

the underlying psychological processes and the impact they have on teacher-student dynamics. The study also provides a thought-provoking analysis of the complexities involved in managing disruptive behaviour, shedding light on the psychological aspects that shape teachers' approaches. In particular, the results demonstrate the extent to which teachers' professional identities, emotional reactions, cultural assumption and background experiences of education shape their choices regarding behaviour management techniques as well as the frameworks they employ to interpret and respond to disruptive behaviour.

There are many studies that were oriented towards students' disruptive behaviours, but little focus has been paid towards the strategies that schoolteachers employ to mitigate the disruptive behaviours. In my knowledge, no research has been carried out focusing the strategies employed by the teachers in managing classroom disruptions in secondary level in Nepal. Owing to the lack of research exploring the approaches in classroom disruption management, it is noteworthy to explore this issue in significant depth hence I employed qualitative research to explore the issue. Therefore, this study attempts to address the gap in the existing literature.

2.3 Why do students display disruptive behaviours?

Many studies show that there are many factors which lead students to behave disruptively. Silva and Neves, 2007 as cited in Atmojo (2020) state that students' disruptive behaviour is complex relational and interactive phenomenon caused by several factors coming from social, family, personal and schooling. Befring and Duesund (2012) argue that psychosocial factors play a significant role in shaping student behaviour in secondary school settings, identifying a range of relational and environmental conditions closely associated with adolescent behavioural difficulties that includes exposure to stressful home environments, neglect, insufficient emotional support, negative school experiences, and poor academic performance. These factors, rooted in the social and relational contexts of students' lives rather than in individual psychological characteristics alone, frequently interact and compound one another in ways that significantly increase students' vulnerability to behavioural difficulties in the classroom.

Disruptive behaviours among secondary school students arise from a complex interplay of various factors for example, individual factors and the school environment. Cohen and Manion (1996) states that academic difficulties and the resulting frustration can be significant

contributors to disruptive behaviours among secondary school students. Some students may struggle with the curriculum, find certain subjects challenging, or have undiagnosed learning disabilities. These difficulties can lead to a sense of inadequacy and loss of confidence, prompting students to act out as a coping mechanism or a means of diverting attention from their academic struggles. Most often peer pressure and the desire to fit in are powerful forces that can influence student behaviour. Negative peer groups or associations may encourage disruptive behaviours as students seek acceptance or assert dominance within their social circles. The school environment and discipline policies also play a pivotal role in student behaviour. Inconsistent discipline practices or a lack of clear rules and consequences can create a chaotic atmosphere that promotes disruptive behaviours. When students perceive a lack of structure or consequences, they may engage in disruptive behaviours without fear of repercussions.

In the context of Nepal, the classrooms are predominantly teacher-centred and rely heavily on lecture-based methods. This structure often neglects students' physical and practical learning needs. According to Befring and Duesund (2012), such imbalances between intellectual and physical activity can foster conditions for disruptive behaviour. This is especially evident among students—often boys—who possess more kinaesthetic or tactile learning styles. Recognizing and addressing these factors through comprehensive strategies and interventions are essential for creating a supportive, inclusive, and conducive learning environment. Addressing these behaviours effectively requires a multi-dimensional approach that considers psychological, social, cultural, and environmental influences.

2.4 Behaviour management theories

Behaviour management has been considered one of the key areas of professional expertise that a classroom teacher can possess, in that it has major implications for teachers' own professional satisfaction and occupational wellbeing as well as the educational achievement and personal growth of their students (Ding et al. 2008). Based on Grieve (2009), behaviour management can be broadly defined as the collection of skills, tools, and techniques which allow teachers to establish and maintain an effective learning environment in which students learn and socialise in appropriate manner. So, a great range of skills and knowledge is required for the successful practice of teaching. Disruptive student behaviour presents one of the greatest challenges encountered by classroom teachers in their efforts to deliver to high standards, with an often substantial expenditure of time and energy narrowing the scope of

what can be achieved for lesson content and activity (Jones & Vesilind, 1995 cited in Ding et al. 2008). Improving student learning outcomes in the classroom therefore requires not only high-quality pedagogical practice in the delivery of curriculum content but an equally high level of competence in the management of student behaviour-recognising that even the most carefully planned and expertly delivered lesson is unlikely to achieve its intended learning outcomes in a classroom environment characterised by persistent disruption and insufficient behavioural support. As a result, behaviour management has been a tremendously influential and highly studied aspect of teaching practice and educational research for many years, and remains a current area of focus for professional development.

Behaviour management can be broadly defined as the actions undertaken by a teacher to establish a conducive learning environment that supports both academic and socio-emotional development (Evertson & Weinstein, 2006). At its core, it is concerned with understanding, predicting and modifying human behaviour within structured social environments. In school setting, it encompasses the principles, strategies and philosophical considerations on how teachers establish instructions and respond to misbehaviours. However, it is crucial to note that effective instruction alone is insufficient for behaviour management. It is essential to implement procedures that structure the classroom environment, promote appropriate behaviour, and minimize instances of inappropriate behaviour. While instructional procedures are equally vital, they can be regarded as a distinct set of procedures within the broader context of behaviour management.

As assessed by Charles and Senter (2005), a lot of the negative implications arise from students' disruptive classroom behaviour such as disrupting students' learning opportunities, distracting them, draining their motivation and energy, generating a climate of fear and stress for both students and teachers, destroying trust, and reducing co-operation between teachers and students. According to Karki (2017) improving students' learning in class involves making teachers effective in how they manage their students' behaviour (p. 42). This, in effect, needs an understanding of teachers' perceptions of students' disruptive classroom behaviour, and their ability to effectively manage it.

The behaviour management theory is not a single unified theory but rather draws from the assemble of interconnected theoretical traditions like behaviorist, cognitive, ecological and humanistic. Each of them highlights a different dimension of teacher-student dynamics in classroom disruptions. In this study, I defined behaviour management as teachers' actions to

deal with disruptive behaviours that contribute to set up effective teaching and learning environments. Therefore, the study emphasized secondary school teachers' narratives on management strategies and preferred support mechanism. The behaviourist, ecological and social interactional traditions are considered, and they are outlined as a theoretical framework.

2.4.1 The Behavioural theory

Behavioural principles are the core aspects to consider in effective classroom management. Teachers' behaviour management strategies are mainly driven from behaviourism, principally associated with Skinner's operant conditioning framework (Kingwill, 2016). This perspective suggests that classroom behaviour is influenced, sustained, and shaped by antecedents and consequences. In particular, behaviours are more likely to be repeated when a stimulus (antecedent) triggers a response (behaviour) that is followed by a consequence which reinforces the behaviour under similar circumstances (Lane et al., 2012, as cited in Farmer et al., 2014). Reinforcement is the process of increasing the likelihood that a behaviour will be repeated (Farmer et al., 2014). Positive reinforcement occurs when a behaviour is followed by a rewarding outcome, making the student more likely to repeat it, while negative reinforcement occurs when a behaviour successfully allows the student to avoid or escape an unpleasant situation, which equally encourages the behaviour to continue. The assumptions underpinning this approach are grounded in the belief that learner discipline will be fostered and sustained through the deliberate and consistent application of positive reinforcement for desired behaviours and negative consequences, including punishment, for behaviours deemed unacceptable within the school environment (Skinner, 1968). Contextualizing on the present study, this translates directly into a teacher's use of strategies following disruptive behaviours.

Mostly influenced by B.F. Skinner, whose theory of operant conditioning established the principle that behaviour is shaped, maintained, and extinguished through systematic environmental consequences. At its core, behaviourism rejects explanations of behaviour that rely on internal mental states and instead locates the causes of behaviour in observable stimuli and responses within the external environment (Schunk, 2016). Applied to educational settings, this paradigm places primary emphasis on the use of rewards and punishment as the principal mechanisms through which teacher authority is exercised and student discipline is established and maintained. The behaviourist approach involves teaching the learner prosocial or positive behaviour through operant conditioning to effectively manage disruptive behaviour. According to Buckler and Castle (2014), operant conditioning employs various

forms of reinforcement as a means of shaping and altering behaviour, encompassing both positive and negative reinforcement strategies, alongside positive and negative forms of punishment. From a behavioural perspective, it is important for teachers to understand two key factors that shape student behaviour; the antecedent conditions that trigger the behaviour in the first place, and the consequences that follow it and encourage it to continue (Farmer et al., 2014). By identifying and addressing both factors, teachers are better positioned to prevent disruptive behaviour from occurring and to reduce the chance of being repeated.

2.4.2 The ecological systems theory

An ecological perspective is another core aspect that helps teachers to understand the management of individual student within the classroom context. Bronfenbrenner's (1979) ecological perspective provides a comprehensive framework for understanding student behaviour by emphasizing that behaviour is shaped through continuous interactions between individuals and their surrounding environments. Building on this view, Cairns and Cairns (1994, as cited in Farmer et al., 2014) highlight the importance of the fit between individual characteristics and environmental expectations for healthy development. In the classroom, student behaviour, including disruptive conduct, can therefore be understood as a result of the alignment or mismatch between students' personal traits and the social and institutional demands of their environment, underscoring the need for behaviour management approaches that consider both individual and contextual factors. Reflecting this fact, a core of an ecological approach provides a comprehensive lens for exploring teachers' strategies in dealing with disruptive behaviours by situating teachers' practices within broader relational, institutional and societal contexts. Therefore, from an ecological perspective, effective behavioural intervention requires teachers to deliberately manage and structure the classroom environment in ways that build upon students' individual strengths and promote their success, while simultaneously identifying and reducing the contextual factors within that environment that contribute to the emergence and maintenance of challenging behaviour (Farmer et al., 2014).

Walls (2016) states that Bronfenbrenner's ecological theory of human development allows for a greater understanding of the complex social and environmental interactions. The ecological environment is conceptualized as a series of nested structures, each embedded within the next. It is divided as systems like microsystem, mesosystem, exosystem and macrosystem. This increased understanding could be useful when conceptualizing classroom disruption. He

explains how the framework places the different social systems in relation to another and how they interact. Figure 1 depicts the ecological model and its interconnected structures:

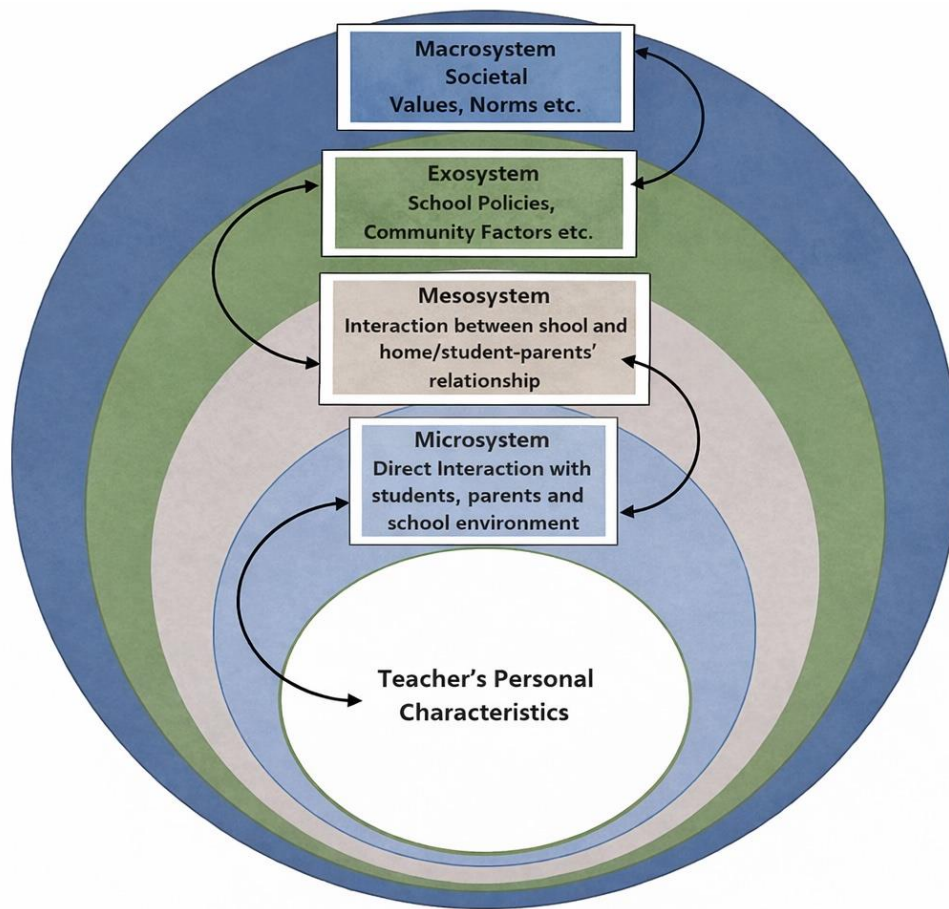


Figure 1: The ecological model adopted from Ashraf, Alam & Gladushyna (2024).

The ecological model provides a comprehensive framework for understanding how teachers' responses on disruptive behaviours are shaped by interconnected systems operating at different levels. The model consists of following nested systems:

a. Microsystem: According to Bronfenbrenner (1979), the microsystem refers to the pattern of activities, roles, and interpersonal relationships that an individual experiences within a specific environment, shaped by its physical and material characteristics. It refers to an immediate classroom environment such as teacher-student relationships, teaching style and classroom management practices. This is where direct interactions occur. The microsystem includes the teacher's relationships and interactions with their immediate surroundings, which can significantly shape their responses on the students' disruptive behaviour.

b. Mesosystem: Bronfenbrenner (1979) describes the mesosystem as the connections and interactions that exist between two or more environments in which an individual is directly and actively involved, offering as illustrative examples the relationships among home, school, and neighbourhood peer group for a child, and among family, work, and social life for an adult. Within this framework, the mesosystem is understood not merely as a collection of separate settings but as the dynamic network of connections and interactions between those settings. These interactions can influence a teacher's behaviour by either reinforcing or contradicting the values and behaviours learned in different setting.

c. Exosystem: Bronfenbrenner (1979) describes the exosystem as one or more environments in which the individual is not directly involved, but where events can still influence the individual or be influenced by circumstances related to them. It points out to the external environments that indirectly influence the teachers' choice of strategies on managing disruptive behaviours. Changes in this system can affect the how the teacher's response on disruptive behaviours in the classroom.

d. Macrosystem: According to Bronfenbrenner (1979), the macrosystem refers to the overarching patterns and values found across the broader cultural and subcultural context that shape and influence the lower levels of the ecological system, including the micro, meso, and exosystems, as well as the shared beliefs and ideologies that sustain these patterns. It explains the cultural values and societal influences, cultural values. These broader influences also shape teachers' approach to intervention on disruptive behaviours.

Bronfenbrenner's ecological systems that are interconnected with each other jointly provide a compelling support for the claim that learning and behaviour are not the outcome of only one environmental influence, but rather they are the result of the ongoing and reciprocal interactions between multiple contextual levels. These levels, including family, school, and wider society, each have both direct and indirect effects on the individual developing (Bronfenbrenner, 1979). Through ecological viewpoint, behaviour management is a matter going far beyond the individual or the classroom level, since it is a socially and contextually constructed thing - determined by the different causes, limitations, and potentialities present at multiple ecological levels, as well as the mutual influence and co-construction of individuals and their social environments over time. For this study, teachers' strategies for managing disruptive behaviour cannot be seen in isolation but are the expression of the specific ecological features of the Nepalese school system. These features include: the immediate

microsystem level involving attitudes and behaviours of large, culturally diverse classrooms; the mesosystem level home-school relationship which is characterised by limited communication and different behavioural expectations; the exosystem level factors such as school leadership, school policy that vary greatly for quality and consistency; and finally the powerful macrosystem level forces of cultural tradition and socio-economic context that dictate in a very fundamental manner both teachers' and students' understanding of the nature of disruptive behaviour as well as the range of management responses that are professionally and culturally appropriate.

2.4.3 Social interaction theory

Bandura's (1977) social learning theory represents a significant theoretical foundation for understanding effective behaviour management in classroom settings, functioning as an important conceptual bridge between the environmental focus of behavioural frameworks and the broader systemic perspective of ecological theory (Farmer et al., 2014). At its core, Bandura's (1977) framework proposes that individuals do not simply respond passively to environmental stimuli but actively observe, interpret, and model the behaviours of those around them. This theoretical framework is relevant within the Nepalese secondary school context, where the social and cultural dimensions shape teachers' response on disruptive behaviours. Nepalese secondary classrooms are characterised by large class sizes, diverse ethnic and linguistic compositions, and the deeply embedded hierarchical relational norms of the teacher-student tradition, the social interactional dynamics through which disruptive behaviour is responded (Luitel & Taylor, 2007). The culturally shaped patterns of teacher–student interaction in Nepalese schools wherein the teacher is positioned as an unquestioned moral and professional authority and students are expected to demonstrate respect and discipline significantly influence on teachers' behaviour management strategies employed in the classroom. According to Bandura (1977), students learn behavioural norms through observation and modelling that in contexts where teachers model authoritarian, emotionally reactive, or publicly confrontational responses to disruption. The present study is guided by social interactional theory because it provides the most theoretically comprehensive and contextually appropriate framework for understanding how teachers' responses to disruptive behaviour are dynamically shaped through the ongoing patterns of classroom interaction and the broader social relationships within which those interactions are embedded. Moreover, the theory is directly relevant to understanding how the perceptions, beliefs, and socio-cultural

expectations of Nepalese secondary school teachers which are shaped by the macrosystemic cultural norms of Nepalese society and institutional traditions of the Nepalese educational system, fundamentally influence the behaviour management strategies they employ in the classroom. In this way, social interactional theory provides an essential theoretical lens for the present study that connects the individual, relational, cultural, and systemic dimensions of behaviour management practice in Nepalese secondary schools.

2.5 Cultural norms and behaviour expectations in Nepalese schools

Of particular relevance of the present study, I shortly describe an overview of Nepalese education system, highlighting its structure, policies and cultural context. Nepal education system comprises of three distinct levels, one year of pre-primary education (or Early Childhood Education and Development/ECED), 8 years of basic education (grades 1-8) and 4 years of secondary education (grades 9-12). The Constitution of Nepal ensures that children receive free and compulsory basic education, with free secondary education, thereby enshrining education as a right legally and policy wise. School education in Nepal is mainly facilitated through two types of schools — government-supported public or community schools which are state-funded and majority of the students' population is absorbed by these schools, and self-financed private or institutional schools which are not funded directly by the government and mostly located in urban areas (Educational International, 2023). The co-existence of both types of schools mirror the general social and economic disparities in Nepalese society with the differences in availability of facilities, quality of teaching, and education outcomes between public and private school sectors in various geographical and socioeconomic contexts being quite significant. The system is regulated and overseen by the Ministry of Education, Science, and Technology, which formulates policies, develops curricula, and provides guidelines for educational institutions across the country. Education is considered a fundamental right, and efforts have been made to ensure access to education for all children. However, challenges related to infrastructures, resources, geographical remoteness, high teacher-student ratio and disruptive behaviours issues persist (UNESCO, 2015). The significance of these challenges for both students and teachers emphasize the importance of investigating changes in student classroom behaviour, especially during the transition period. While research findings in this area may vary, teachers consistently express concerns about student behaviour in the classroom (Stephenson et al., 2000).

Respect for authority figures, such as teachers, is highly valued in Nepalese societies. Teachers are regarded as knowledgeable and authoritative figures, and there is a strong emphasis on discipline and obedience in the classroom. These cultural values can shape application of management strategies on disruptive behaviours. Many teachers may prioritize maintaining order and discipline over student participation or innovative teaching methods. In Nepal, teacher-student relationships in the classroom are influenced by cultural values of paternalism (Baral & Adhikari, 2021). It is expected that students will stay in the class under discipline like sitting nicely, listen carefully to teachers, obeying the teachers' orders. Paramita, Sharma and Anderson (2019, as cited in Liem et al) noted that within the structured hierarchy of social relationships in schools, teachers are regarded as highly authoritative figures who command considerable respect. It is explained that teachers who have traditional attitude towards school discipline are more likely to create strict disciplinary climates in their classrooms to help prevent behaviour management problems and improve student achievement (Johnson et al. as cited in Paramita, Sharma & Anderson, 2019).

In Nepalese classrooms, behaviours that deviate from expected social and academic norms are often labelled as disruptive. These expectations are deeply rooted in broader societal values such as respect for authority, obedience, and collectivism. Similar to global findings (Webber & Plotts, 2008), cultural standards—whether implicitly understood or explicitly stated—serve as a benchmark for acceptable student conduct. For example, students should demonstrate respect towards their peers, teachers, and other staff members. This includes listening attentively when others are speaking, not interrupting or speaking out of turn, and using appropriate and polite language when communicating with others. Similarly, students should arrive at class on time and be prepared with the necessary materials, such as textbooks, notebooks, and assignments. Being punctual and organized shows respect for the teacher's time and ensures a smooth start to the lesson. Students should actively listen to instructions provided by the teacher and follow them accordingly. This includes understanding assignments, tasks, and deadlines, as well as seeking clarification when needed. Students are expected to take ownership of their learning by completing assignments on time, studying independently, and seeking help or clarification when needed.

3 Methodology

This chapter begins describing the purpose behind selecting qualitative approach as a research method. The chapter proceeds with the description of the informants and semi-structured interview as a data collection tool, thematic analysis as a method of data analysis and some important ethical concerns.

3.1 Qualitative research

This study applies qualitative method to explore the participants' experiences and use of strategies on disruptive behaviour. This research method has different approaches such as , grounded theory, ethnography, case studies, narrative research, phenomenological research which are quite commonly used in the educational researches. Creswell (2013) describes qualitative research as an investigative approach aimed at understanding human and social issues through the construction of a comprehensive and holistic account, drawn from the detailed perspectives of participants and conducted within real-world settings. In a similar vein, Silverman (2013) contends that qualitative methods seek to explore and interpret the deeper dimensions of human experience within specific contexts, shedding light on how individuals make sense of their surroundings and assign meaning to their lived experiences. The study explores teachers' narratives regarding their experiences of disruptive behavior and the strategies they use to manage it through a phenomenological research design (Creswell, 2013), which seeks to examine phenomena as they appear "in themselves" (Brinkmann & Kvale, 2015). This approach recognizes that human beings constantly perceive, experience, feel, and think as they engage with the world (Brinkmann & Kvale, 2015). Through semi-structured interview, as Bryman (2016) argues that the researcher establishes a closer and more genuine communicative relationship with the participants and facilitates to collect detailed empirical data. As Bryman (2016) further notes, semi-structured interview represents most widely used tools for data collection that provides participants to share their experiences and perspectives within their own conceptual framework. In the present study, where the aim is to access the subjective meanings, lived professional experiences, and personal interpretations of Nepalese secondary school teachers regarding disruptive classroom behaviour and its management — dimensions of professional experience that are most authentically and meaningfully captured through the open and flexible that the semi-structured interview uniquely provides.

Creswell (2013) presents important features of qualitative research method. These include an inductive style, a focus on individual meaning, flexible structure and the importance of rendering the complexity of a situation. Considering the features, in this research, qualitative research is contributing to study secondary school teachers' experiences and strategies to manage disruptive behaviours in the classroom as it enables data collection in real-world setting, capture the complexity of human experiences, behaviors, and social interactions and provides a detailed and in-depth understanding of a phenomenon. Its holistic and analytical nature provide valuable insights into the experiences and perspectives of teachers, supporting the development of strategies to effectively manage and mitigate disruptive behaviors in educational settings.

Considering teachers' strategies in dealing with disruptive behaviours, a qualitative approach seems like the most fitted approach to choose. As the qualitative method has flexible and detail-oriented feature, it perfectly suites purpose of the present study. It enables to collect data on various aspects such as the common disruptive behaviours in the classroom, teachers' reactive measures and the effectiveness of different strategies used by teachers. To adhere to qualitative methodology, semi-structured interview is applied as a tool.

3.2 Selection of the Participants

In this study, a total of six secondary school teachers across grades 9-12 from Kathmandu were contacted and invited to participate in this study. The participants were selected using purposive sampling (Creswell, 2013). It is the study of locating and obtaining those people or groups that had some knowledge or experience of the topic being explored. In the present study, the purposive selection criteria required that participants be currently practising secondary school teachers with direct classroom experience of managing disruptive student behaviour across grades 9 to 12 in Kathmandu to ensure all selected participants possessed the firsthand professional knowledge and contextual familiarity with the research topic. The selection of only six participants was consistent with the interpretivist orientations of the study, which value the contextual richness and nuanced insights offered by in-depth interview data from a small sample of purposively selected participants. Then, I made initial contact with participants who are relevant to the study and confirmed the date and time for the interview.

3.3 Data collection tool: Interview

The study is grounded on primary data, which involves collecting the firsthand information directly from participants through face-to face interaction. The semi-structured interview with open-ended questions was selected as the primary data collection instrument (see Appendix I). As Bryman (2016) describes, semi-structured interview is one where the interviewer has a list of questions that are in a general form of an interview schedule, but is able to vary the order of questions. This approach follows a predetermined set of key questions while allowing for additional probes and follow-ups based on participants' responses. Such flexibility ensures that while all key themes are addressed across interviews, there is also room to explore individual perspectives in depth.

Semi-structured interviews foster an interactive and engaging dialogue between the interviewer and the participant. This conversational approach encourages reflection, making it easier for teachers to articulate their experiences and perspectives in a natural and thoughtful manner. This method aligns particularly well with phenomenological research, which focuses on understanding individuals lived experiences and their interpretations of those experiences (Bryman, 2016). Given that this study seeks to examine how teachers perceive and cope with disruptive behaviour in the classroom, semi-structured interviews provide an effective means of capturing these personal narratives in a way that structured methods cannot.

Additionally, semi-structured interview allows for the collection of data in a relatively context-specific experiences. Interviews can be administered through various modes, including online platforms, or telephone interviews, providing flexibility in data collection methods. This method also allows to adapt questions based on the participant's responses, allowing for deeper exploration of specific themes or unexpected insights, ensuring consistency across participants and enhancing the reliability of the findings. In this study, the data was collected through the online interview platform.

The informants were asked questions concerning; classroom management skills, encountered disruptive behaviours in the classroom, strategies employed to manage disruptive behaviours and support they use or need in future. The open-ended grid of questions allows participants to express their thoughts, emotions, and experiences in their own words, providing deeper insights into their perceptions and behaviors (Denzin & Lincoln, 2018). Since teachers'

experiences with classroom disruptions can vary widely, the open-ended interview questions in the present study addresses detailed insights on teachers' experiences on students' disruptive behaviours in a way that quantitative methods, such as surveys, might not fully address.

3.4 Data collection procedure

Online interviews were conducted with each individual participants using UTU zoom as the researcher was unable to meet them physically being away in Finland. The participants statements were recorded carefully. A total of six participants' interviews were recorded. I interviewed six participants working as teacher in private schools in Kathmandu. I contacted them using personal connection. Initially, I shared my research project with them and then asked the consent to interview to each of participants.

3.5 Data analysis method

To understand and use the results from the data collection, the researcher has to process the data by sorting and systematize the collected material (Olsson, Sörensen, & Bureid in Solberg, 2014). Data from the interview were analysed using thematic analysis. This method helps to organize and analyze complex and intricate qualitative datasets (King, 2006). In addition, thematic analysis helps to keep the finding far from influence of individual biases, prejudice by maintaining the objective of the study.. The interview data were interpreted typically in the form of written description by spotlighting important information and themes. The informants have been anonymized and presented with numerical coding (One, Two, Three, Four, Five and Six) in the data analysis.

The following six phases in analysing data were used adopting the thematic analysis procedure of Braun and Clark (2006);

<u>Phase</u>	<u>Description</u>
1. Become familiar with the data	I read and re-read the transcripts to become deeply familiar with all collected data from interviews.
2. Generate initial codes	Data were organized into meaningful units by creating initial codes, reducing large amounts of data into manageable chunks.
3. Search for themes	The significant patterns (themes) from the codes that relate to the research questions were identified.
4. Review themes	Preliminary themes were reviewed, refined, and validated by examining whether the associated data supports each theme.
5. Define themes	Themes were clearly named and defined to reflect their content and meaning, summarizing the essence of the coded data.
6. Writing-up	In the final step, interpretation and finding were reported presenting the themes in a coherent narrative format.

Table 1: Thematic analysis procedure in Braun and Clark (2006).

The findings were used to draw conclusions, address the research questions, and make evidence-based recommendations or decisions. Throughout the research procedure, ethical considerations, such as informed consent and data privacy, were considered to ensure the protection and confidentiality of the participants' information.

3.6 Validity, reliability, and generalizability

Research validity refers to one of the main aspects of research quality.

It is a criterion determining how well a research measures what it's supposed to measure, i.e. how accurately research instruments and procedures capture the true nature of the occurrence (Field, 2005). Most simply put, validity is matching with the research claims and the evidence supporting those claims. According to Payne and Payne (2004), a valid study is a study that, quite simply, achieves what it was meant to do – clearly and, rigorously. In qualitative research, validity is not limited to the psychometric notion of statistical accuracy but is

considered in an epistemological, broad sense of credibility, authenticity, and interpretive fidelity - that is to say - how the whole process, from data collection methods to the analysis, produces findings that truly reflect the views, experiences, and meanings of the participants who through their lives and professional practices the study aims to understand (Bryman, 2016; Creswell, 2013).

Considering it, to increase the validity of the finding in the study, a reliable and valid semi-structured interview questions were used. A proper sampling technique (purposive sampling) was employed to enhance the validity in the study. In the beginning of the study, I attended several courses and seminars on developing the research project through which I had an understanding of methods and analysis, as well as awareness of researcher biases. Therefore, a sufficient amount of time was spent on the selection of the participants, interview, writing the findings, discussion and conclusion of the study.

Being a teacher five years, I discovered that my previous knowledge on the topic was helpful to raise the meaningful inquiries in a way the participants can understand easily so that reliability and ethical considerations are maintained during the study. As an researcher with previous research experiences, this made me aware of the topic at hand due to my familiarity with both socio-cultural aspects of education. Therefore, substantial precautions have been taken to maintain neutrality and critical distance with the informants. The informants were anonymized and presented with numerical coding (One, Two, Three, Four, Five and Six) in the results to maintain the confidentiality.

Generalizability pertains to the ability to extend research findings from a sample to a larger population (Gall et al., in Solberg, 2014). In this study, six participants were selected who are working as a secondary school teachers in Kathmandu, Nepal. Through the thematic data analysis process, the teachers' narratives were analysed presenting the real experiences on the disruptive behaviour in classroom, strategies to manage and support mechanisms. Therefore, the findings are helpful in addressing the issues associated with a context similar to this study. However, it has some limitations to generalize its findings in broader context.

3.7 Limitations of the study

The study derives the empirical findings from the responses from the six teachers from secondary schools in Kathmandu, Nepal. The sample size is small and therefore considered

delimitation to the study, especially regarding generalizability. However, the interview guide aims to represent perspectives and concepts in depth. The limitations of the methodology of the current study are that the sample that in which six schoolteachers from secondary schools were participated, and a semi-structured interview was used. The findings are not considered as universal truths. Another limitation of this study is concerned to the discussion of disruptive behaviour. The premise of the thesis limited to a discussion of disruptive behaviour mainly as off-task behaviour (that causes distress for teachers, interrupts the learning process and that leads teachers to make continual comments to the student. The study excludes the perspectives of the students.

3.8 Ethical considerations

The present study follows all the ethical guidelines set up by the University of Turku. I, in the University as part of my course for thesis planning, was given the necessary information about the research ethics needed to follow during the research process. As the process of interview, an information sheet and an informed consent were included in the Appendix with the commitment to follow the ethical principles set up by the EU General Data Protection Regulation in the article of 13 and 14. This study required its participants to agree on provide the informed consent provided. Prior to their participation, all informants were provided with a privacy statement and consent form outlining the purpose of the study, the nature of the research process, data storage procedures, the voluntary nature of participation, and their right to withdraw at any point. Furthermore, the study did not require participants to disclose any personal information, as they were only requested to share information that was directly relevant to the research objectives. Regarding the presentation of the results and discussion, the important ethical considerations regarding the accuracy and transparency of the results and conclusions were assured. Steps were taken to describe the research design, methods, preconceptions, and assumptions as concrete as possible considering research ethics.

4 Findings

This chapter presents the results of the data obtained from the semi structured interview with six teachers from secondary schools in Nepal. The research findings were derived from the thematic analysis of the data to explore the answer to the research questions presented in the chapter one and examines the implications of the findings. When analysing interview data, the following five thematic categories were identified: 1. Planning ideal classroom environment 2. Common disruptive behaviours 3. Strategies employed in managing classroom disruption 4. Influence of cultural and societal context 5. Preferred means of Support.

The key themes of the interview data and its description and examples are presented in the table below.

Theme	Description	Strategies
1. Teachers' plan for classroom management	Classroom disruption is one of the serious concerns for Nepalese teachers at secondary classrooms. They believe that preliminary actions are essential and proper instruction before the academic sessions helps to reduce classroom disruptions.	- set classroom discipline rules - large class management plan - materials for effective lessons
2. Common classroom disruptions encountered in the classroom	The classroom disruptions are quite common in secondary classrooms. The students' transitional period from lower level to higher level and varied emotional changes trigger them to be more disruptive.	- unauthorised talks - not completing classwork and homework - avoid following class rules - using mobile phones during lesson -verbally and physically aggressive
3. Behaviour management strategies employed in classroom	Classroom management strategies have vital role to create a positive and lively classroom environment. Most teachers used teacher-centered than student-centered as the basis for their classroom management strategies. Using classroom management styles that address the students' perspectives engenders a change in their behaviours.	1. Teacher-centered strategies: - setting rules - non-verbal cues - change in seating plan - verbal warning -referral to discipline in-charge 2. Student-centered strategies: - building good relation to students

		- developing active learning environment - individual conversation after class
4. Influence of societal and cultural contexts on teachers' response	Disruptive behaviours in the classroom are often influenced by the societal and cultural backgrounds of students. Factors such as family environment, community norms, social values, and cultural expectations play a key role in shaping student attitudes and behaviours. Understanding these contexts help teachers to adopt strategies that address diverse student backgrounds. On the other hand, teachers' social and cultural background also determines what strategies they adopt in dealing with the disruptive behaviours.	- teacher as an authoritative figure in class - student as a passive listener -less discussion practices between teacher and student
5. Preferred means of support	Secondary school teachers in Nepal often feel the need of support when dealing with disruptive behaviours in the classroom. They believe collaboration with colleagues, parents and school authority help to be more confident and to deal disruptive behaviours.	1. Internal support - colleague teachers 2. External support - students' parents 3. Support from higher authority - school administration (mainly discipline in-charge)

Table 2: Interview themes derived from the author

4.1 Teachers' plan for classroom management

According to Fraser (2007) An ideal classroom environment is a multifaceted setting that integrates the physical, social, psychological, intellectual, pedagogical, and cultural dimensions to support unobstructed student learning. Classroom management skills are very vital for planning an ideal classroom environment where the learning is without obstruction. One of the important recurring themes during the interview was the concept of ideal classroom from teachers' perspectives. Participant Three stated,

"In my opinion, the ideal classroom is the one which is under the control and supervision of teachers. It is learning environment in which I can decide my actions to execute the course content, the activities and procedures in typical flow within the classroom walls. I like the learning environment where I, as a teacher, is the responsible figure of everything" (Participant Three)

The narrative of Participant Three demonstrated that an ideal classroom is one where students are actively engaged, respectful, and motivated to learn in a disciplined and supportive environment. Participant three viewed the ideal classroom as teacher-centered, where learning is interactive and meaningful, yet structured with clear rules and expectations from teachers (Ediger, 2013). This assertion is in sync with a study by Charles (2011) who asserted that teachers apply an autocratic or teacher dominance model of classroom management, which is characterized by high levels of teacher centralized control, minimal student autonomy and an intrinsically hierarchical relational structure in which the teacher's power is total and unquestioned. On the contrary, Participant Five expressed different opinion emphasizing teacher-student relationship. Participant Five remarked,

"At the beginning of the academic session, I try to build a good relationship with students so they feel free to learn. Rules are set to maintain discipline, involving all students in the process. Even with limited resources, I prepare my materials, plan engaging activities, and work hard to make lessons effective. I want the classroom to be interactive, inclusive, and inspiring. Through classroom management, understanding student psychology, and coordination with parents, I strive toward creating the ideal learning space" (Participant Five).

Participant Five highlighted the importance of establishing the relationship between teacher and students at the beginning of the year. To be more specific, Participant Five revealed that classroom management plan is only effective if it is built upon a foundation of mutual respect emphasizes on the a student-centered application of the rules developed at the beginning of the session. This is aligned with the finding of Sullivan et al. (2014) pointing out that clearly specifying behavioural norms and expectations at the start of the school year is one of the major factors in determining the classroom behavioural culture. Participant Five, for example, emphasized that the formulation of clear and well-defined rules at the beginning of the school year set a transparent framework for expected behaviour. The participant believes that this approach not only helps to reduce confusion about expected behaviours but also ensures that students understand the boundaries right from the beginning.

4.2 Common classroom disruptions encountered in the classroom

Disruptive classroom behaviours are persistent challenge for secondary school teachers in Nepal. These behaviours not only hinder the learning process but also affect the overall classroom environment, teacher morale, and student well-being (Evertson and Weinstein, 2013). Gordon & Brown (2004) define disruptive behaviour as any form of misconduct that interferes with, distracts from, or obstructs the regular activities and functioning of a school environment. In the classroom context, disruptive behaviours hinder learning and teaching activities, as well as poses a challenge to students' social growth. Many scholars (Arbuckle & Little, 2004; Charles, 2011; Ødegård, 2017) have mentioned disruptive behaviours teachers encounter in the classroom in international contexts. However, this section presented the common classroom disruptions Nepalese teachers encountered in secondary school classrooms.

In the question what disruptive behaviours you have often experienced in your classroom, Participant Two remarked,

“In my experience as secondary school teacher, the most common disruptive behaviours in the classroom include unauthorised talks during the class, teasing classmates, not doing homework, showing no interest in studies, and refusing to follow established class rules. These behaviours affect both the individual and others”
(Participant Two).

Participant Two mentioned that unauthorized talking is the most common form of disruptive behavior in the classroom, which is in line with the international behavior management literature where Houghton, Wheldall, and Merrett (1988), through their empirical study, demonstrated that talking out of turn is the most frequently cited disruptive behavior by secondary school teachers worldwide. Participant Two mentioned unauthorized talks, peer teasing, non-completion of homework, academic disinterest and non-compliance with established classroom rules as the main disruptive behaviors found in the classroom. In participant Two's narrative, unauthorised talking and peer teasing reflected the powerful social dynamics of the classroom microsystem; homework non-completion and academic disinterest reflected the mesosystemic disconnection between home and school; rule non-compliance reflected the exosystemic deficit in institutional behaviour management support. Furthermore, all of these behaviours are shaped at their deepest level by the macrosystemic cultural norms and structural inequalities of Nepalese society. This is aligned with Bronfenbrenner's (1979) ecological systems theory which reveals that each behaviour is shaped by a complex and interconnected set of influences operating simultaneously across multiple levels of the student's social environment. This ecological understanding has direct and important implications for the design of effective management strategies. Through Participant Two's last statement, *'these behavior affect both the individual and others,'* also highlighted the disruptive behavior from an ecological point of view focusing the impact on whole class in addition to the teachers. Another participant shared about common disruptive behaviours adding its impact on teaching and teachers' morale. Participant One responded,

"I often experience noise making while they come in and out of the class. They talk and sometimes walk around the classroom pretending they are borrowing pencil or a pen or whatsoever. At the end of the classroom, they end up not completing the activity...and these small disruptions consume a lot of time. It delays the lesson and increases stress on me" (Participant One).

Participant One's statement provided detailed and significant description of the nature, frequency, and total effect of the lowest level disruptive behaviour in secondary school classrooms. The participant often encountered disruptive behaviours such as making noise during transition, moving around the classroom without permission, and using socially acceptable excuses and not to do a task are the most prevalent classroom disruptions. Luitel and Taylor (2007) and Acharya (2015) also documented low level off-task behaviours commonly reported by the Nepalese secondary school teachers. Perhaps the most personally

significant dimension of Participant One's narrative is the explicit acknowledgement that these disruptions *"increase stress on me"*. It is an important disclosure of how such frequent and minor disruptions may affect individual teachers on both a personal and professional level. Those were shaped by the intersection of large class sizes, limited resources, curriculum pressures and the complex social dynamics of adolescent peer culture within Nepalese school.

On the question on what the common disruptions are encountered in the classroom, the Participant Four answered,

"I think it's something most of us face these days. You know, with all the technological changes, it's getting harder to manage students. Some secretly bring phones into the classroom and start texting during lessons. Others just talk without even asking the teacher, and there are all sorts of other behaviours that aren't acceptable. This really makes it difficult to teach properly" (Participant Four).

Participant Four's narrative highlighted the growth and rapid changes in the use of technology in classroom and how student behaviour is also changing. This further complicates classroom management as it mirrors a larger social and cultural change among adolescents that is being studied in both international and Nepalese educational research. Vaidya (2016) claims that Nepalese youths have gained widespread access to mobile technology in recent years, which has changed the dynamics in secondary classrooms and resulted in situations that teachers find very difficult to manage.

Throughout the interview, the participants brought up the idea that the teachers frequently encountered disruptive behaviours in the classroom. They listed unauthorized talks, peer teasing, non-completion of homework, academic disinterest and non-compliance with established classroom rules, noise making, inattention in classroom activities, using mobile phones during lesson, being verbally and physically aggressive with others as the disruptive behaviours often encountered in the classroom. In the narratives, the participants indicated the disruptions they encountered ranges from minor to severe. Participant One highlighted that 'small disruptions' which signified to mild disruptive behaviours, are the causes of teachers' stress. Based on the interview excerpts, it is evident that the disruptive behaviours teachers' encounter are not uniform across all classroom settings and may vary depending on the teacher. Just as children may display different behaviours at home depending on their

interactions with parents, similar variations can be observed in school environments based on their relationships with individual teachers.

4.3 Behaviour management strategies employed in classroom

Evertson & Weinstein (2013) state that behaviour management refers to the methods and steps taken by educators to establish a setting that is encouraging for academic as well as social and emotional learning. According to Little and Akin-Little (2007), effective management involves maintaining discipline through appropriate methods while also promoting a positive setting that encourages student learning and appropriate behaviour. From a behavioural perspective, the management strategies can be categorised as either teacher-centered or student-centered. Within this framework, the management of disruptive behaviour is understood as fundamentally a matter of teacher authority and control, with the primary goal being the restoration of order and the re-establishment of the teacher's instructional plan. By contrast, student-centred strategies for managing disruptive behaviour are those that actively engage students as participants in the construction, negotiation, and maintenance of the behavioural norms and relational conditions of the classroom (Charles, 2011). The strategies employed to manage disruption are depended on the nature of disruptions and how did the teacher respond to those behaviours. Various approaches were used which varied from the positive reinforcement to negative reinforcement depending on the nature of an individual teacher. Sullivan et al. (2014) recognize that teachers' reactions towards disruptive behaviours are not consistent but rather deeply influenced by their professional knowledge, context and institutuinal culture. In fact, this is a depiction that is solidly backed by the empirical evidence in the participants remarks. Regarding the disruption management strategies, Participant Six exclaimed that,

“Usually, I try to stay calm and stand completely quietly—sometimes just making eye contact to manage the situation. Each student is different, so I adjust my response depending on the student behaviour and the context” (Participant Six).

Participant six highlighted on the non-verbal communication and proximity as an intervention strategies employed in secondary school classroom. This strategies aligned with the findings of Wheldall (1991) who strongly stated that the physical and spatial characteristics of the classroom such as a teachers's position and movement are very potent antecedent variables of which student behaviours can be significantly affected without any verbal intervention. Linking the behavioural perspectives, proximity is considered as a warning to student that

they have been monitored and continuing that behaviour may lead to him/her to any explicit verbal intervention. Similarly, Charles (2011) identified non-verbal communication including eye contact, facial expression, gesture and physical positioning as some of the most professionally sophisticated and relationally preserving tools for teachers in classrooms. Participant six's final remark- 'each student is different...' is quite profound statement from an ecological perspective and represented student-centered approach in behaviour management. According to Bronfenbrenner's ecological model (1979), every student lives in a different ecological setting - a unique combination of family microsystem features, mesosystem relationships, and exosystem influences - that determines both the type of their disruptive behaviour and their reaction to certain management techniques.

Similarly, participant One reflected,

When students misbehave, I usually respond immediately to stop it from affecting others. Sometimes I give a warning first, especially if it's a minor issue like talking out of turn. If it continues, I may ask the student to change seats or speak with them after class" (Participant One).

Participant One revealed a deliberate and sequencing of the strategies employed from beginning with a verbal warning for minor disruptions to environmental modification through seating change, and post-lesson private talk. Participant used verbal warning as an initial response. On escalated situation, they change the seating order of the students. This narrative further explained that the participant's approach in behaviour management strategy is future-oriented and student-centered. Furthermore, talking to students privately was helpful to deter students from engaging in further disruptive behaviour. This is reflected in Herrera & Little (2005) statement that teachers favour these strategies as they are perceived as easy and quick methods to manage disruptive behaviours.

Likewise, Participant Three narrated,

'For disruptive students, I try to get them understand that their behaviour is not acceptable for me and they need to think before they do this kind of act again. I tell them that such behaviour is not suitable and motivate them to think about their actions. In this way, I tell them to be more mindful and urge to behave good way in my class again' (Participant three).

Participant Three indicated a distinctively cognitive and morally oriented approach to behaviour management which differs from the strategies employed by participant six and one. It indicates that Nepalese teachers frame teachers-student relationship as the primary relational context within which behavioural expectations are communicated and enforced. Sullivan et al. (2014) further highlight this idea by stating that in educational settings where teachers hold strong cultural traditions of authority - like in the case of Nepalese secondary schools of course - a teacher's personal moral authority becomes an important tool for behaviour management, if the teacher is consistent, fair, and does their best to have a good relationship with students. Ofsted (2014) also indicates that in schools where behaviour management was least effective, teachers mainly resorted to verbal reasoning and moral appeals during moments of acute disruption, without first making sure that the student was in a sufficiently regulated emotional state so that the student could engage meaningfully with such approaches.

Concerning the use of strategies to deal with disruptive behaviours, Participant Two emphasized the importance of establishing class rules at the beginning of the academic year, often in collaboration with students. Those rules, he said, serve as a reference point when behavioural issues arise. He said:

"I have made a few simple class rules with my students at the beginning of the year. I hang them as a poster on the wall. When someone breaks a rule, I point to it and ask them what they had agreed to. It makes them responsible" (Participant Two).

During the interview, the Participant Two revealed a common approach employed was setting clear and consistent rules that were communicated at the beginning of school year. It is demonstrated that involving students in rule-setting enhances ownership and compliance which further minimizes the need for punitive approaches. This is similar to what Wong and Wong (2009) reported that establishing clear procedures and expectations is foundational to classroom management. Furthermore, the respondent emphasized on Collaborative rule-setting to encourage student accountability and reduce resistance. Teaching students respect for themselves, for others, for the environment, for safety and responsibility can prevent disruptive behaviour as teaching of positive behaviours work as consistent reminders to students of the behaviour that is expected of them (MacSuga-Gage, Simonsen, & Briere, as cited in McCaskey, 2015). In the Nepalese context, where authority is traditionally exercised through a top-down approach, involving students in decision-making processes may foster a

greater sense of ownership, mutual respect, and cooperation within the classroom. On this regard, Participant Four responded that,

"I usually prefer using reinforcement strategy like praising positive behaviour instead of strict or forceful ones when dealing with disruptions. From my experience, I've seen that harsh methods often make students develop negative feelings toward the teacher. So, rather than going straight to punishment, I try to guide and support them. And honestly, in my classroom, those supportive approaches have really worked well"
(Participant Four).

Participant Four emphasized the use of reinforcement strategies, such as praising positive behaviour, rather than relying on strict or punitive approaches when addressing classroom disruptions. The participant commonly used positive reinforcement strategy for maintaining desired behaviour. The participant explained that harsh disciplinary methods often create negative feelings among students toward teachers. Therefore, instead of immediately resorting to punishment, the participant preferred to guide and support students. According to the participant's experience, such supportive approaches were found to be more effective in maintaining positive classroom behaviour and relationships. Not only it helped to encourage good behaviour but also fostered a positive learning environment. Wong (2014) stated that approaches like punishment and scolding may offer an instant fix for the control of the classroom yet they are not regarded as being very effective largely in stopping the recurrence of similar behaviours in the long term. By framing this interview extract, it is apparent that punitive measures may have negative impact on teacher-student relationships, whereas using positive reinforcement methods promotes improved motivation and cooperation in the classroom environment.

The Participants highlighted that they are more likely to employ teacher centered strategies such as non-verbal cues, giving warning, changing seats to get immediate compliance and calling for individual talk after class. Participants agreed that communication was a key tool in their management approach. Participants also emphasized that they did not resort to punishment but instead documented such behaviour and held private conversations with the students to provide feedback. Two of the participants revealed that their method of handling disruptive behaviour consisted of two separate but harmonious elements; Participant One emphasized to obey the established rules and regulations of the school and Participant Two focused on having a one-to-one conversation with a student without pointing fingers in front

of the whole class. Participants narratives revealed that encouraging students to conform to school rules and regulations, is very much a teacher-centred management style, which is based on behavioural guideline that is clearly stating and enforcing, as well as being institutionally backed, behavioural expectations are the main pillars on which proper classroom behaviour is most effectively set and sustained (Wheldall, 1991; Charles, 2011). Secondly, having one-to-one conversation with the students mirror a more relational, a student-oriented behavioural management by communicating with the student, a one that first and foremost respects the student's dignity, the teacher-student relationship and offers a safe and non-judgmental interaction space for sincere dialogue on the student's behaviour and why s/he behaves that way (Pianta, 1999).

Participant Five, on the other hand, focused on the use of verbal and written warning to consider as his most preferred management strategies on the disruptive behaviours in the classroom.

"I usually try to talk to the students first rather than jumping into punishment. If a student is making noise or disturbing others, I might give a warning or try to engage them more in the lesson. I only give written remarks if the behaviour continues again and again. Honestly, it depends. If I know the student is usually disciplined, I might let it go with a verbal reminder. But if someone keeps doing the same thing or is being disrespectful, then I feel I have to take action. It's really about judging the situation"(Participant Five).

The participant's statement revealed how subjective judgment and personal tolerance play a central role in how disruptive behaviours are handled. Rather than applying fixed disciplinary protocols, the respondent preferred a case-by-case approach, which includes giving students the benefit of the doubt or showing empathy before resorting to formal measures like written remarks. The participant expressed that the immediate surrounding of the classroom affects on the strategies they adopt for a particular disruptive behaviour of the students. The participant used verbal reprimand as positive reinforcement. Participant five's narrative pointed out that secondary school teachers in Nepal believed that the embarrassment may deter disruptive behaviours.

This approach directly ties into the findings of Pas et al. (2011), which emphasize that teachers' subjective tolerance levels significantly impact the choice of the approach on

classroom disruptions. The variability mentioned in the participant's opinion underscores this, as decisions are influenced by past behaviour of the student (e.g., forgiving an otherwise well-behaved child), perceived seriousness or intent behind the disruption, relationship and familiarity with the student and the teacher's own comfort or threshold for what counts as "disruptive."

4.4 Influence of societal and cultural contexts on teachers' response

When it came to societal and cultural influence on teacher's response, all the participants agreed that we should not exclude societal and cultural contexts of the students (Duesund & Ødegård, 2018). A particular classroom behaviour can be problematic to one individual or setting but not to another individual or setting (Leung & Ho, 2001). Across cultural contexts, teachers' behaviour management is strongly influenced by societal and cultural environment that surrounds the school. Bronfenbrenner's ecological system theory (1979) thoroughly explains through the idea of the macrosystem to the outermost layer of the ecological model, which includes cultural values, beliefs, social norms and institutional traditions that shape all the inner system. In the Nepalese secondary school setting, the effects of this macrosystem are very strong and the elements of the Nepalese society such as hierarchical social structures, collectivist cultural values, traditional disciplinary methods and significant socioeconomic inequality result in teachers' behavioural management practice in school. On regard to question on the influence of social and cultural contexts, Participant Four answered that,

'In our culture, there is a very deep and longstanding expectation that students must respect teachers without question. The teacher is not just a professional — the teacher is like a second parent. When a student talks back to me, or refuses to do what I ask, or challenges me in front of the whole class, it does not just feel like a behaviour problem — it feels like a personal insult, and honestly, it hurts. It touches something much deeper than just classroom rules. So, I react with stronger response to those students (Participant Four).

This remark of Participant Four highlighted how the social and cultural norms (exo-system) affect teachers' responses on students' disruptive behaviours in the classroom. It unveils an influence of macrosystemic cultural norms that shape teachers' understanding of and emotional reactions to disruptive behaviours in Nepalese school environment. Following the legacy from ancient education system- gurukul model, unauthorized talks and not obeying

teachers are considered as an insult to teachers. Teachers are seen as not only a source of knowledge but also a figure of moral and social authority. Considering Nepalese context, when that authority is challenged, the teachers' instinct is to react strongly, maybe, more strongly than it should be.

In understanding teachers' response to disruptive behaviours, it is crucial to examine the multiple layers of environmental influence as outlined by Bronfenbrenner's ecological system theory (1979). This framework situates the teacher at the centre of interrelated systems—ranging from immediate settings like family and school (microsystem) to broader cultural and societal norms (macrosystem). In the Nepalese secondary school context, teachers bring their management responses not only from professional training and institutional role but also from own cultural positioning, personal socialisation histories, and lived experiences of the same educational system. Those experiences have shaped teachers' beliefs about the appropriate relationship between teacher and student, the meaning of disruptive behaviour, and the range of responses they consider professionally legitimate and personally available (Vaidya, 2016). During the discussion on how societal and cultural forces at various system levels contribute to responses on student behaviours in Nepalese classrooms, Participant Five expressed that,

When I see students with disruptions in the classroom, I try talk to them personally rather than scolding in front of everyone. Public shame can affect students deeply, so I try to avoid that. Respect is very important in our culture, and if we show it to them, they usually calm down and start respecting us back. Also, you know, some students come from families dealing with financial stress or community struggling for social class, that is seen in the classroom maybe in their mood or how they interact with others" (Participant Five).

This interview excerpt explains how much what happens outside the school gates affects how students behave in class. With societal and cultural issues in mind, Fisher, Waldrup & Brok (2006), mentioned that the classroom behaviours are influenced by the cultural world views of the students. Teachers mentioned that their cultural influence significantly effects on the responses they do with the students' disruptive behaviours in the classrooms. Therefore, teachers from different societal and cultural background also must be aware on the possible conflicts that might arise from their expectations of students.

By integrating these remarks, these insights reflect the deep interconnection between students' social ecology and their behavioural expressions in school, affirming the relevance of ecological system theory in understanding and managing classroom behaviour in culturally diverse settings like Nepal. This is in line with Sorcinelli (2002) considered that classes are not only physical structures but also formed cultures which send very strong messages about what is acceptable thinking and behaviour in a specific environment. This characteristics of culture can have a profound effect on teacher behaviours in the classroom.

4.5 Preferred means of support

When teachers were asked about their preferred needs of support, four out of six teachers stated that they need support to deal with disruptive behaviours in the classroom. The teachers believe that the support mechanism provide additional assistance to handle the classroom disruptions in an effective way. The support mechanisms are effective in teachers' motivation, participation and achievement in managing students' behaviour in the classroom. The teachers expressed that they are sometimes demotivated, so they cannot manage classroom disruptions effectively. When participants were asked about their preferred needs of support, participants' most frequent response was colleagues. Four out of six teachers stated that they first go colleague teachers for behaviour- management support. The Participant Three responded,

“Sometimes the classroom situation is not as I expected. Some students behave so disruptively that I cannot handle them. Their activities disrupt others as well as on my plan for the teaching achievement of that day. First, I try to solve the problem with my full effort using multiple ways. If those does not work, I ask my colleagues for his/her help. Sometimes the disruptions occur physically, and I immediately call to school administration” (participant three).

The excerpt depicts the participant's need for help in the situation when they cannot control the disruption in the classroom. The respondent explained the situation further in which condition the support has been asked for. The participant believed that the minor classroom disruptions can be handled in independent whereas the major disruptions like the physical disruptions he preferred to get support from the colleagues and school administration. This shows that teachers often hesitate to approach major disruptions to deal with or it can be that they may lack specific strategies to cope with those behaviours (Ding et.al., 2008). The

participant's narrative also reveals on what support is provided for Paudel (2012) also focused on the necessity of explicit administrative roles and responsibilities in the management of school behaviour in the Nepalese context. He observed that a lack of continuous and properly planned framework limits the ability of teachers to deal appropriately with severe disruptive behaviours.

Likewise, the participants seem to value their colleague at first for the support mechanism they ask in managing classroom disruptions and follow their recommended practices that had been successful with other teacher colleagues (Beahm et al., 2021). Participant Two stated,

'At first, I ask to my teacher colleagues what ways they tried and how did it work in managing disruptive behaviour. I believe they had experienced some classroom disruptions like me and may be used the strategies that worked for them. They may have a good track record as well and also the practice that had worked for them' (participant two).

Participant Two's extract extensively reveals a highly insightful perspective on the role of teamwork among teacher colleagues as a favourite and main source of support professionally when dealing with disruptive behaviours in classrooms. Preferring colleagues for consultation- rather than parents and school administration demonstrates a professional attitude that is very aligned with the wider research on teacher learning and behaviour management support. It also happens to be a very significant aspect from both behavioural and ecological perspectives of how teachers develop and improve their classroom management practice.

Consulting colleagues who have encountered similar classroom disruptions and identifying what strategies worked well for them is exactly the learning what Bandura (1977) pointed out as one of the most effective and contextually relevant ways of acquiring a behavioural skill. Instead of depending solely on theoretical knowledge or training that has been decontextualized, participant two gets to the real-life professional experience of peers who have dealt with similar behaviour issues within the same or similar institutional and cultural contexts. Thus, in addition to learning from their own strategies, they also learn from the contextual knowledge about behaviour management that their peers have. Charles (2011) also strongly advocates peer-based professional learning. He points out that the tacit knowledge residing in the classroom practice of experienced teachers which has been developed through

years of direct interaction with the different behavioural challenges of a specific school context is a form of professional expertise that can often be more useful and contextually applicable immediately than the more general frameworks provided by formal professional development programmes. Participant Two's strategy also presents the picture of an important feature of the exosystem that includes institutional structures, professional networks, and organisational cultures that indirectly influence teacher's practice by determining the conditions and the resources within the classroom microsystem (Bronfenbrenner, 1979).

Whereas colleagues being the primarily preferred means of support, Participant Five explained further extend to parents and school administrations mainly discipline in-charge of the school. He preferred to take the support students' parents as well as discipline in-charge.

“For more severe disruptions like being aggressively verbally and physically, I cannot manage alone. I ask for the school administration (mainly discipline in-charge) as well as students' parents. I believe, involving parents along with school discipline in-charge together is the right approach because student behaving aggressively is usually alarming us something is seriously wrong, maybe in school or in home. (participant five).

The excerpt from Participant five shows that teachers are likely to handle classroom disruptions themselves except the disruptions occurred physically. He pointed out that he has not experienced any severe classroom disruptions like the disruptions occurred physically. However, when it comes, he would call for the school administration mainly the discipline in-charge and the parents to take the action further on. It points out to a systematized and hierarchically organized mode of handling very difficult behaviour which is in line with the formal school policy frameworks and is also the one widely recognized in the behaviour management. Charles (2011) states that distinct staff referral procedures to senior personnel are a necessity in the school-wide behaviour management systems, giving single class teachers a legitimate and easily available way of escalating their cases after usage of classroom behaviour management strategies has been done or when the behaviour is of such a level that it requires a higher-level intervention.

Similarly, the collaboration with the family mentioned in the extract identifies Epstein (1995) framework on school-family- community partnerships is one of the preferred means of behaviour management in secondary schools in Nepal. Teachers find it significantly

beneficial significantly from behaviour self-regulation when parents and teachers are informed of the same things, communicate consistent expectations, and coordinate their responses. Participant Five emphasizes the importance of involving parents along with school administration which is a top priority in addressing the mesosystemic aspect (Bronfenbrenner, 1979) of severe disruptive behaviour at school. What Participant Five, by organising a shared conversation between the parents and the school, is doing through the indirect approach of strengthening the mesosystemic link at the moment when it is most needed.

5 Discussion and conclusion

Through the participants' accounts, behaviour management practice in Nepalese secondary schools emerges as a complex, multidimensional, and ecologically embedded scene, and here the findings are discussed by relating to the leading theoretical concepts and empirical literature. The five main themes revealed from the analysis of the participants' narratives: planning ideal classroom environment, common disruptive behaviours, strategies employed in managing classroom disruption, influence of cultural and societal context and referred means of support are thoroughly discussed below in connection with the behavioural framework, the ecological systems theory and the relevant literatures. Furthermore, the wider international and Nepalese academic knowledge of disruptive behaviour and its management in secondary school settings are discussed.

5.1 Discussion

The findings of this study revealed that participants invest considerable professional effort at the beginning of the academic year in establishing the foundational conditions for effective classroom management. This planning is directed primarily toward the explicit establishment of clear rules and behavioural expectations from the very first day of instruction in Nepalese secondary school context. Charles (2011) identifies the explicit establishment of clear classroom rules and shared behavioural expectations as one of the behaviour management strategies, arguing that communicating these expectations clearly from the very first day of the school year lays the foundational conditions upon which effective classroom management throughout the rest of the academic year depends. Sullivan et al. (2014) support this view, demonstrating that classrooms characterised by clearly communicated and consistently enforced behavioural expectations experience significantly lower rates of disruptive behaviour than those in which expectations remain unclear, inconsistent, or poorly communicated to students. Importantly, several participants in this study explicitly reflected this principle in their own accounts of how they begin the academic year, providing concrete empirical support for the theoretical positions advanced by both Charles (2011) and Sullivan et al. (2014). Participant Three, for example, described making it a deliberate priority from the very first lesson to communicate clearly what behaviours are and are not acceptable in the classroom, while Participant One similarly emphasised the importance of establishing shared rules and expectations early in the year. These accounts demonstrated that classrooms with clearly communicated and consistently enforced normative frameworks have significantly

lower levels of disruptive behaviour than those in which the expectations are implicit, inconsistent, or not well communicated.

The present study found that participants encounter different forms of disruptive behaviours in secondary school classroom. It is identified that disruptions teachers encountered range from low-level off task behaviours and technology-related disruption to severe verbal and physical aggression. The participants often encountered disruptions in the classroom such as unauthorized talks, peer teasing, non-completion of homework, academic disinterest and non-compliance with established classroom rules, noise making, inattention in classroom activities, using mobile phones during lesson, being verbally and physically aggressive with others. Even though the participants highlighted that the most frequent behaviours are mild, however, as Participant One stated, the loss of time and difficulty to manage the disruptive behaviours led to stress. The interview data also revealed that the classroom disruptions have negatively affected participants' abilities to teach which is aligned with Evertson & Weinstein (2013) finding that disruptive classroom behaviours do not only interfere with the learning process, but they also impact the entire classroom environment, teacher morale, and student wellbeing.

The finding of this study revealed that the strategies used to deal with disruption depended on the nature of disruption and how the teachers responded to those behaviours. Some teachers in this study aligned more strongly with a dominance-oriented approach to behaviour management — emphasising the maintenance of teacher authority. By contrast, some teachers demonstrated a distinctly more student-centred orientation — prioritising positive teacher–student relationships. The interview data revealed that participants who were interviewed typically used eight strategies to manage disruptive behaviours of which five are teacher-centered strategies; setting rules, non-verbal cues, change in seating plan, verbal warning and referral to discipline in-charge and three of them are student-centered; individual conversation after class, trust building, developing active learning environment. It is found that majority of the participants employed teacher-centered strategies mainly to deal with severe verbal and physical disruptions. This finding correlates with Rafi, Ansar & Sami (2020) statement that teacher-centered approaches are quick and easy and therefore teachers are likely to use as an effective strategy for bringing desirable behaviour and motivating the students' learning in the class. However, it is found that punishment, particularly in its physical and coercive forms, are no more used by teachers on classroom management practice instead teachers commonly employ behaviourist- informed strategies such as gesture, private talk, verbal praise and

warnings to shape and regulate student behaviour which is also aligned with the finding of Simonsen et.al. (2008) who stressed on limited impact of punishment on restraining disruptive behaviour. Participants highlighted that reinforcements were given through positive strategies such as talking to the student after class as an effective strategy that not only helped to manage disruptive behaviours but also stops future occurrences of disruptions in the classroom by building trusting relationships with students. Understanding the individual backgrounds and specific needs of each student through this relational approach is very important as it can pave the way for more personalized interventions. This is aligned with Mahvar et al (2018 as cited in Ødegård & Solberg, 2024) finding that describes mutual communication and interaction is prerequisite and a key to decreasing behaviours.

The findings of this study reveal that the majority of participants employed predominantly teacher-centred pedagogical approaches in their classroom management practice — a finding that reflects not merely an individual professional preference but a deeply embedded sociocultural norm that fundamentally shapes the relational dynamics, behavioural expectations, and disciplinary practices of Nepalese secondary school classrooms. Within this teacher-centred framework, students are expected to remain quiet, attentive, self-regulated, academically disciplined, and cooperative during teacher-led instruction. This finding is strongly consistent with Sun's (2015) observation that in many Asian educational contexts, the teacher occupies an unquestioned position of classroom authority and that student obedience and respect toward the teacher are understood as fundamental behavioural obligations rather than optional or negotiable relational dispositions.

The interview data indicated that participants generally reported need for support mechanism in responding disruptive behaviour, however, it was depended on the nature of disruptive behaviour they encounter with. It is found that teachers prefer three different categories of support mechanism; internal, external and higher authority as a means of support in responding disruptive behaviours. Internal support mainly comes from colleague teachers who share advice and experiences. External support is provided by students' parents through cooperation and communication. In addition, support from higher authorities, especially the school administration and discipline in-charge, plays an important role in maintaining discipline and addressing behavioural issues effectively. For minor disruptions, it is found that colleagues to be the most preferred support mechanism. The participants admitted that it is not difficult for them to comprehend colleagues' explanations about recommended practices.

They also talked about how colleagues give thorough descriptions of practices and their willingness to always help. The results align with the earlier research of Smith et al (2010), who found that teachers should obtain information from colleagues since they consider it to be credible, readily available, and easy to use.

However, for severe disruptions like verbal and physical aggression, participants reported needing support from school administration mainly by discipline in-charge. It is found that teachers also showed a high level of concern and support needed for verbal and physical aggression which also supports the finding of Stepheson's et al., study. Participants stated that it is easy to understand the explanations of recommended practices given by their colleagues. They also mentioned that colleagues make clear descriptions and offer additional support. These findings echo the study of Smith et al (2010) who found that teachers rely on their colleagues for information since they consider it as trustworthy, accessible, and locally produced.

5.2 Conclusion

This study explored the strategies employed by secondary school teachers in managing disruptive classroom behaviour in Nepalese secondary schools, guided by the theoretical frameworks of Bronfenbrenner's (1979) ecological systems theory, behavioural theory and social interactional theory. The findings revealed a detailed account on the types of disruptive behaviour encountered by Nepalese secondary school teachers, the strategies they employ in responding to it, the support structures they access and perceive as necessary, and the profound influence of cultural, societal, and ecological factors on their behaviour management practice. In bringing this study to a close, it reflected the state of behaviour management practice in Nepalese secondary school classroom that may contribute to the broader scholarly understanding of this field along with suggestions for the future development of practice, policy, and research in this area.

The findings appear to further demonstrated that disruptive behaviour in Nepalese secondary school classroom is not a simple phenomenon but a complex challenge because it requires a genuinely systemic and culturally informed response. Participants in this study encountered a range of disruptive behaviours such as low-level off-task conduct to technology-related disruption and severe verbal and physical aggression which reflected a different perspective of individual, relational, institutional, and macrosystemic factors operating simultaneously across multiple ecological levels.

The diversity of management strategies documented across the participant accounts which are categorized as teacher-centered strategies and student-centered strategies, however, the study illuminated that participants' management responses are not simply rational professional choices but are dynamically shaped and deeply influenced by the cultural norms and socio-cultural expectations that both teachers and students bring to every classroom interaction. This understanding has important practical implications, suggesting that improving behaviour management outcomes in Nepalese secondary schools requires attention not only to the individual strategies teachers employ but to the cultural sensitivity and relational depth of the interactional processes through which those strategies are enacted. The finding regarding preferred support mechanism, the participants identified colleague teacher as the most preferred support mechanism. However, other means of support such as school administration and expert professionals had limited preference such as in case of severe disruptive behaviours. The recommendation that emerges most clearly and consistently from these findings is that meaningful improvement in behaviour management outcomes in Nepalese secondary schools requires sustained, coordinated, and adequately resourced investment at multiple ecological levels simultaneously such as in teacher professional development, in institutional support structures, in home-school partnership frameworks, and in the national policy.

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Appendices

Appendix 1- Interview guide

Classroom management (understanding, ideal classroom to achieve at the beginning of the year, things that threaten to achieve your ideal classroom)

- Would you please describe your understanding about classroom management? What do you think is the role of teacher in managing his/her classroom?
- From classroom management perspective, what would an ideal classroom look like for you?
- What do you do to communicate expectations for behaviour to your students at the beginning of the school year?
- What obstacles do you normally face in creating your ideal classroom environment?

Disruption (how do you define, what behaviour do you consider disruptive, examples)

- How do you define disruptive behaviour in your classroom?
- What types of behaviours do you consider disruptive?
- Can you give me examples of disruptive behaviour you have often experienced in your classroom?

Causes, strategies, challenges

- What do you think are the main causes of disruptive behaviours?
- Understanding which behaviours teachers find most challenging allows for a deeper understanding of the problems that need attention. In your experience, which specific disruptive behaviours do you find most challenging to manage?
- How do you respond when a student engages in disruptive behaviours? Does that help you to prevent the disruptive behaviours ensuring a positive learning environment?
- Which strategies you think are more effective in managing or reducing disruptive behaviours in your classroom?
- Have you ever faced challenges in implementing behaviour management strategies in your classroom? If yes, how have you handled the situations?

Cultural influence on disruptive behaviours (on teachers and students)

- How do you perceive the importance of cultural and contextual factors in managing disruptive behaviours in the classroom?
- Do you think Nepalese culture influences how teachers deal with those behaviours? If yes, how?

- How does the culture influences students' behaviours in the classroom?

Contextual consequences on teachers' stress and well-being

- Have you had any personal stress or burnout related to managing classroom disruptions? If so, how do you cope with it?
- In what ways do student disruptions affect your emotional and mental well-being?

Support (colleagues, parents, school environment, professional development)

- Collaboration with other staff members can provide additional support for managing disruptive behaviour. Do you collaborate with other teachers, counselors, or administrators when dealing with disruptive behaviours? How do these collaborations help?
- Effective communication with parents or guardians is often a key strategy in addressing disruptive behaviour. Do you ever involve parents or guardians in resolving disruptive behaviour? If so, how do you engage them in problem-solving?
- What does your school environment have or need to support teacher to manage classroom disruptions effectively?
- What professional development or resources would help you improve your strategies for managing disruptive behaviour?

Appendix 2 - Privacy Notice to Collect the Data

You are taking part in a scientific study conducted as a part of the master's degree programme in Education and Learning at the University of Turku. The legal basis for this study is your informed consent to participate in the study. The personal information will be collected and processed under the General Data Protection Regulation (GDPR). This notice describes how your personal data will be processed in the study.

1. Name of the research: *Teachers' Strategies for Managing Disruptive Behaviour in Nepalese Secondary School Classrooms*

2. Data Controller

Researcher: Mahendra Poudel (Master's degree in Education and Learning)

Contact person in matters concerning the project:

Name: Mahendra Poudel

E-mail: mahendra.m.poudel@utu.fi

3. Description of the study and the purposes of processing personal data

The purpose of this study is to identify the Nepalese teachers' experiences on the disruptive behaviours in secondary school classrooms and the employed strategies in dealing with the disruptive behaviours. Interviews will be conducted using UTU Zoom (practical reason me being away in Finland and unable to interview them physically).

To accomplish this objective wherein email addresses will be used to communicate and schedule the interview. To identify the teachers' experiences and use of approaches in dealing with disruptive behaviours, the interview will comprise the respondents' experiences on classroom disruptions, use of strategies to manage classroom disruptions and the support they prefer in dealing with the disruptive behaviours. This data will be handled with the utmost care and confidentiality.

4. Duration of the study

Duration of the processing of personal data: The personal data collected will be retained until June 2026.

5. Lawful basis of processing

Personal data is processed on the basis of your informed consent, which is based on Article 6(1) of the EU General Data Protection Regulation.

6. Personal data included in the research materials

Following categories of indirect personal data will be processed in the study: educational qualification and years of teaching experience which will be processed

anonymously. Your name, email address or phone number will only be used to communicate and schedule the interview.

7. Sensitive personal data

There is no sensitive personal data will be processed in the study.

8. Sources of personal data

The interview will be conducted via Zoom. To collect the data, the respondents will be invited via emails.

9. Transfer and disclosure of the personal data to third parties

The personal data will not be transferred and disclosed to other recipients outside the University of Turku/research group/researcher.

10. Transfer or disclosure of personal data to countries outside the EU/European Economic Area

Your personal data will not be shared with anyone outside the research group or with any third parties unless it has been fully pseudonymized. Only the responsible researcher will have access to the interview recordings, and the research supervisor may only review the pseudonymized transcriptions. Your personal data will not be transferred outside the EU/ European Economic Area.

11. Automated decisions

Your personal data will be always treated confidentially. No automated decisions will be made.

12. Processing of personal data after the completion of the study

The research data will be securely stored on a password-protected device and accessible only to the researcher. The recorded interviews will be transcribed into text files, and the recordings will be destroyed. Simultaneously, the research data will be pseudonymized by erasing identifiable personal data.

13. Right to lodge a complaint

You have the right to lodge a complaint with the Data Protection Ombudsman if you think your personal data has been processed in violation of applicable data protection laws.

Contact details:

Office of the Data Protection Ombudsman

Visiting address: Lintulahdenkuja 4, 00530 Helsinki

Postal address: P.O. Box 800, 00531 Helsinki, Finland

E-mail: tietosuoja@om.fi

Switchboard: +358 (0)29 566 6700

Appendix 3 - Consent for participation in the study

Research topic: *Teachers' Strategies for Managing Disruptive Behaviour in Nepalese Secondary School Classrooms*

Researcher: Mahendra Poudel (Master's degree in Education and Learning)

I have been invited to participate in the above-mentioned research.

I understand that participating in the research is voluntary and that I can at any point withdraw from participating in the research without giving any reason or cancel my consent without any negative consequences. The information collected of me until the withdrawal and cancellation of consent can be used as part of the research data.

Yes ☐ No ☐

I have received sufficient information about the research and how my personal data is processed. I have had the opportunity to ask questions from the researchers.

Yes ☐ No ☐

I consent that my interview can be recorded for research purposes, but it has to be modified in the research results and publications so that I cannot be recognised from it.

Yes ☐ No ☐

I have read and understood the purpose and nature of the study explained to me in writing and I have had the opportunity to ask questions about the study.

Yes ☐ No ☐

I consent that the anonymised research data can be archived and opened to the use of other researchers.

Yes ☐ No ☐

I confirm that I have received the information sheet about the content of the study, how it will be conducted and what it means on my part, as well as the privacy notice. I have had sufficient time to consider my participation in the study. I have not been pressured or tempted

to take part in the research. With my signature, I give consent for participating in the research/
those sections where I have ticked “Yes”.

.....

Participant’s signature

Contact person in matters concerning the project:

Name: Mahendra Poudel

E-mail: mahendra.m.poudel@utu.fi