

CLASSROOM DISCIPLINE MANAGEMENT PRACTICES

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AN ABSTRACT OF THE DISSERTATION OF

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The purpose of this study was to explore the understanding of classroom discipline from the teachers, parents and students perspectives. This study included a comprehensive review and critical analysis of research and literature associated to classroom discipline and management to promote positive learning environment in the classroom. A summary was presented; conclusions and implications were made in order to provide insights for teachers, parents and other stakeholders. The goal is that the implication may serve to improve classroom discipline management for all the teachers in order to promote positive learning environment.

In this research; six teachers, three parents and three students were selected as they were regarded as successful classroom managers. In-depth interview was the prime method to elicit data about practical and experiential knowledge of these stakeholders. The teachers were aware using effective classroom management techniques from their everyday teaching experience.

The study followed a naturalistic investigation, which is explorative, descriptive and contextual, using interviews with parents and teachers including learners to collect data at selected schools. The study's aim to investigate and explore

the understanding and experiences of learners and teachers regarding it and to make recommendations to facilitate students towards self-discipline. However, it was discovered that teachers were not much successful to facilitate self-discipline or guide students as they themselves had not learnt to practice and demonstrate the values and principles of effective-discipline. This study thus has as its intention to challenge teachers to review and refocus their ways, motives and expected outcomes as they demonstrate and exercise discipline.

Keywords: classroom management, classroom discipline, classroom climate, effective discipline, parents involvement

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DEDICATION

To my loving parents, brothers, sister, wife, daughter and son with deepest gratitude
and veneration.

DECLARATION

I hereby declare that this dissertation has not been submitted for candidature for any other degrees.

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ACRONYMS

ASCD	Association for Supervision and Curriculum Development
BC	Before Christ
BS	<i>Bikram Sambat</i> (official calendar of Nepal)
CERID	Research Centre for Educational Innovation and Development
DEO	District Education Office
Dr	Doctor
EDSC	Education Development and Study Centre
M Phil	Master of Philosophy
Mr.	Mister
PTA	Parent-Teacher Association
Prof	Professor
RIPP	Responding in Peaceful and Positive Ways
SMC	School Management Committee
UNESCO	United Nations Educational Scientific and Cultural Organization

CHAPTER I

INTRODUCTION

I tried to teach my child with books
He only gave me puzzled looks.
I tried to teach my child with words
They passed him by often unheard.
Despairingly I turned aside
"How shall I teach this child?" I cried
Into my hand, he put the key
"Come, he said, play with me."

- Anonymous

Background of the Study

Teachers have greater responsibility as they create the foundation for learners. Each individual gains knowledge differently and each teacher teaches with their own skills and experience gained from trainings and academic study. Skills learned from trainings are supposed to be supportive in the classroom delivery. However, this is often lacking largely in classroom management. In the Nepalese scenario, trainings are provided to the teachers in the name of quality education but changes are not satisfactory in the classroom (Koirala, 2007, p. 403).

Though there is no universal theory to deal with classroom discipline management, each individual (teachers, parents and students) perceives classroom discipline in his/her own way. I am well aware of the fact that I have been teaching in different schools for more than 13 years. Even in my case, at the beginning, I had no idea of effective classroom discipline and its importance (Reflection note, p. 5).

According to Yasar (2008), effective classroom management is necessary for effective teaching and learning for the progress of a student (Yasar, 2008). After the long experience of teaching various schools in Kavre district, I learned the significance of classroom discipline and ways to address them. But at the beginning of my teaching career, I used to teach my students imitating the tradition of my teacher as lecture and rote memorization. In the findings of research made by CERID (2003) it has been mentioned that almost all the teachers in Nepal use traditional methods of teaching based on explanation, motivation by threat, unnecessary punishment, textbook dependent teaching and rituals of giving homework and class work (CERID, 2003).

After many academic lessons and trainings, I realized its importance and process of classroom management. As it is known that, classroom discipline management is directly related to the quality, development and progress of any educational institution. At the individual level, the strategy of discipline management affects the future of the learner, future of the teacher and even future of the educational administrator. The overall educational strategy is affected by the teacher's strategy of classroom management. It is supposed that teachers are required to perceive classroom management in a unique way to fulfill the curriculum objectives. But, the teachers are not well aware of classroom discipline in relation to curriculum objectives.

Problem Statement

“Student discipline problems have been found to be one of the major reasons for teacher dissatisfaction and exiting the profession” (Liu & Meyer, 2005, as cited in Rockey, 2008, p. 134). On the one hand; there are several reasons why teachers get difficulty by the students' behavior. Teachers' inability to control, lead and teach

students effectively is one of the reasons behind it. The understanding of discipline from the perspective of teacher, parents and students also make difficulties to the classroom management. Still, many teachers appear to lack proper knowledge and skills to resolve the issues mentioned above. As a result, many teachers have a lot of strains in classroom discipline management. They get upset, frustrated and even leave the job of teaching.

Almost all the primary schools of Nepal have children from ethnic minority groups. Without instructional materials and incentives it is indeed very difficult to create a child-friendly environment in the classroom (CERID, 2003). On the other hand, in most of the schools in Nepal, corporal punishment is being used widely to stop or start the desired behavior. Mishra et al., (2010) mention that "In Nepal corporal punishment is often considered necessary to children's upbringing, to facilitate learning and to instill discipline in the children" (p. 98).

When I was a teacher in a public school around seventeen years back, corporal punishment was an integral part of schooling for most teachers and students. Even now in many schools of Nepal, corporal punishment was, and still is, a popular means of disciplining students. Many teachers believe that corporal punishment can be eliminated, as they mentioned, it is not an effective way of disciplining learners. However, other people are worried saying a culture of violence may be encouraged by corporal punishment. The core issue is of Nepalese teachers are currently battling to find alternatives to punishment that will be successful and effective over the longer term. Against this background, it becomes clear that it is necessary to explore the suitable disciplinary measures for maintaining effective classroom management (Reflection note, p. 3). Similarly, overcrowded classroom was reported as one of the major barriers in the transformation of knowledge and skills acquired in the training

in classroom teaching (CERID, 2003). As a result there seems a scarcity of proper orientations of techniques and tools to help teachers for maintaining effective discipline inside the classroom.

Mishra et al. (2010), further mention that “Corporal punishment, as a means of discipline, is often taken for granted as an excuse to enforce obedience. It is commonly practiced in the schools of Nepal” (p. 98). In this research, I would like to find out whether corporal punishment is only the means of disciplining children or there are other ways to maintain discipline. For this it is necessary to understand teachers, parents, and students perception on discipline. The challenges they have faced and their way out for maintaining discipline inside the classroom. Thus, I feel that this document is useful knowledge bank for concerned authorities for establishing proper discipline inside the classroom.

Human beings are one of the most aware social entities. To adjust in social setting, they need to learn varieties of rules and regulations. School is the place where students learn most of the disciplinary rules. In the process of learning, knowingly or unknowingly, they misbehave inside or outside the classroom. For this, teachers need to have lots of skill and experience. The experienced teachers may have less number of problems in comparison to the less-experienced one. There is lots of evidence that the teachers do not like the job of teaching as it is difficult to maintain discipline inside the classroom. In an informal discussion with my teaching friends, they have frequently expressed that; teaching would be wonderful profession, if they don't need to deal on disciplinary behavior. Thus, it shows that proper discipline management is one of the challenging tasks for the teachers.

Therefore, I felt a need to study this topic to find out the understanding of discipline from teachers, parents and students perspective, explore the challenges that

they have faced and devise the way-out to cope with that situation for further development of effective classroom discipline management¹.

Purpose of the Study

The main purpose of this study is to understand the current situation of classroom discipline management in the schools of *Kavre* district. Specifically, this study attempted to: examine how the teachers, parents and students give meaning to discipline practices; explore the challenges of classroom discipline; and find out the possible way out for important challenges mentioned by the participants.

Research Questions

The research has addressed the following main research question.

How is classroom discipline practiced and maintained in the schools in *Kavre* district of Nepal?

Guided by this main research question, I have explored the answers to a number of other research questions. Mainly the research questions of specific interest to this study are:

1. How do different stakeholders (teachers, parents and learners) give the meaning of discipline in the schools of Nepal?
2. How and why is it challenging to maintain effective discipline in the schools of *Kavre* district?
3. How can learners and teachers in these schools be guided towards adopting measures that foster 'effective' discipline management?

¹ Effective discipline is a way we help a child learn self-control, and know what to do and when to do it.

Rationale of the Study

Management of discipline inside the classroom is very challenging task. The concept of freedom and child rights has made classroom playground for disruptive learners. Generally, the teacher in the classroom are facing two types of challenges; one ample of contents to teach in a short period of time and other managing behaviour of students as expected by the parents and administrators.

In the past, corporal punishment was only a means of managing student's behaviour but at present the concept of child friendly education did not allow teacher to practice corporal punishment. As a result, teachers' challenges were increased because they were not prepared for alternatives to maintain discipline inside the classroom. Gradually, a clear distinction between private and public school have been appeared which created a big differences on enrolling children in private school rather than public one. Thus, only possible alternatives is to

In my seventeen years of experience as a teacher in different schools, I had opportunities to evaluate students and teachers alike during their teaching learning time. From my observations and discussions with, my colleagues, and other teachers who are in service, I discovered that classroom discipline is one of the most important challenges that they are facing today. In changing scenario of information technology, many teachers are finding it increasingly difficult to maintain discipline in their classrooms.

(Reflection note 1)

research understanding discipline from stakeholders perspective, finding out the challenges that they have faced and devise effective way out for those challenges.

For a long time, it has been a considerable interest of mine to understand all that we, as teachers, can do to make sure that our students reach their full potential without any disruptions in the classroom. I knew I wanted to do the research in this area. However, this area of classroom management is quite gigantic and I was uncertain as to what exactly I needed to study. After wondering over this for a while, I spoke with Mr. Aidan Warlow, the former Principal of Kathmandu University High School (KUHS), about a potential research topic and asked for his advice. He immediately uttered the importance of classroom management especially the discipline management in classroom and its importance. He also suggested to me, if I study this area, it would be very beneficial for all the teachers who are working in the schools of Kavre district. After that, it became clear on what I wanted to study, that is, the classroom discipline management practices in the schools of Nepal.

After deciding the topic, I took some time to consider on how good it would be to conduct the research. Should I, for instance, conduct it in Kathmandu or in Kavre where I am living. Mr. Warlow suggested me to do the study in his own previous school as well as two other public schools and assured me of his assistance in any way possible. After having read many articles on research findings on how classroom discipline management ideas play significant role for learning, I became convinced that, it was the topic for my research. It is my belief and experience, both as a teacher and parent that we today often feel anxious about our children's school behavior and we feel inadequate in helping their daily activities.

Addressing classroom discipline management benefits all the stakeholders (administrators and planners) not just the teachers and students. The climate of classroom discipline directly impacts students learning and therefore needs to be the mission of school. Assessing school climate and taking action to create and sustain a

healthy climate are essential steps for creating an environment that supports the fundamental mission of the institution.

Hence this study assists teachers, parents and students and administrators for the specific classroom management issues at schools of Nepal, so that solution will be appropriate for the context of education and thus will be more effective to increase the participation of students in the classrooms. In essence, this study helps national policy makers, curriculum designers and educational administrators to open a new window into classroom issues.

Organization of the Dissertation

This dissertation consists of seven chapters. In chapter I, I have described the research topic. I also have mentioned the structure of investigation including research problem, rationale of study, key methods and the explanation of key terms and concepts.

Chapter II comprises three types of reviews such as conceptual review, theoretical review and empirical review on classroom discipline management. It has aim of exploring discipline and management within the classroom context. In order to achieve this research aim, an overview of classroom discipline and classroom management is provided. In particular, definitions, approaches, styles, models and styles of classroom management are discussed in detail.

Chapter III describes the methodology of the research design, including sampling, data collection, data analysis, and the quality standard etc. The methodology of this research has been divided into two different sections; philosophical stance and methodological stance. In philosophical stance, I have described about ontology, epistemology and axiology of my research. And in methodology section, I have especially described about the process of naturalistic

inquiry. At the end of this chapter, quality standard and ethical considerations are briefly described.

Chapter IV deals with the detailed analysis of first research question; i.e. how do different stakeholders (teachers, parents and learners) give the meaning of discipline in schools of Nepal? Here, I have explored the common threads of effective classroom discipline practices perceived by the teachers, parents and learners to solicit ideas for the improvement of schools in Nepal. Furthermore, the theme of perception generated from the participants is organized in metaphorical titles to make the research more interesting and scientific.

Chapter V provides a detailed analysis of second research question; i.e. why is it challenging to maintain 'effective' discipline in schools of Kavre district? Here, I have explored the challenges that teachers, parents and learners have faced at school while maintaining the effective discipline. I have mentioned the challenges in ten different metaphorical themes.

Chapter VI provides a detailed analysis of third research question; i.e. how can learners and teachers in these schools be guided towards adopting the measures that foster effective discipline management? Here, I have explored the ideas obtained in school by the teachers, parents and students to maintain the effective discipline. This chapter has been divided into three sub sections such as teachers' views, parents' views and students' views. This chapter also has raised the issue of corporal punishment in favor and against it.

Finally, Chapter VII presents the findings of the study in terms of understanding meanings about discipline, challenges and addressing the challenges that has been raised.

Delimitations of the Study

There are several variables which affect the classroom discipline management such as conduct management, learning management, diversity management, gender management, conflict management, teachers' management, management of physical facilities, teachers' and students' motivation etc. This is agreed by Kafle (2013) that holistic approach is necessary to fulfill the learning demands of students to address different variables such as discipline management, diversity management, seating management and class size management (Kafle, 2013, p. 1). Considering the time and resources, only conduct (discipline) management was studied in this research. Thus the entire study is based on sample of school teachers, students, and parents on the aspects mentioned above.

Chapter Summary

This chapter introduced the research problem; the research aims and the methodological approaches used in the investigation. As it has been mentioned earlier, the main focus of this research is on describing how the implementation of proper discipline can enhance the classroom instruction and students learning. Many initiatives have been done to address the disciplinary problems inside the classroom. However, the problems continue, and new initiatives are needed to resolve the issues that are ongoing. Furthermore, I have focused on examining the meaning of discipline on the perspective of teachers, parents and students about classroom discipline practices and seek ideas for improvement at the schools. Having provided this introductory chapter, it is important to explore discipline and management within the classroom context. This will be discussed in the subsequent chapters.

CHAPTER II

LITERATURE REVIEW

The literature review explores discipline and management within the classroom context and identifies effective discipline practices used in the classroom.

It is one of the essential aspects for this research. Literature review in this research study provides the ideas with readers (Reflection note 2) about the results of other studies that are closely related to the study being reported.

According to Schulze (2002) Literature review is a “critical analysis of existing literature which is relevant to the research topic”

It was really difficult to find the related literature to connect the ideas for this research study. I darted from library to library hoping to get the related concepts in Nepalese scenario but all was in vain as I couldn't find even a single complete research study. Then, I spend hours and hours in the internet searching research studies if they were available; and collected around 2000 journals and dissertation published in different parts of the world. I myself was in puzzle looking at such a huge amount of materials. I started observing them intensively. Finally, I was able to draft the review and submitted it to the dissertation guide.

(Reflection note 2)

(Schulze, 2002, as cited in Nesane, 2008, p. 31). For the purpose of literature review, we generally read articles, dissertation, books or magazine and quote the ideas that are relevant to our dissertation.

Literature review discusses the public information of particular area within a certain time period. In other words, it provides guidelines on a particular topic. In this section, I had dealt with relevant conceptual, theoretical and empirical literatures related to this research study.

As I have mentioned above, the review covered conceptual, theoretical, and empirical areas of literature. The chapter at first provided the concept, opinions and significance on classroom discipline management forwarded by the different scholars. It is done to shape the conceptual knowledge on discipline to compare with Nepalese context. I have tried to explore the concept of discipline in the periphery of Nepal and outside. Secondly, another body of literature reviewed is theoretical aspect on classroom management, especially approaches of major classroom discipline management. It has helped me to compare and analyze the data generated from the participants. Finally, I have reviewed the empirical research which has helped me to narrow down the area of study to determine the research gap. As I know, the main objectives of literature review were to gain familiarity with the subject matter, to get enough knowledge, to develop the conceptual framework, to validate the contacts and to adopt appropriate research methods. Moreover, conceptual framework is presented at the end of these chapters so as to make this research strong and more convincing.

What is Discipline?

Classroom management is the umbrella term for discipline management and it is one of the important aspects of educational process. In the concern of students learning, it is one of the major aspects which promotes for students educational achievement (Coetzee & Morne, 2009). On the other hand, teacher is regarded as a change agent of students' behaviour which is not relevant to the school and social

setting. It is opined that in-disciplinary activities not only create the confusion but also chaos inside or outside the classroom environment.

There are extensive numbers of views related to classroom discipline in present context. One of the important views related to discipline is “punishment and control” (Rowntree, 1981, as cited in Yussuf, n.d., p. 5). He believes that in various situations teacher applies different kinds of punishments to impose desired behavior. But in Oloyede and Adesina's (2013) understanding the purpose of discipline is to help the behavior of a student but not to punish (Oloyede & Adesina, 2013).

Humanist believes that good discipline is related to the self concept and communication. Oloyede and Adesina (2013) further mention in their journal, discipline and punishment are two different things. Discipline is necessary to cultivate good behavior for the purpose of developing greater personality and self respect (Oloyede & Adesina, 2013). One of the essential aspects of education regarding classroom discipline is to achieve instructional objections and safeguarding students well being. It is good to note that the importance of discipline is related to the social norms and values whose behavior always orient toward promoting social benefits. So, we need to have good discipline inside and outside the classroom.

Discipline is the approach to guide and promote proper behavior to the students. It is an immediate action to correct the misbehavior and develop the trusting relationship to the teachers and parents. Though it is perceived with the relation to punishment, it has far more utility in human life. Mainly discipline is taught for enhancing social skills of a student. Here social skills refer more than sitting quietly inside the classroom while teacher is teaching. Even the management of students' feelings and attitudes comes under the disciplinary thought.

In the present scenario, classroom discipline management is one of the major challenges in our entire schools environment. It is a battle for the teachers to control

student's behavior and we

teachers desperate with it.

Charney (2002) asserts, "The most important thing I have ever

learned is that discipline is a

subject to be taught, just as

reading or arithmetic is taught.

It is taught, year after year,

without apology" (Charney,

2002, p. 12, as cited in Rockey,

2008). It is simply a small but

important part of human

learning. In the practice of

discipline, teachers and students

consistently observe a set of

behaviors and apply behaviors

and apply rules about classroom

behavior that helps for smooth

and efficient teaching and

learning. According to Humphrey (1998), discipline is a kind of practice to care and respect other people. He believes that, it safeguards the rights of human beings (as cited in Erasmus, 2009). In our context, it is observed that classroom discipline is maintained by making the students in constant state of fear. Generally, harsh and

Discipline of Children

A parent is such a villain

When lifting a hand to their children

Out of control these kids they be

Drugged up at school costs a fee.

To society that is, by dropping out

But parents are not supposed to doubt

That in spanking a child can not be a route.

Ah yes, an unruly child shall turn

away from err, when the posterior is churned.

I myself have a few times felt

a love so great that came from the belt.

And yes, I too, to this day, have born no crime

& choose to love that child of mine

In such a way that bears no harm

but surely it does work like a charm.

Alma F. Martin

Saturday, July 28, 2012

<http://www.poemhunter.com/poem/discipline-of-children/>

violent disciplinary method is used to motivate the learners which lead them to rejection and ultimate withdrawal from the educational process UNICEF (1994, as cited in UNICEF, 2001). Highlighting the importance of discipline Victor (2005) mentions that discipline is necessary for managing- behavior and learning of students. Apart from this, it is necessary for organizing work and character development (as cited in Shaver, 2010, p.57).

In my opinion, despite having many benefits of discipline, it is complex problem and has its origins not only from home but also in the classroom. Thus, the students needed to be oriented with guidance and counseling from mature and caring teachers as well as parents in order to achieve proper self discipline inside the classroom.

Discipline Management

Discipline management is one of the fundamental skills of classroom management. Without having proper discipline management, it is virtually impossible to expect effective classroom management. Not only is this, even for effective teaching and learning, discipline management is oblivious. In Tauber's (2007) opinion, the best way to handle disciplinary problem inside the classroom is to prevent occurring in the first place. This kind of strategy starts with engaging students in learning activities. Furthermore, he says that it is the general principal of teaching.

In 'classroom discipline management' both the teachers' and students' discipline are equally necessary. Punctuality, academic rigor, art and skills of teaching are some of the disciplinary aspects of a teacher and interest to learn in a classroom, posing good manner and positive thinking towards the lesson are some of the disciplinary measures of a student. Management of discipline depends on the

philosophy guided by the teacher or student. Behaviorist teacher believes on punishment and control whereas humanist teacher believes on behavioral change together with learning procedure.

Effective management of discipline is challenging tasks in teaching. Teacher's first impression inside the classroom determines the future control of a classroom. So, the teachers need to be well prepared before entering in the class. It is believed that, teachers' management of the classroom determines the students' success or failure in learning. This is the reason why it is virtually important to have proper discipline management. For controlling all these variables, teachers need to have dominant role inside the classroom.

Significance of Classroom Discipline

School discipline is different in comparison to other institutions. Though the basic concept of discipline is same to all but how we treat the individuals in school is different than institution to institution. In school context, teachers' try to change the behavior of student to adjust them in social environment but in other organizations discipline is managed for smooth running of its everyday activities. Discipline is also important to achieve success in life. It leads a person for self control and management. Discipline is to respect others and get respected by others. Discipline needs to be promoted in terms of love, care and good relationship in oppose to misbehavior and disruption. It is prerequisite for the children to maintain positive school climate for an effective discipline inside the classroom. In the lack of discipline, students cannot get motivated and controlled for appropriate behavior. Discipline always helps to express the students' need and want to meet personal and professional goals. On the basis of function of discipline; it can be divided into two, managerial function of discipline and educational function of discipline. Managerial

function of discipline is related to behavioral change and educational function of discipline is related to success in study. Effective classroom discipline always preserves the rights and responsibilities of a student and teachers. It instructs teachers to fulfill their duties of teaching and rights of getting education for the students. There are number of scholars who have mentioned about the importance of discipline. Some of the views are summarized below.

Highlighting the importance of discipline, the different scholars have put forward their opinions in different occasions. Harry Emerson Fosdick (Appendix I) opines that no life ever grows great until discipline is focused and dedicated. In the same way, Bertrand Russel (Appendix I) expressed nothing of importance is ever achieved without discipline. The other renowned educationist of 21st century, Mrs. Maria Montessori (Appendix I) once recalled that discipline which must come through liberty and it is directly related to self disciplinary process. Neal A. Maxwell (Appendix I) opined that a man can learn self discipline without becoming ascetic. Bette Davis (Appendix I) regards discipline as a symbol of caring child. Robert Bridges (Appendix I) says that the discipline corrects all types of worldly passion and fortifies the heart with virtuous principle. Noah Benshea (Appendix I) mentioned that discipline in its highest notion is not punishment or self punishment. It is something seminal to the self. Similarly, there are other scholars who have expressed the importance of discipline in various quotations. Some of the most popular quotes are collected and listed in this research in Appendix I.

Classroom Management

Classroom is a place where students get together for a certain period of time to gain the knowledge of their lesson objectives. Situation and environment of a classroom depends on the purpose of curriculum and availability of resources. In our

context, schools in Nepal lack of proper classroom infrastructure; they do not have enough teaching materials and furniture. In such conditions, it is really difficult to maintain discipline as our expectation. I have mentioned earlier that discipline is a part of learning. Students cannot learn proper disciplinary behavior in an unfavorable classroom situation. On the other hand, in child friendly classroom environment, there needs to be all the availability to maintain and teach proper discipline.

Students' behavior management is one of the primary concerns for all the teachers and it is directly linked to the purpose of lesson. Any teachers who are involved in teaching expressed their concern of controlling students and creating disciplined environment. It is obvious that without having proper classroom discipline, it is virtually impossible to manage the classroom for effective learning. Maintaining proper learning environment is regarded as a basic activity of a teacher. Because in changeable global environment, it is becoming more challenging for schools to maintain proper classroom environment.

First of all, we need to understand the meaning of classroom management to understand its effect of learning inside the classroom. Since classroom management is an umbrella term for various types of management such as conduct management, gender management, learning management, diversity management etc., discipline management can be regarded as one of the most crucial aspect. This is the reasons why meaning of classroom management has been changed over time to time. At the beginning, the concept of classroom management was only the conduct management but later it was viewed from multiple perspectives. In general term, classroom management refers maintaining control and order inside the classroom. The relationship of learning and discipline are the key components of classroom management. Historically, there was no difference in discipline management and

classroom management. However, concept was further extended as one of the crucial component of classroom management. Generally, three important aspects determine whether classroom has been managed properly or not. They are: physical environment of a classroom, teacher's preparation, evaluation of the presented lesson. It is obvious that those teachers who have better control in their classroom can teach students without any disruptions than the one who are not well prepared.

The other aspect of classroom management is related to the effectiveness of teacher. In other words, teachers can be evaluated by observing the behavior inside the classroom. Effective classroom management not only increases the students' engagement but also decreases the disruptive behavior. Moreover; studies have shown that there is positive correlation between students' achievement and proper classroom management environment. The better the organized classroom, the better will learning environment be. In the successful lesson, teachers do not need to worry about behavior problems because misbehaviors are quite rare. Chaotic classroom is the cursing environment for the purpose of teaching and learning. Concern on managing proper learning environment is one of the serious concerns of the scholars.

According to Atici (2007) there are four important components of classroom management. They are teaching management, behavior management, classroom communication and physical management (Atici, 2007, as cited in Yasseen, 2010). Hence, for the proper management of a classroom, the teacher needs to consider varieties of aspects. One of the important aspects is the time management. In certain allocated time, teacher has to complete the objective of lesson and evaluate to check whether students have learned a lesson or not. The efficiency of teaching effectively in allocated time denotes the teachers' ability to manage the classroom. In other

words, effective teaching always leads for fulfilling the purpose of a lesson and can be regarded as systematic learning.

Without effective classroom environment, it is virtually impossible to teach effectively. Here effective teaching can be understood as an environment which is favorable for learning. Lera, Jensen, and Josang (2007) mentioned that classroom management has various aspects such as teachers' attitudes, beliefs and interpretation of a classroom environment. In my own understanding, classroom management is an activity related to organizing space, time and materials for achieving the purpose of a lesson. By providing enough attention to the students, teacher can handle such activities effectively. But, it is not an easy because different students have different need and interest at a different period of time. Even the age and level of understanding makes it difficult for the students to handle.

Porteus et al. (2001, as cited in Erasmus 2009) refers two different processes in classroom management. They are regulating the students' behavior and involvement in decision making. Here the teacher helps for participating in the classroom behavior such as good and bad. If the orders are not necessary to give students to control the classroom, this type of classroom is regarded as happy and successful classroom. Here, the positive teachers always encourage students for self learning of discipline. This is only possible when teacher understand the level of a student. In this regard, teacher's first duty is to help the students to understand their level of learning.

In conclusion, it can be said that the important aspects of classroom management is systematic interaction in teaching and learning process. As an umbrella term, it helps for orderly environment to attain the purpose of lesson.

Similarly, classroom management is defined as an activity for maintaining chaotic situation to improve the level of student.

This study has revealed that classroom discipline management is not only the purpose of teacher, it is necessary for creating the favorable situation for effective learning.

Classroom Management and Discipline

Classroom management is necessary to inspire and correct the appropriate behavior of a student. There are always challenges for the teacher to tackle in classroom situation. Discipline management is only a behavioral management but in classroom management, all types of management are possible. In other words, classroom management is a kind of administrative nature but discipline management is more with correction of misbehavior. Highlighting the roles of teacher, Oyinloie (2010, p. 307) opines that it is teachers duty to correct the students misbehavior and students are supposed to realize the mistakes that they have made inside the classroom.

Proper discipline and effective classroom management are supportive to each other. One cannot imagine proper classroom management without having proper discipline and vice versa. In other words, discipline is the complimentary part of classroom management. Those teachers who are experienced on classroom management have less stress on managing discipline inside the classroom but vice versa is not the same. Managing discipline doesn't mean effective classroom management because there might be various other aspects that a teacher may need to care. Some of the other aspects of classroom management are diversity management, learning management, gender management or conflict management.

Significance of Classroom Management

Classroom management is one of the significant aspects of teaching and learning. One cannot imagine fulfilling objectives of lesson without having proper classroom management. There are various issues related to the significance of classroom management. Is classroom management only concerned with stopping misbehavior of a student? Or does it refer to sitting students silently whole period without disruptions? What about working cooperatively, discussing opinions or asking thoughtful questions? Are students allowed to do all these activities inside the classroom? These are some of the issues related to classroom management. Some other issues are raised by Kafle (2013) in his article 'Classroom management: A concern for educational leader'. He argues that the classroom which is well managed for a teacher may not be the same for other. He believes that it is important for a teacher to provide attention in various aspects of classroom management. These aspects of classroom management are mostly related to teaching and learning.

According to Bloomberg (2007), "Safe and supportive classroom can only provide equal opportunity to the students and it is possible when there is proper classroom management" (p. 1). In other words, it is the important concern of the stakeholders mentioned above. Providing equal opportunity is preparing favorable environment for teaching and learning. In other words, the teacher needs to think and create favorable conditions for effective learning.

Effective classroom management is necessary for successful teaching and learning to attain the educational objectives. It prepares classroom for effective teaching and is crucial component of learning. It always helps to create favorable learning environment inside the classroom. It increases students' engagement in learning and decreases disruptive behavior. Effective classroom management is

identical to an effective teacher. It is a critical part of school environment for overall academic success. It addresses discipline problems and controls the future problems of a classroom. It is central concern to provide proper learning environment inside the classroom. There are various components classroom management such as organizing, planning and teaching classroom rules and regulations, maintaining good students' behavior, etc. It creates predictable environment for proper teaching and learning. In summary, proper classroom management provides learning environment for the teachers as well as students.

Philosophical Perspectives of Classroom Management

Looking carefully to the classroom management philosophy, many researchers argued that it is determined by the teacher who holds their way of gaining knowledge. This kind of understanding places students at the center and demands whether they need to change to fit into the existing situation or system change them in the framework. I believe that, my classroom management philosophy is made up of many concepts and ideas based not only on theory, but also on practices — either I have engaged in or that I have witnessed other teachers utilize in their classroom with much success. Despite the large number of theorists — I pulled from, the overall themes of my classroom management is respect and responsibility. I believe that if I respect my students, they respect each other, and they respect themselves, that a great environment can be created where students will thrive. I also believe that it is crucial to learn and practice responsibility by the students in my classroom.

Behaviorism

The philosophy of behaviorism is mainly concerned with the human behaviour as opposed to mental process such as thinking or emotion. Though it was mostly popular in 1920 to 1950, this philosophy has appeared in the early 19th century. There

were various profunder of behaviorism such as Thorndike (1905), Watson (1913), Skinner (1936), Hull (1943), Bandura (1963) and Pavlov (1987) with various theories based on behaviorism. Out of them the most influential author in behaviorism was B. F. Skinner (Lainema, 2008) who has propounded the classical conditioning theory. He accumulated all the theoretical models of behaviorism together based on the central experimentation in research tradition. In their opinion, immediate reinforcement or rewards (verbal or physical) helps to master the simple behavior; consequently leads for complex behavior. They also opine that the knowledge is true only if it is observed and perceived by sense perception.

In the classroom context, this theory is applied to evaluate students' observable behavior. Thus, this theory of behavior modification is inclined towards positivistic ideal of natural science. The theorists believe on observable human behavior for interpreting and changing in social context. In their opinion mental processes are not observable and they are subjective in nature. This theory believes on empirical data obtained from careful and controlled observation of behaviour.

The main assumption of this theory is that the child is born with blank state of mind and external factors determine his/her behavior. In the school context, students discipline is determined by the environment that has been created; such as teachers or their friends' behavior. This theory argues on careful and controlled observation which plays vital role in behavior modification. It also believes on behavioral change which is purely objective in nature and can be measured scientifically. It is said that controlling is the main goal of behaviorist philosophy of classroom management. The other argument of this theory is freedom of peoples' will as it has no place in human life and behavior is determined by the environment where they dwell. Animals and human beings learn the behavior through stimulus-response and reinforcement (SRR)

chain. Thus, if we can encourage our students with good discipline using SRR technique, we can easily create positive learning environment inside the classroom. This kind of observation and verification is not possible in other kind of classroom management.

Behaviorist argues saying "What we need to teach people is to behaviorist behavior and an effective procedure to do it is shaping" (Horcones, 2002, p. 208). It is true that today's students are the behavior analysts for tomorrow. What behavior they learn today, will be reflected tomorrow. Theory of behaviorism believes on 'behavior analysis' which is useful for seeing the world and way of their life. For this we can ask our students to keep behavior journal regularly to observe the behavior minutely. This type of behavioral principal is useful for the students and to the teachers. Horcones mentions that "when we talk and write about behavior analysis and behaviorism can make a big difference" (Horcones, 2002, p. 212).

For the successful behavior modification to our students, concerned and responsible people need to have passion. It is important to teach them scientific understanding of human behavior which represents a great quality of their lives not just the academic knowledge.

Mentalism

Mentalism is psychological term refers to the study of mental perception and thought. Originally it was explored earlier than behaviorism in the name of 'classical mentalism' in the early 19th century. The earliest surviving document of mentalism goes back to the later part of 15th century when pioneering magician Girolamo Scotto presented 'sleight of hand' in 1577. The classical concept of psychology was later developed and known as mentalism. Being dominant influence in psychology, behaviorism flourished for number of years. However, the charm of behaviorism

couldn't last for longer as mentalism reappeared in the field of psychology at the later part of 19th century. In the flourishing moment of behaviorism, mentalism did not die instead co-existed, arguing 'without mental thought it is impossible to change the human behavior'. There were numerous supporters of mentalism and one of them was Noam Chomsky (1959) regarded as the landmark of cognitive revolution. For this, the concept of mentalism was helpful to study 'neuro-science' but complexity has not been overcome yet as human behavior is unpredictable.

The key concept of mentalism is change of human behavior according to the thought or cognition. In contrast to behaviorism, human activities cannot be predicted merely through repeated practice. Until and unless we don't realize the importance to change the behavior, it is impossible to change. We might change the behavior feared by punishment and control, but at last, we try going back to its early stage. In other words, proper physical activities are only possible when there is effective mental thought and realization.

In the earlier inception of mentalism, it was originated the principle of 'hypnosis and stage magic'. For number of years, there was clashed and still is, in the original concept of behaviorism and mentalism. Behaviorism believes on repetition and reinforcement as prime factor of mental perception. To change the human behavior, it is not counted the number of times that thing have been repeated but whether they have realized it or not. Behaviorist got the support from scientific experimentation where mentalism did not get any support from natural scientist, still many people have believed that it as a dominant paradigm of explaining human behavior. These two concepts are mutually exclusive on the ground that they share important fundamental assumption i.e. proper behavior is impossible without proper thought.

Mentalist belief on human behavior is quite interesting. They say that the mind allows us to live the inward experience of life. What we act is merely the result of what we dream. Our mind is so powerful that it teaches, inspires and comforts for ease of behavior. This is amazing and mysterious power of human brain.

Theoretical Perspectives on Classroom Discipline Management

As I have mentioned earlier, the review of literature is essential to enable researcher to think about research topic to explore new ideas to support their arguments. It also helps reject repetition of ideas and useful for selecting method. It helps to find the knowledge and suggests for further research. Thus, enables the researcher to develop body of knowledge on a certain topic.

To be an effective teacher, classroom management is one of the most essential skills. The teachers needed to think seriously on every aspects of classroom environment. It is believed that those teachers who can create the favorable learning environment are able to manage their classroom successfully. There are overwhelming number of theories on how to become positive and encouraging classroom managers. These theories are different and emphasize different aspects of discipline and behavior as all has been proven to be valuable methods for improving management in the classroom. Some of the popular models are described below.

Approaches of Discipline Management

Approaches of classroom discipline management have been changed over time and new approaches are being appeared in various period of time. These approaches of discipline are divided from student centered models to more teacher directed models. It is very important to have clear rules and regulations inside the classroom for better learning environment from the very first day. For this teachers are the in charge of everything.

Assertive Discipline Approach

In assertive discipline approach, assertive teacher reminds students of their rules and indicates their duties and responsibilities. This approach focused on teachers' authority to teacher and controls the students for ensuring the positive learning environment. This can be possible by providing 'rewards and consequences'. Positive results are believed more powerful to change the students' behavior. The supporters of this approach believe that the key to this technique is catchy students 'being good' and praising them for 'good behavior'.

In case of rules violation, it is recommended consequences such as warning / parents contact according to its severances and repeated frequency. Assertive discipline management approach assures for establishing optimal learning environment by providing right to choose the appropriate behavior with full understanding with consequences. Students need rights and responsibilities and well as conditions clearly explained in the classroom and followed up by the responsible teachers without violating their best interest.

Assertive discipline approach also refused as 'take control' method become teacher is the high level controller of the classroom. However, this approach is not in favor of punishment but in consequences of their behavior. The interesting aspect is that the consequence of negative behavior is treated positively. The main duty of a teacher is to clearly explain boundaries of acceptable and unacceptable behavior to the student. Assertive teacher explains classroom rules and clearly mentions the consequences if the rules are violated. In case of severe consequences, they even take help for parents and school administrators. The overall objective of assertive discipline is to ensure attentive learning environment inside the classroom. For this, teachers prepare simple and clear rules and regulations that the students must follow

all the time. The students who are motivated to follow rules and regulations clearly show an example to the other students. It is believed that that the other students learn importance of discipline by observing the behavior of recognized students.

This method of classroom management is most widely used method in schools of Nepal. This method is suitable in each and every environment and even the new teacher can apply easily. There are various benefits and drawbacks of assertive discipline approach. It is useful approach as students are responsible to bear the classroom consequences. It helps to run the classroom activities smoothly without any interruptions but it takes more work on the teachers and administrators for preparing rules and consequences as well as regular monitoring.

The main objective of assertive discipline approach is to make sure- pleasant learning environment without any disruption. In other words, students have right to learn and teachers have right to teach in disruption free environment and the teachers are the main responsible person to ensure positive learning environment inside the classroom. Without preparation of disciplinary plan teacher cannot prepare the system of consequence and reward as a result they lose the classroom control. Rules and consequences are not only kept in the classroom, they are also sent at home. When students breaks the rules more than once, consequence will increase with the help of their parents. In preparation of rules and regulations teachers can involve students from the very first day of school session which makes students to feel their responsibility to maintain classroom discipline.

Assertive discipline approach is divided into three different styles; the non - assertive style, the hostile style and the assertive style. The first style doesn't have any formal structure. Teachers do not provide any rules and regulations to the students and it is be hard for the students to know -what is right and wrong. Even

students do not know the reason to bear consequences. Unfortunately, this approach of classroom management is not much successful. Students do not seem responsible in this style of discipline management as they are not clear about the consequences of their negative behavior.

The second style is 'the hostile style' is just opposition to non assertive style. This generally demands offend or corporal punishment to the students. In Canter's word, this is also not appropriate approach of discipline management. Because of embarrassment and fear, students cannot get opportunity to utilize their rights and freedom. In our school situation, being as an assertive is equally believed as being hostile or angry and students' end with consequence of corporal punishment. This is also not popular style of classroom management. As most of the students, do not easily accept the corporal punishment.

The third style is 'assertive style' which believes on clear rules and regulation from the first day of a school. When students are clearly familiar with rules and regulations, they will have mutual understanding on consequences when rules are broken. The consequences in assertive style are socially accepted approach so it takes time to make students to understand its procedure. It is important for the students to know which is appropriate and not. Out of three styles of assertive discipline approach, the third one is popular and accepted by the both parties.

In assertive discipline, parents' involvement is the other important aspect of classroom management. If parents are not aware of school rules and regulation then there will be conflict between students, teachers and parents. In this case, even the parents may protest the consequences given to their child. For example, the conflict may arise when teacher treats whole group consequence policy when a child misbehaves in a classroom.

Behaviorism and Assertive Discipline Approach

Behaviorism and ‘Assertive discipline approach’ of behavior modification have some common and distinctive features for shaping proper behavior to the students. To follow rules and regulation as well as consequences of negative behavior are common agenda of these theories. ‘Assertive discipline approach’ focuses on behavior recognition and positive reinforcement and they are also the component behaviorism. Beyond this assertive discipline approach believes misbehavior of a child as one of the natural instincts but behaviorisms do not accept this point. They say child mind is blank when they are born and everything they learn after birth. Instead of reacting with the environment, assertive discipline approach forced to comply with rules.

Criticism on Assertive Discipline Approach

Richard Curwin and Allen Mendler (profounder of ‘Discipline with Dignity Approach’) are the most vocal critics of ‘Assertive Discipline Approach’. They believe that talking in the classroom or disruptions are the minor behavioral problems which can be solved easily. The main concern of a teacher needs to be failure in learning as it results of bad behavior and must be treated seriously. It is only possible when teacher can preserve the dignity of students with highest priority.

Discipline with Dignity Approach

Another approach to classroom management is called discipline with dignity Approach. This approach was developed by Curwin and Mendler (1996). The main objective of this approach is to make sure on each and every student to treat them with dignity at all the times. Even in the case of misbehavior and bearing the school rules, student’s dignity is regarded on highest priority. Teacher always encourage positive and appropriate behavior which helps to build students’ self-esteem. The basic

premise of this approach is that the students will respond well when we give them responsibility to apply the rules evenly and fairly (Curwin & Mendler, 1996).

In this approach, dignity refers to respect for life and oneself. In Curwin and Mendler's opinion, students with severe behavior problems see themselves as weak and do not accept the normal way of life. They feel better stop trying than wading forward to normal life. Later, they like to expose themselves as a troublemaker or stupid than the good, intelligent and disciplined person.' Discipline with Dignity Approach' helps to overcome these problems by persuading the students to come out with their capability. It guides the teacher to spend less time to manage the behavior and more time for teaching and learning. It believes on long term behavioral change not using corporal punishment as quick fix. For making students to feel proud on their learning, this technique is very useful. The rules that are prepared, needs to have logical values. In this approach of discipline management, students feel responsible rather than obedient to the teacher. Though treating students differently is not fair, it believes on individual differences, students needed to be treated differently.

This approach encourages expressing true feelings on difficulties for maintaining discipline in the classroom. For this, the students conduct a class meeting including their teachers to establish 'social contract'. Here 'social contract' refers clear rules and regulations with consequences of misbehavior in the classroom. The consequences are equally applied to both the teacher and the students if they break the rules. At the beginning, teacher helps to understand the rules and regulations clearly to the students and even students will be evaluated for this. There will be process of re-teaching if students fail to understand the rules and regulations. The final rules and regulations will be shared with all the stakeholders including school principals. If necessary, amendments in rules and regulations is be made in the class meetings.

For regulating the systematic behavior to the students, Curwin and Mendler has purposed 'I statement'. In this, there are three components, the behavior (the action of student), the feeling (teachers perception on this behavior) and the reason (why such perception has raised?).

There are nine strategic implementations of consequences in discipline with dignity approach. The first one is being consistent on implementing the consequences. If rules are broken in the classroom, teachers' duty is simply to restate it. They also need to be near to the students while implementing behavioral consequences. They need to make direct contact and use soft voice to explain the consequences. It is not regarded good to explain the consequences in front of their friends. They need to be firm and anger free. And, teachers are not supposed to accept the excuses, bargaining or whining and if a student refuses to accept the consequences, ignore them to attempt and speak them later again.

In the severe case of consequences, teacher can provide enough time to think for the students whether or not to accept the consequences. Still if it is not supported, teacher can take help of school head or other colleagues. Students do not return the classroom until consequences are accepted. It is believe that, consistent application of disciplinary rules and regulations increases the mutual respect and dignity between the students and teachers.

There are some scholars who criticize this approach saying it gives more control and limits then the teacher which may create unfavorable situation to the teachers to manage their classroom.

Reality Therapy Approach

It is one of the prominent classroom management approach developed by William Glasser, in the 1950s. This approach of discipline management is based on 'choice theory'. This approach was successfully experimented in various sectors such as education, mental health, and social services. 'Lack of social relationship' is regarded as one of the key components of human behavior deterioration. So, this approach helps to reconnect the relationship for effective social connectedness. For this, together the teacher and student explore the ideal ways out to connectedness and lay out the steps to make those ways out into reality. The reality therapist will be honest analyzer of behavior form the student and the teacher to obtain the specific goals. To check out the fulfillment of students basic need, three different questions will be asked by the counselor such as 'what do you want?', 'What are you doing to fulfill your desire?', 'Is it working well?' Then the counselor helps students to set a goal to fulfill his/ her desire.

This approach of discipline management helps student to connect their behavior with consequence. This approach is applied with class meetings where clear rules and regulations are discussed. This approach is focused on the use of choice as the cause of behavior. Thus the teachers direct students to make value judgment about their proper behavior. By making the value judgment, students come to realize the significance of good choices in behavior and they continue to make them again in the future. The main purpose of this disciplinary approach is to teach students right from the wrong at the very early age. Most of the time rewards are provided for good behavior and consequences are provided for bad behavior. Even this approach, it promotes good behavior and diminish bad behavior in the classroom.

Originally, this approach was used for maintaining physical and mental wellbeing of a person but later it was found useful to maintain students' behavioral problems. As a result, it was successfully experimented for classroom environment. The core philosophy of this approach is to bring the students in main stream of learning, if they were diverted by not getting what they want- 'unsatisfying relationship' and when they believe that there are choices of behavior. This approach is highly useful in improving behavior of primary and secondary students. This approach of behavior management is highly appreciated by school counselor saying 'choice theory' as and originally called 'controlled theory' regarding one of the great techniques of discipline management. It is very useful technique for the students who are in the problem of emotional and behavioral disturbances. Even for improving self concept of students, this approach helps a lot. So, it seems inclined towards mentalism in behavioral psychology.

There are several implications of reality therapy approach of discipline management. To improve school social and cultural relationship, athletic coaching, childhood, obesity and post-traumatic stress disorder, this approach has successfully be applied. It also helps to bring healthy social relationship with the students' teachers and parents' as a result healthy teaching environment can be created. To obtain all these benefit, students set the goals on the basis of reality and control themselves with self evaluation.

The reality counselor; teacher or manager focus on the present behavior and avoid discussing the past because present misbehavior is caused by unsatisfying present relationships with needs for survival (basic needs such as shelter, food and sexual fulfillment), love and belonging (to a family, to community or to other loved ones), power (sense of winning or achieving), freedom (to be independent or privacy),

fun (satisfaction, enjoyment or sense of pleasure). Furthermore, the counselors mostly avoid complaints, criticize or blame and try to fulfill unsatisfying relationships as mentioned above. The mentors or counselors do not play the role of judge neither they become coercive. Instead encourage students to judge themselves- all they are doing with the help of choice theory. For this they ask the questions such as does action that I performed inside the classroom leads to me to make better relationship with my friends and teachers? One of the important roles of a counselor is to re-connect the relationship with teachers, students learning content by consent realization through repetition on this aspect; this approach of behavior management seems inclined towards behaviorism. For this, when goal is set, students even can submit their plan of behavioral change which is always flexible and open to revision or rejection by the teacher as a counselor. Counselor always needs to be passive and supportive, but they keep focusing on the source of problem – the disconnectedness. They may find difficult to re-connect it, if the students were disconnected for a long period of time. Each student is responsible for what they do and choose their goal of behavioral change. On this matter this approach seemed inclined towards discipline with dignity approach. In other words their dignity will be determined through self-determinism.

To apply therapeutic approach of discipline management certain level of stages are rigorously followed. At first, teacher finds out the want, need and perception of students then focuses on what the students are doing at the moment speaking. After the analysis of all this, they evaluate the challenge of present behavior called ‘total behavior analysis’. Finally, counselor helps the students for planning, determining goals and commitment to carry out the plans.

In the process of helping students, teacher provides alternatives to fulfill the desire such as 'if your friends don't talk with you, you can talk to your friends' or 'if your teacher is not obeying what you want, you can obey to your teacher'. In other words, 'if things are not in your control, you need to change yourself according to the situations'. The basic premise is changing what we do is the key to changing how we feel and getting what we want.' But it is not always easy as we might be accustomed with the circumstances. Though changing oneself is far more easier than changing other people, but it is hard to accept by own as a result most people try to control others behavior instead their own. We believe that if others are changing me, that I am not suitable, so how can I change to others. This approach believes that it is impossible to change others behavior thus students need to change themselves for their own behavior. If someone goes on it, it is never ending battle and ends with frustration and pain. Those students who do not follow this philosophy for the behavior management they take help from external measures such as drugs and drink. Furthermore, their lives go on uncertainty and full of frustrations.

Robert Wubbolding has devised four stepwise procedures to apply reality therapy called WDEP. 'W' refers 'wants' (elicit commitment to change), 'D' refers 'direction and doing' (describes current situation and doing), 'E' refers 'evaluation' (making positive changes in their life) and 'P' refers 'planning to change their own behavior'. There are some limitations of this approach of discipline management; the first limitation is focusing only on current behavior. It doesn't look over the past behaviors to analyze the present behavior instead it sets the goal for the future, The Other is its perception as people believe reality as a therapy to do with giving 'a dose of reality' to the people which is not true. For the people who sit at the corner of a room and cry for the help don't necessarily act effectively.

Paradigm Shift on Theories of Discipline Management

As I have mentioned earlier, there are numerous theories propounded by the educationist in various period of time (Literature review, p. 27). In sum, all the theories are categorized into four different headings: behaviorist theories, cognitivist / mentalist theories, constructivist theories and humanist theories. Historically, behaviorist theories of classroom management focused on punishment and control to modify the students' behavior. They reviewed behavior modification as changing undesirable behavior and starting desirable behavior through negative and positive reinforcement. Thus, their focus is to change physical behavior rather than mental thought.

In comparison to behaviorism, cognitivism rejects the idea of punishment and control for behavior modification. They have mainly focused on mental process as insightful learning of positive behavior. More priority is given to the realization rather than the performance of behavior. In this philosophy of behavior modification, moral lessons are given more priority than the techniques that are used to control undesirable behavior.

The constructivist theories are operated on the basis of knowledge that is constructed through the interaction between teachers, parents and students. In this philosophy of classroom management, rules are only monitored by the teachers and students apply it themselves. In other words, discipline is a way of constructing knowledge. According to Mvududu and Thiel-Burgess (2012), teachers are supposed to consider building knowledge to allow students into practice in constructivism.

In humanist approach of classroom management, misbehavior modification is perceived as a process of learning. They believe that, the students' misbehavior gives a lesson for other students to learn and even the student who misbehaved learns from

its consequences. In the classroom management procedure, misbehavior is taken as a lesson to explain its consequences for the teacher. There is zero punishment and control policy in this type of classroom management approach.

In conclusion, all the approaches of classroom management have its strengths and weakness. These theories were popular means of managing classroom in different period of time and even now they are equally popular in different parts of the world.

My Stance

Teachers are the changing agent of a society and future of students. Parents always have greater expectation towards their children to adjust them in society in days ahead. After accepting all the responsibilities, when a teacher enters into the classroom, he/she finds a lot of challenges. Inexperienced teachers always finds difficulty while teaching inside the classroom and they follow the technique of maintaining behavior what they have been practiced from their classroom. For them it is necessary to aware of modern disciplinary methods, especially the techniques of child friendly education. For this, they need to make understand the concept, challenges and possible ways out to cope of these challenges.

It is accepted that the teacher makes their stance of understanding about discipline from the training and academic study that they have got and students learn from their teachers and family members. So, the focal disciplining approaches are determined by the activities of a teacher in comparison to other stakeholders. The theories which are discussed in the previous chapter provide us varieties of information related to classroom discipline management. These theories are different in their understanding and practical application. At this stage, I don't like to argue any of these theories and its practical application inside the classroom. The most

important aspect is to find out the possible link between teachers, parents and students understanding, their challenges and ways out of those challenges that they have practiced inside the classroom. It is important to know different stakeholders' perception about discipline as it is the determining factor for the disciplinary challenges in the classroom and way out to cope up with those challenges for students' behavior modifications. Furthermore teachers are the responsible person to manage discipline inside the classroom and teach proper discipline to display outside the classroom. In comparison to other stakeholders of education teachers have greater role in maintaining discipline.

Literature review of this study indicated that there is big number of theories and approaches to cover disciplinary problems in the classroom. But all the theories are not able to cover the practices prevailed in our schools and need more research on it. The concept of understanding discipline has been changed from time and again. In present context, child friendly classroom environment accepts discipline as a part of learning. There is no hard and fast rule to maintain discipline inside the classroom. Child's best interest is the important part of learning and my stance is to replicate this idea and find way out for effective discipline in the classroom.

For the purpose of this I have selected two philosophical aspects (behaviorism and mentalism) and only three theories as the eyes of my study. They are; assertive discipline approach, discipline with dignity approach and reality therapy approach. I would like to view my participants' voice on the basis of these three theories.

In subsequent chapters, I would like to explore the experience that teachers, parents and students have got in the process of classroom management.

Effective Classroom Management

Classroom management is a practical activity. It is important for creating positive behavior inside a classroom. Research has suggested that effective classroom management is very essential for 'learning achievement' to the students (Center on English Learning and Achievement, 2000; Cotton, 2001, as cited in Ward, 2007). In effective classroom management, the term 'effective' is looking for the answer that might have perceived by various people in different period of time. Having control of a classroom and avoid the disorder are crucial aspects of effective classroom management. Only in the effective classroom, students get optimum opportunity to learn the pre-planned lesson. In general, when misbehavior occurs in the classroom, teacher shows the list of rules to be followed, simply to let them know its' consequences. Not only this, for effective classroom management, it is necessary to explain the consequences of misbehavior that students show inside the classroom.

McIntyre (2008) mentioned that effective classroom management is simply like driving a car as there is right and wrong way to perform the task. Here the primary objective of a classroom discipline management is not only to reduce misbehavior but also to create pleasant learning environment inside the classroom. For this purpose, the concerned authorities need to teach the children reason behind appropriate behavior. It is because simple rules cannot teach the children deeper meaning behind applying those rules and regulations. So, Cotter (2006) believes that making aware of moral and ethical values are necessary for the academic development of children.

Effective classroom management is a way of achieving effective teaching and learning. One of the most important aspects of effective classroom management is to prepare classroom rules and regulations. The rule in the classroom suggests that

teachers are there to teach and students are there to learn. It provides a framework for teachers and students to feel safe learning environment. The main purpose of effective classroom management is to create productive learning environment. For this effective classroom management practices need to be applied. So, key to effective classroom management is to maintain proper environment for learning (Coetzee & Morne, 2009).

Empirical Studies on Classroom Discipline Management

There are various research conducted in different parts of the world regarding classroom management and classroom discipline management. In the following sections, I am going to mention the conclusions of those reports available for the purpose of my research. The research entitled '*An Exploration of Disciplinary Approaches to Classroom Management in Selected Northern Area Schools in Port Elizabeth*' by Erasmus (2009) concludes that the management of discipline is one of the important aspects of teaching and learning. Teachers cannot teach in an unmanaged classroom situation. Promoting self discipline is also the important aspect of classroom management and only the teacher and parents can help to promote self discipline in the classroom. He concludes that fostering self discipline is challenging task for the parents and teachers. In his words, professional guidance and empowering programmes can equip the teachers to foster self discipline to the students (Erasmus, 2009).

Another study produced by Coetzee (2009) entitled '*An Exploration of Effective Classroom Management in Three Different phases of a Primary School in a Small Town in Southern KwaZulu Natal*' mentions that effective classroom management utilizes the various approaches in the process of teaching and learning. There are various issues related to effective classroom management such as

commitment of a teacher, teacher's initiatives, application of rules and regulations and collaborative culture etc. In conclusion, he has mentioned that effective classroom management can help to foster effective educational environment. Unmanaged classroom environment promote tension and frustration to the teachers. Not only this, important time of a teacher will be wasted to control the crowd and erode the teaching time. Thus, it is necessary for all the teachers to develop proper classroom environment.

A study entitled '*The Influences of Classroom Characteristics and Teacher-Student Relations on Student Academic Achievement*' by Anna (2009) concludes that there are higher risk of students and school failure in days ahead as there is risk in classroom teaching of behavioral problems. Furthermore, if the students have close relationship with the teacher, they try hard to understand the lesson taught, by any means. One may imagine that the classroom which has lower academic risks have less vulnerable classroom in comparison with the other type of a classroom. The study concludes that classroom which has higher mean of academic risk has negative effect in the performance of a student. It suggests that group of students with higher academic risk create chaotic situation inside the classroom and it hampers with individual learning. Therefore, those venerable students are less hard working and as a result, the influence with the relationship of teacher may be weakening.

A study conducted by Rockey (2008) entitled '*An Observational Study of Pre Service Teachers' Classroom Management Strategies*' concludes that one of the major teachers dissatisfaction in classroom teaching is the student discipline problems (Liu & Meyer, 2005, as cited in Rockey, 2008). The study has illuminated the insight of pre service school teacher whose issues has made dissatisfaction in the effective classroom management. The findings from this study has offered different

programmes like 'teachers' can offer teacher preparation programs, teacher educators, and school districts recommendations on how to prepare pre-service teachers for the challenge of teaching in the 21st Century programme', teachers educators' etc. (Rockey, 2008).

The other research conducted by Singh (2009) entitled *'The Implementation of Positive Discipline for Instructional Improvement'* concludes that classroom discipline has two main goals: "to ensure the safety of staff and learners, and to create to environment conducive to learning" (p. 49). He further mentions that involving parents in schools help for maintaining appropriate discipline. He concludes that involving parents as volunteer from the community help for promoting positive classroom. It is difficult to suggest unique rules and regulation for the management of a classroom as each class, each learners and each situation are different from one another. The stakeholders such as teachers, parents and students are needed of school discipline practices.

The other research entitled *'Effective Classroom Management: Teacher Preparation and Professional Development'* prepared by Oliver, Reschly, and Oliver (2007) concluded that for positive educational outcomes, the teachers needs to have ability to organize the classroom and manage the behavior of their students. It is necessary *to have comprehensive* teacher preparation and professional classroom development programmes to manage the behavior of students. To enhance the academic performance of a student, effective classroom organization is very necessary. He has stated that, only the highly effective classroom teaching can't solve the problem of classroom behavior. It only helps to reduce such behavior by motivating higher rate of academic success. In his opinion, it is schools' responsibility to help to prepare new teachers to address the challenges for positive

classroom management. For creating a positive classroom environment, in-service teachers training programmes are necessary. It can be only possible by providing useful content and supervised experience outlined in the classroom setting. For effective classroom management; clear guidelines are necessary, including school structure, school environment and employing active supervision of students' engagement etc. Furthermore, Implementation of classroom rules and regulations, encouragement appropriate behavior is necessary for modifying effective classroom management (Oliver, Reschly, & Oliver, 2007).

A study conducted by Yasar (2008) entitled '*Classroom Management Approaches of Primary School Teacher*' concludes that a basic principle for classroom management is to support teaching learning procedure. Generally constructivist learning situation, self regulated system of learning is highly promoted. The findings of this study bestowed that teachers still widely use the traditional approach of classroom management such as reward and punishment. This indicates that teachers are still regarding teacher centered approach as one of the useful method of classroom teaching. He concludes saying that trainings are very helpful for the teachers who want to lead their classroom under constructivist curriculum.

The other study conducted by Wilson (2006) entitled '*Teacher Perception of Classroom Management Practices in Public Elementary Schools*' concludes that the positive classroom management is 'quite effective'. It was also shown that teachers have frequently used negative classroom management strategies that lead for school climate. School management programme is necessary for improving the quality of a student as well as involved teaches of participating school.

The study conducted by Herbert (2005) entitled '*The Influence of Discipline Management by Head Teachers on Students' Academic Performance in Selected*

Private Secondary Schools of Busiro County in Wakiso District shows that head teachers have greater challenge to maintain discipline even when the students are aware of school rules and regulations. In students' opinion, they have fallen victims because of school administrators. As a result, students are unsatisfied with school judgments and violate the school rules and regulations and it affects their academic performance. As a result, students are seen unsatisfied with the school decisions and violation of rules and regulations of school and it has affected their academic performance.

In the process of this study, it is found that various forms of punishment were applied to maintain discipline in our school environment. These forms of punishment have led students more aggressive in nature of school environment. However, they agreed that these punishments are unfairly administered and they are not given for right cause of dissatisfaction. As a result, this raises student's anger which could result the violent behavior among the students. Such violent behavior may even lead a lot of damage to school property. Students feel unhappy when each and every offence is punished by suspension or expulsion.

The other research prepared by Kaliska (2002) entitled '*A Comprehensive Study Identifying the Most Effective Classroom Management Techniques and Practices*' concludes that there were several classroom management approaches that can be used for different level of classroom and school wide programme. For example, the discipline with dignity approach of classroom management was essential for handling the anger and disruptive behavior in the classroom. The main aim was to treat the students fairly, but not in the individual basis. This type of management approach strongly encouraged students to learn self discipline and responsibility. This type of disciplinary measure is useful inside and outside the classroom.

Research Gap

The review of literature presented above has shed some light on the issues and challenges of classroom discipline on the periphery of educational management.

Most of the documents related to the concept of discipline have focused classroom discipline as process of learning. It even shows that the word discipline is associated with numerous interpretations such as control and punishment. Oxford Advanced Learners Dictionary (2007) defines discipline as “practice of training pedagogy using punishment or imposing the behavior of oneself or someone else” (p. 433).

In Nepalese context especially in the context of Kavre district, I couldn't find any systematic research in classroom discipline management. Some journal articles were related to the topic but even they have not provided enough ideas for suitable disciplinary measure in our context. As a result, it is difficult even to understand the concept of discipline, find out the challenges and address the disciplinary problems.

In brief, a critical analysis of the studies that I have reviewed earlier did not provide a clear answer for the research questions. Much as I have studied the way school rules and regulations and control the students' behavior in schools, a gap remained undiscovered on how do different stakeholders (teachers, parents and learners) perceive the management of discipline in the school of Nepal. Not only this, I couldn't find the reasons of its challenges and ways out to those challenges.

In conclusion, this research has opened the door to further research to make more knowledge in this field for reducing the research gap for optimum use and management of discipline. Conclusively, review of related literature identified gaps in theories of discipline and practice. These gaps identified further justified the need to carry out this study.

Conceptual Framework

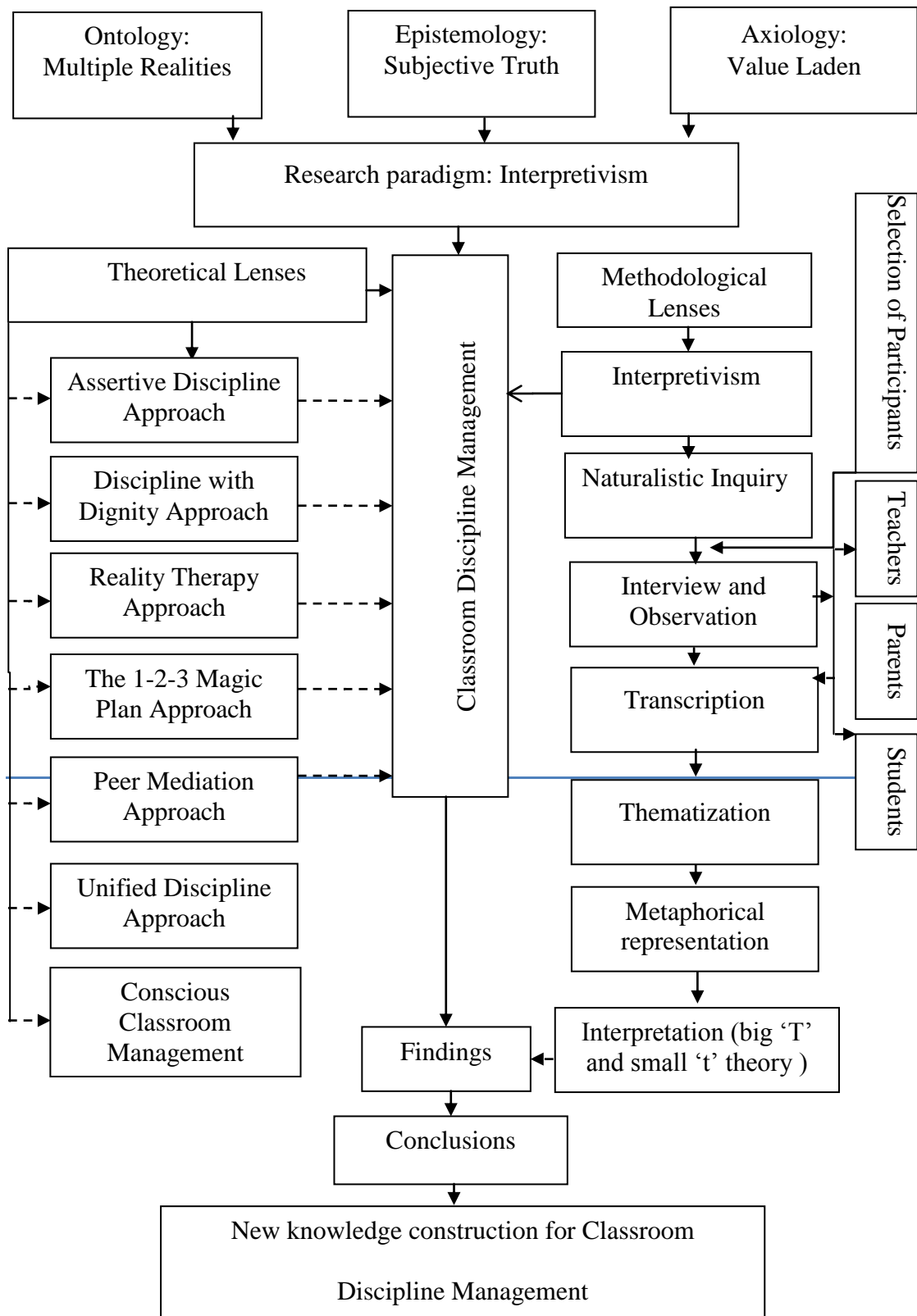


Figure 1. My conceptual framework.

My 'conceptual framework' is the railway track of my research study. First of all, I have analyzed 'conceptual literature' on classroom management especially on discipline management. Then, I have reviewed theoretical literature of classroom discipline such as assertive discipline approach, discipline with dignity approach, reality therapy approach etc. After this, I have analyzed empirical researches of classroom discipline published inside and outside Nepal. I have analyzed major theories to discuss the position of discipline management in the global scenario. After the philosophical analysis such as ontology, epistemology, and axiology; I reviewed all of them considering interpretative research paradigm.

On the methodological part, I have followed the naturalistic inquiry where the data were generated from interview along with classroom observation. Their perspectives were metaphorically analyzed with the help of theories that have been researched in the literature review. The findings of the research were made on two types of theoretical linkage. They were big 'T' and small 't' theories. After the theoretical linkage, conclusion and findings were drawn.

The central purpose of this study is to find the meaning of discipline perceived by the teachers, parents and students. Additionally, the purpose is to explore the challenges of maintaining discipline in the classrooms and find the way to measure those challenges. These issues are analyzed in this research in different sections. In this way, my thesis has been completed systematically.

Chapter Summary

The principal aim of this chapter was to present a literature review of classroom management and discipline. In order to reach this prospect of the research, the chapter started from definitions of classroom discipline and management; significance of classroom discipline; comparison between classroom management and discipline etc. After this, different theoretical perspective of classroom discipline management has been observed. Four different styles of classroom management is also described after the theoretical perspective of classroom management.

As the world is dynamic, the changes in theories are noticed in various period of life. I realized that without mentioning the paradigm shift in discipline management, the research would not address the ideas of people who wanted to jump in their latest theories. So, paradigm shift has been produced after the classroom management styles. In various parts of this study, I have highlighted effective classroom management which may confuse the reader about the concept behind it. For this purpose, I have described on what effective classroom management is. At the end, I have reviewed various researches conducted in different period of time by various scholars related to classroom discipline and management. It has helped me to conceptualize the gap in this research which led me to prepare the conceptual framework.

The next chapter will further explore the research design and methodology employed during this research project. To achieve this, I have conducted the research according to the naturalistic approach of study.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, I would like to provide detail methodology of the research design which is used to find out the answer of research questions mentioned in chapter I. This study is mainly focused on classroom discipline management in Nepalese context for what each teachers struggling in their own situation. A strong focus of this study is to find out the meaning of discipline in our context, find out the challenges and suggest the ways out to those challenges. In is important to consider that this study is not the end in itself, as perception of discipline might be different to the different stakeholders. Furthermore, challenges that they are bearing and ways out that they have devised in different context might be different. So, this study has opened new avenue to explore the challenges and devised the ways out for effective teaching and learning in our context.

The Research Design

The main focus of this research is to find out the experience regarding discipline management in school scenario, challenges that they have faced and ways out to those challenges. The aspects mentioned above are analyzed from the perspective of teachers, parents and students in classroom situation. Here in this research, I have analyzed the different stakeholders' perspective from the consciously experienced persons who are directly related to school management periphery. This study therefore seeks to understand the knowledge gained by different stakeholders form constructivist philosophy from their everyday experience.

This research was analyzed using naturalistic inquiry approach as it is a kind of qualitative approach. The primary objective of this research is to find out the experience of teachers, parents and students as a part of their daily activities. The reasons for selecting this approach are to help the teachers for improving their classroom situation as well as to create awareness for discipline management.

The particular interest of this research is to find out the perception made by teachers, parents and students in the classroom setting. For this purpose, I have selected the teachers, parents and students who are information rich and full of experience. I have made reflecting interview, observed their classroom and made a note about it. After the analysis, I have explored the possible ways out of discipline management inside the

I found topic selection to be a very difficult task in M. Phil. thesis but the more difficult part was the selection of research paradigm. At the beginning of proposal development, I chose mixed methodology. After visiting my professors and conducting pre-study assessment, I changed my approach. After that I realized naturalistic method is more applicable than mixed method as naturalistic method was more into engaging research that probes for deeper understanding rather than examining surface.

Source: Reflection Note 3, 2013

classroom. I have recorded important part of interviews with the recording devices. In my understanding, it helps for the reflective part of teaching process. It also helps for the important of quality education inside the classroom.

I have made unstructured interview with all the participants as it was naturalistic research. The chief purpose of this process is to gain understanding as well as biographical history of teachers, parents and students. The participants detail

is mentioned in Appendix E, F and G. The in-depth interview was helpful to provide an opportunity to get an insight on various aspects of classroom management. Those are some of the aspects of acquiring ideas in this research. I would like to describe more in subsequent chapters.

Philosophical Stance

A cohesive and thoughtfully constructed personal philosophy can provide the foundation from which we can make the decisions and respond to instances of students' behaviour. The perspectives of ontology, epistemology and axiology have been determining instances to guide rest of my dissertation. In subsequent chapters, I have taken my stance on the basis of these three philosophical underpinnings.

Ontology: Relativism

Logy Ontology is a branch of philosophy related to the nature and structure of reality. In other words, it is a set of terms used to describe the world in question. Encyclopedia Britannica (2008) mentions ontology as a basic feature of reality. The term was first used in 17th century by Aristotle. For the purpose of this research, ontology is equally related to relativism. In other words, the realities that are hidden to the participants are subjective in nature. The knowledge that they have gained from academic study and daily experience determines the concept of discipline. So the concept may vary from person to person. When they face the challenges inside the classroom, they come up with unique solutions. That is the knowledge they constructed and it is our reality. Relativism believes that there is a scarcity of absolute truth and individual constructions helps to develop for generating new knowledge. In conclusion, nature and form of reality are different, so individual experience of classroom discipline management determines the reality of proper classroom management.

Epistemology: Constructivism

Epistemology is related to the nature of human knowledge and understanding which can be acquired through different kinds of inquiry. For the purpose of this research, human knowledge and understanding is constructed by the interaction between research participants. This process of constructing knowledge has long history as it began with ancient Greeks. Constructivism is one of the important branches of philosophy.

The philosophy of constructivism is based on the basis of human experience. We construct our knowledge from the environment we live in. The interaction we make with our surrounding helps to create sense of our experience. I believe that learning therefore, is a way of adjusting and accommodating the new experience.

From the perspective of classroom management, a constructivist teacher motivates students to gain the experience from the interaction done inside the classroom. Generally students become expert learners by questioning and arguing each other. This view believes that, the knowledge we have created is either incomplete or false. The truth is changeable and there is always room to reconstruct our knowledge. For many years, we believed that sun revolves around the moon but actually the truth was revealed later that the earth revolves round the sun. So, old view was reconstructed and made new. There are ample of examples where truths are reconstructed in different period of time.

Interpretative research paradigm reflects the meaning on human construction. In other words, the meaning is mostly related to the context that they live with. It can be influenced by history, place or culture. So in my belief, perfectly valid meanings are different from person to person in various time and situation. In interpretative research paradigm, researcher and participant both bring their personal narratives as

well as histories for encountering the research. These narratives are based on the experience they got from their daily activities and academic study. Therefore, a research method I have used in this paradigm tried to discover the understanding and experience of the people to explore the truths. Instead of searching for universal truths, I have sought deeper understanding of particular area of study.

On the whole, this research has objectives of understanding classroom phenomenon in a natural setting. I have tried to explore and interpret teachers, parents and students experience from their daily routine of classroom management. I believe that it can reflect the notion of interpretive research paradigm. So, the epistemology of this research is followed by social constructivist point of view. In conclusion, it can be said that people construct their meaning of reality from the everyday experience. As we live in the same universe, we share the activity that happens in our surroundings. From the activities that we conduct according to our culture, we construct certain kind of knowledge and that is our reality. As the time passes, we share this reality with other people experience and we gain the knowledge. So interpreting others voice to make reality is a process of constructivism.

Axiology: Value Laden

The term Axiology was first used by Poll Lappy in qualitative research, who was one of the early scholars of 20th century. In the 19th century, the term was used to investigate values from different fields. It is the science of how humans value and make value judgment. The value is to think to assign meaning and to determine the riches of properties. As we know, values are directly related to the human behavior. It guides and drives human behavior from various aspects of life. It works as a fuel for social, economical and political aspect of human life. According to Jones (2008), “the axiology of the researcher is paramount, since the researcher’s values will guide

the research, and the researcher's ethics will determine how participants are treated during the research process" (p. 117). In other words, axiology determines the link between individual and his world. In classroom context values is gained from school and is applied in community and vice versa. This type of concept is highly subjective in nature and therefore a person who holds the values can understand the meaning relating it to society.

Here in this research, I was interested in discovering the new dimensions and insight of discipline management in the classroom situation. In terms of classroom management, each individual are guided by the certain value that they hold from their everyday experience. The value aspect which they hold makes significant difference in maintaining discipline in the classroom. To understand the values of participants, I have devised in depth interview as well as observation tools in this research. From this, I have assumed that their values can be understood and reflected from their behavior. In other words, their insight on classroom discipline can be observed by the values that the teachers, parents and students hold.

Methodological Stance

The present study is designed on interpretive research paradigm which was possible in natural setting. Thus, naturalistic way of analyzing the voice of participants is the key concepts of completing this research. It is argued that qualitative techniques are based on a constructive philosophy that assumes reality as multilayered, interactive and a shared social experience interpreted by individuals. There is an in-depth verbal description of phenomena where different qualitative techniques can be used to provide descriptions; the goal of each is to capture the richness and complexity of behaviour that occurs in natural settings from participants' perspectives.

Interpretivism

Qualitative research and interpretivism are interchangeably used in various contexts. In interpretative research design approach, social interaction is taken as the foundation for generating knowledge. As I have mentioned earlier, knowledge is generated from constructivist philosophy and is subjective in nature. It is explored by the in-depth investigation of social interaction. Understanding human behavior is a very difficult aspect of learning. So, I have investigated the participants' voice through various interactions in different period of time and analyzed using interpretative research paradigm,

A method of data collection determines the type of information that the participant hold. In-depth interviewing is one of the most common methods used in interpretative research paradigm. There are various ways how interpretivists judge the quality of their studies. They determine the quality of their research in terms of trustworthiness, credibility, transferability, dependability and conformability.

In conclusion, I have tried to understand the voice of the teachers, parents and students on the perspective of discipline management from their everyday experience which they have learned on how they have managed or tackled to disciplinary problems inside their classroom. Many teachers are still having challenges to cope with the classroom situation. Thus, I have tried to bring forward those challenges for further discussion and research.

Approach: Naturalistic Inquiry

In naturalistic inquiry, it is important for gaining the in-depth understanding of people, programme, and environment. On the other hand, it can be said that naturalistic research is never completely value free. Interpretative researchers always believe on value laden nature of experience. Thinking all this in mind, I have decided to choose a naturalistic approach to inquiry.

Naturalistic inquiry can be ensured by naturally occurring interviews with teachers, parents and students which I have done in this research. These interviews were made in natural setting with a live school context. Here, I have not tried to manipulate the research setting but it was naturally existed. "The constructivist paradigm (Guba & Lincoln, 1994), upon which this study was modeled, was previously termed naturalistic paradigm" (Lincoln & Guba, 1985, as cited in Youssef, n.d., p. 12). In the process of interview, I didn't attempt to manipulate their voice but their experience was received, studied analyzed. I have analyzed the different contexts of participants by exploring their in-depth understanding. For this, I have included their feelings, beliefs, and actions in this research. I believe that life is as it is and the things that happen as the situation that they will be. So, the knowledge is constructed in day to day and moment to moment struggle of life and gained in real situation.

Here in the naturalistic study, I have tried to understand the social problems from the multiple perspectives. This study has been prepared natural setting. As an interpretive researcher, I have tried to study teachers, parents and students perception on the meaning of classroom discipline, its challenges and measures to undertake things in their natural setting. To make this research as natural as possible, I took the interview several times with the teachers, parents and students. I observed in real classrooms minutely and even questionnaires were developed to make sure of their trustworthiness. What I feel here is the best tool to explore classroom discipline management in Nepalese context (Reflection note 3).

Data Generation Plan

Process of generating data is one of the important aspects of this research study. Data generation plan is determined by the field study. In the following sections, I've outlined how the data has been generated and different approaches have been used attain the purpose of this study.

Sources of Data

For the purpose of this study, the primary sources of the data are generated from selected teachers, parents and students from three different public and private schools of Kavre district. The data were obtained using in-depth interviews for several times. To reflect the interview, classroom observation was made in three different schools. The in-depth interview was recorded by means of recording device after the participant consent. Data production instrument such as interviews and observation was closely looked over for in-depth analysis.

The Data Generation Approaches

In qualitative research, data generation refers to the theory and methods used by the researchers to create the data for further analysis. In this research, data

includes documents, human participants, schools and other organizations etc. I even have included quotations, transcripts, observations, field notes and reflections. I have collected the data in natural setting using unstructured interview and guidelines. The guidelines and report of observation is attached in Appendix B (p.187).

Selection of the Participants

In naturalistic study, there are not any standard rules and regulation for selecting participants. It depends on time and situation. For this research, I have conducted several interviews followed by twelve major interviews with different school teachers, parents and students to obtain multiple perspectives about discipline management. I have collected the participants from their real world to discover their experience in a natural setting. I have collected peoples understanding as a first hand primary data. With this thought in mind, I have selected the teachers who are teaching in grade 6, 7 and 8. Each of the teachers met the criteria of having completed at least 10 years of teaching experience at their current school and students were selected from the principal's evaluation. There were three types of students, the best, average and undisciplined. And the parents were selected in terms of frequency of visit in their respective school and interest towards the school. The selection of respondents and their account details are mentioned in the Appendix E, F and G.

Justifications of Sample Selection

Here for the purpose of this study, I have selected numbers of teachers as they are regarded the key persons to maintain discipline inside the classroom. They are believed and accepted by the students more than their parents. Students as well as parents both of them want teachers to persuade disciplinary rules and regulations to the students. Disciplinary rules and regulations are created, applied and monitored with the help of teachers. Teachers also have vast experience of classroom

management in comparison to parents and students. Thus, for the purpose of this research, I have selected 6 teachers for gaining multiple perspectives in the wide range of situation. Two teachers are from remote public school, and the same numbers are from privileged semi public school and public school. All the teachers have more than 15 years of teaching experience.

On the other hand, I felt importance of parent involvement in classroom discipline as they are the one for social audit. They are the real evaluator/ monitor to check whether there is proper discipline inside the school or not. They select the quality school according to their perception of discipline. It is very important to know their understanding of discipline.

For this study, I have even included students as participants because they are the one who really perform disciplinary behavior inside the classroom. Without understanding their voice, it is difficult talk about proper disciplinary measure inside the classroom. Evaluation of disciplinary measures can really be made from the students. And I feel that it is one of the effective ways to maintain discipline. Furthermore, it is helpful to understand their perception, challenges and way-out of disciplinary measures. So, students are the other major participants in this research.

Strategy of Inquiry: In-depth Interview

In-depth interview is the prime tool to obtain research data for this study. This was flexible and open ended style. I have tried to focus on peoples' real experiences more than general beliefs. So, here relation between interviewer and interviewee had played important role. In other words, it is necessary to have good relationship with the researcher and participant to generate the real narrative experience. Here frequency of interview depends on interviewee and the interviewees' time. Mutual

cooperation is necessary for gaining the appropriate data for the purpose of research analysis.

For getting the real experience of people, I have carried out in depth interviews in different phases. It has helped to understand the research problems for further investigation. I was aware on the duration of interview and number of questions. To gain the multiple perspectives from the participants and resolve the misunderstanding, I conducted the interviews several times with interview transcripts.

There were various issues while having in-depth interviews for the purpose of this research. One of the important issues was the relationship between researcher and the interviewees. I tried to address this issue by several means. To establish the trust, I have explained the pre understanding of the context to make confidence to the research participants. Second, I have re played the recorded data for verification of research participants. There was greater flexibility to restructure and reuse the interview question for the purpose of gaining insight story. To gain deeper information, I have tried to focus on the purpose of this study and research question mentioned in chapter I. I found that communication skills were one of the important aspects of effective interviews. To gain holistic biographical picture of research problem, I needed to be experienced and trained. Participant's background and teaching experience has helped a lot on collecting information rich data.

Metaphorical Representation

One of the key features of this study is metaphorical representation which is regarded as systematic and scientific study of mental models. It helped to form coherent pattern for individuals talk. I have generated the themes of data in metaphorical title to reflect the reality in varieties of ways. Metaphorical structures are mainly helpful to generate for further meaning of discipline, challenges and ways

out related to classroom management. To create lively link between data and theory, metaphorical representation has helped a lot. According to Storrow and Georgakopoulos (2013), "metaphorical analysis is useful tool for understanding the complex nature of phenomena" (p. 87). In this research, metaphorical themes are generated from the underlined words of interview data that has been generated for the purpose of the study. To get the metaphorical theme, first I underlined key concepts expressed by the participants and by using those key concepts the metaphorical themes were generated. In subsequent chapters, I have also discussed the data collection plan and process, techniques of data analysis as well as ethical considerations.

Data Analysis and Interpretation

Data analysis is a regular process of research. I have read and check each of the interviews transcripts for authentic information and for further interviews was made with each participant. Following the process of in-depth interview, for the data collection, a more detailed analysis was made after transcribing the interview data. In the process of research analysis, the interview data was transcribed first. Then, I read through the data to search for emerging themes. After identifying the key metaphorical themes in accordance with research questions, I sorted out the data placing them under the relevant titles.

Ongoing data analysis process has helped me not to pile up for longer period of time. As a result, I could concentrate on single idea to observe the various perspectives. This has helped to indentify significant issues in the early process to look in subsequent data gathering sessions.

In an inductive process of data analysis, metaphorical themes were generated. Participants reflection on their meaning to discipline were grouped and t thematic

meaning drawn across all interviews. Converting the theme generated from the data was one of the challenging tasks of mine. In the article ‘Overcoming Culturally Dislocated Curricula in a Transitional Society’, Luitel and Taylor (2005) have mentioned that the perspective of metaphor as a powerful imaginary can be used to explore hidden and complex meanings of curriculum (p. 5). The main aim of metaphorical analysis is to reflect well known concepts in concise words. It also helps for better understanding of culture and its link to the society.

Word Repetitions Technique

Word repetition technique is one of the useful techniques of research analysis. It is called word based technique of research. The terms that are used to reflect for repetition technique are key indigenous terms ‘Key Words in Contexts etc. According to Ryan (1999), “If we want to understand what people are talking about, look at the words they use” (as cited in Ahmad et al., 2012).

In this method, I have highlighted the relevant words that have occurred frequently in the interview transcripts. I have analyzed the repeated words in informal mode. In this mode, I have read the text and noted words that people used frequently. For example, while conducting multiple in-depth interviews with Suman , a teacher from school A, I found that he repeatedly referred to ideas associated with ‘pursuing code of conduct’ as *rules and regulations, follow of rules, no rules of discipline etc.* These repetitions indicated that these ideas were important, recurring themes in Suman’s life. Furthermore, I have underlined those words and have displayed the relationships among these ideas by writing the metaphorical theme and explanations.

Theoretical Linkage: Big ‘T’ and Small ‘t’

Big T and Small t theories are popular concepts of research analysis. Generally Big ‘T’ theories refers to those theories which are widely popular and

accepted by big mass of people but small ‘t’ theories do not have wide coverage and historical background. Small ‘t’ theories have less coverage and more criticism. It has not been recognized by the scholars and perhaps never. Some of the popular big ‘T’ theories might include Marxist, Darwinian, Piagetian and Vygotskian etc. There are clear rules and regulation in Big ‘T’ theories and has enormous impact to the academic scenario. Big 'T' theories can show clean steps of its application in comparison to little ‘t’ theories. In this research, the theories that I have mentioned in literature review are big ‘T’ theories and the eye witnessed and perceived understanding from the participants after the analysis of data is small ‘t’ theories which might be applicable in certain time and area. Here in this research, I have found a distinction between these theories very useful. I have tried to relate both types of theories in this research.

Quality Standards

The issues related to quality standards of naturalistic study are: trustworthiness, dependability, credibility, and transferability. In this research these issues are handled carefully in the process of data collection, analyzing, interpreting and in the presentation of the findings. For the purpose of this there was cross checking process with the key informants and other stakeholders. The information provided by the teachers, students and parents were further crosschecked by other teachers and students during the regular teaching. These steps have helped to rectify the errors of information during the interviews. The wrong information was further analyzed by asking them to read and correct the script of interview and also asked in group meeting. The representation is the first problem of quality standard which was captured by giving equal priority to all the participants’ voice for the purpose of this research.

For the purpose of this research, following strategies were applied to ensure the trustworthiness and authenticity.

Member Check

For the purpose of this, I have provided the transcript of in-depth interview to the participants and my initial interpretations for verification. They were also contacted through telephone to follow up the interviews to gain further clarification.

Peers Examination

I have discussed the findings of this research with the thesis guide and my colleagues during the interpretation.

Thick Description

I have described the data considering myself a teacher in the classroom. It was useful to understand others voice being myself as a teacher with the help of supporting documents. I have made enough description to explore more perspectives. I have attempted to describe the classroom management from the perspective of mine as a teacher in sufficiently rich detail so readers could follow the research study and draw the conclusions.

Credibility

It is the criteria to check the truthfulness of the findings in context of research. Credibility is important aspect that a teacher needs to care while preparing the dissertation. Credibility is the character of a leader who is consistent in their words and action. In other words, the action of the researcher needs to be matched between their words mentioned in the dissertation. Credibility checks the truthfulness of the findings in the context of a research. From the participants' perspective, it is the reality of their information provided to the researcher and from the researchers' perspective; it is liable to him/her who has strong conceptual interest and

multidisciplinary approach for investigating skills. Contextual analysis is necessary to make the research credible where transparency is necessary. Here in the research, I have made systematic presentation of data production and analysis process to ensure credibility.

Dependability

Consistent results are related to the dependability of a research. Applying uniform method throughout the research helps to attain the dependability in a naturalistic study. An inquiry audit is a technique that can be used to consider dependability of a study. It helps to authenticate the data analysis and interpretations. This has been applied in this study. For this, in the process of data analysis, I have checked the results in detail with the research participants. I tried to relate theoretical framework and interview transcript repeatedly. I wrote my reflections, thoughts, and observations regularly.

Transferability

Transferability refers to transferring the research results into the similar situations or contexts. It helps to connect the research findings of a study and their own experience. This is the reason why I have kept the detail account of the environment surrounding by observation and included the rich description of that environment in my final report. For this purpose, even my sample population was comparatively large and varied so that readers of this research can confidently transfer the findings in other situations. The other way of ensuring transferability in naturalistic study is to select purposive sampling. It is usually done to gain representative picture to maximize the range of specific information by purposively selecting locations and informants.

In brief, to enhance the transferability of this study, I took the following measures. First, I tried to incorporate all types of stakeholders' voice such as teachers, teacher leaders and parents and students. Second, I asked the members to check if the results are credible to improve or not. Third, I asked my friends and guides for feedback to raise credibility. I believe that all these procedures help to ensure transferability to this research. I believe that it also helps for future researchers to determine transferring the results for their research setting.

Ethical Considerations

Rights of individual are extremely cared in this research. Growing awareness on moral issues and ethical practice has been noticed by various researchers. In the process of research, I have tried to preserve the rights and values of the participants. The study is focused on understanding how teachers manage discipline in their classrooms effectively, what are their challenges for maintaining discipline and what are the ways out to solve those challenges. The main purpose of this study is to produce ethically sound and insightful results. In doing so, all the participants' rights and values are given great priority. For this, I have treated each individual with utmost dignity and respect. For gaining easy access to the research, I selected the participant from my own school as well as the school I have worked few years ago. Furthermore, I have taken the written permission from the principals and teachers as well as parents from different schools. I have also assured the participants that the research findings will be shared with them. I am sure that all the participants took part in the study on their own willingness. I also have given them individual freedom to withdraw from the study without considering any negative consequences. To protect their identities, they were guaranteed for their anonymity by referring them as the teachers, parents and students of school A, B and C. Furthermore, I have made

sure to the participants that I was always serious not to make any physical or emotional harm to the participants by asking difficult question. Not only in interviewing process, even in analyzing the research data, I was seriously considering personal biasness and opinions to influence. On the other hand, I have selected the participants not because they are easy to access but because they were ready to contribute for generating new knowledge. I also have informed them that the data will be protected as stored in a safe place. Furthermore, I have mentioned the ethical concerns by the following three measures.

Informed Consent

First of all, I have informed all about the purpose of this research to my participants and taken consent from each and every participant. I also have taken the consent from research supervisor and other professors. I was seriously concerned on humiliating aspects to the participants.

No deception

After the analysis of data, I have revealed the research reports to the teachers, parents and students. I also shared personal experience to those who were involved in the preparation of this research reports.

Confidentiality

I was also concerned on the confidentiality of any information provided by the participants. I knew, this is one of the important aspects related to the ethics of the research.

Chapter Summary

The research design of this study has been divided into two different sections. They were: philosophical stance and methodological stance. In philosophical stance,

I have discussed about the naturalistic approach; ontology, epistemology, and axiology. Similarly, in methodological section; strategy of inquiry, selection of research participants, interview and observation process, data generation plan and approaches as well as quality standards and ethical consideration has been described in different headings.

Understanding the classroom discipline management techniques could provide valuable information for schools seeking to develop and improve their quality of education. I feel that such kind of information help the administrators to ensure effective teaching in schools. For the purpose of this; ontology, epistemology and axiology are briefly clarified with the help of different scholars' ideas. This research is based on interpretative paradigm and naturalistic inquiry is selected to complete this study so the methodology has been seriously selected for not to divert its key concept. This was done with reference to data collection, sampling, data analysis and declaration of quality standards. A purposeful sample of three schools enabled me to obtain in-depth information on the topic under review. In this naturalistic research, in-depth analysis of teachers', parents' and students' understanding and challenges were devised concerning classroom discipline management. Finally, ethical considerations were mentioned at the end of the chapter.

As mentioned earlier, the research paradigm was primarily naturalistic inquiry. The interview used in this research was unstructured. The research aimed at examining the meaning of school discipline from the perspective of teachers, parents and students and solicited ideas for its improvement. This research took place in the natural setting of formal schooling such as natural classroom as well as time after school.

CHAPTER IV

UNDERSTANDING MEANING ON DISCIPLINE

In this chapter, I have provided a detailed analysis of the first research question; i.e. how do different stakeholders (teachers, parents and learners) perceive the meaning of discipline? Here, I have explored the common threads of effective classroom discipline management practices as perceived by teachers, parents and learners in the schools of Kavre district in Nepal. Here in this research, I have explored whether the school teachers, parents and learners understanding differed regarding current discipline practices, factors that play a role in well-organized classroom discipline, barriers to effective discipline practices, and it also solicited ideas that might further enhance effective discipline practices. Each of the participants voluntarily participated in an unstructured interview as well as cooperated for classroom observation.

Children Learn What they Live with

If a child lives with criticism,

he learns to condemn.

If a child lives with hostility,

he learns to fight.

If a child lives with ridicule,

he learns to be shy

If a child lives with shame,

he learns to feel guilty.

If a child lives with tolerance,

he learns to be patient.

If a child lives with encouragement,

he learns to be confident.

If a child lives with praise,

he learns to appreciate.

If a child lives with approval,

he learns to like himself.

If a child lives with acceptance

and friendship

he learns to find love

in the world.

Bernadette Dick

The meaning of discipline provided by the teachers, parents and students from their everyday experience has been presented here. Teachers' meanings on discipline have been divided into five sub categories. They are: discipline as pursuing a code of conduct; disciplining as controlling; disciplining as organizing; disciplining as a physical punishment. Similarly, parents' meanings on discipline have been divided into four categories; discipline as indefinable term, discipline as a part of punishment; discipline as a regular and punctual behavior; discipline as control over learners. Similarly, students' meaning on discipline have been divided into three categories; discipline as bridling of learning challenges; discipline as a natural phenomenon for disable learners; discipline as a reflection of home environment.

Teachers Meaning on Discipline

The goal of education is to produce competent manpower for the development of any nation. Teachers are the change agent to provide such education to the children, so that they can apply the knowledge for their career. Systematic, useful and lifelong knowledge can only help them to tackle for their future. It has been mentioned that, discipline is often taken for granted as an excuse to enforce obedience but in present context, it is believed that discipline should lead for developing good manners, self respect and cultivation of integrity of personality. In this research, participant teachers have expressed their opinion on various perspectives. I have listed their perspectives in metaphorical themes.

Discipline as Pursuing a Code of Conduct

School code of conducts, in other words rules and regulations are prepared to set high standards of students' behaviors to support their learning (Problem statement, p.4). As the expectations increases, their code of conduct also changes according to the time and situation. Generally, codes of conducts are prepared to change

unacceptable and inappropriate behavior. These types of code of conduct are different from school to school as different school has its specific behavioral expectations. To make it consistent, government of Nepal also has referred some code of conduct to the school children (Word repetition technique, p.66). Not only the students even the teachers are bound to follow school rules and regulations. According to Ryan and Cooper (2004), "teachers and principals are duty bound to follow professional code of conduct in school" (as cited in Faaulufalega, 2008). This idea coincides with the opinion of Suman who is a teacher from school A, expresses his notion of discipline in school as:

In my opinion, discipline is the following of rules and regulations. In government schools, rules are followed but they are not strict. In most of the public schools, there are no rules of discipline in written form. It depends on teachers to decide whether the certain activity falls under disciplinary or not. I have heard that there is strict discipline in private schools, but it's not seen in my school as it is a public one.

School rules and regulations are prepared to set the standard of acceptable behavior inside the classroom (Literature review, p. 23). It is prepared by the teachers with the agreement of students and parents. According Tauber (2007) school's code of conduct is necessary to reduce the violence of schools and humanistic support so that all the students can feel themselves valued and respected (Tauber R. , 2007). It differs from school to school and country to country (Participant Interview, 2012.08.17). Here in our country, two types of behavior are seen in private and public schools. As it has been reflected in the interview, application of rules and regulations are different in private and public schools. Public schools are seen more liberal in

comparison to private one. But in both schools students are expected to follow school rules and regulations at all the time (Literature review, p. 23).

These ideas from scholars reflect that the rules and regulations are necessary for any institutions to run them smoothly. But rules and regulations could be different according to the situations (Literature review, p. 37). Similar view is expressed by Sabina who is a teacher from school B. In her opinion the same disciplinary rules could be strict disciplinary measure for one area which may not be the same for other.

Different schools have different rules and regulations. Some are seen in the written form and others are just in understanding. It depends on culture, customs and geography. Even social status makes the understanding of discipline different. i.e. rule for taking off shoes while entering the house is not applied in one school and all the places. The language we use at home might be different than at school.

Rules and regulations are necessary for various reasons. We cannot imagine organized societies without having proper rules and regulations. In school context, rules and regulations varies according to time and context. In every part of the world it is expected to have rules and code of ethics for all the teachers and students (Literature review, p. 28). It helps to maintain healthy school environment. Without rules and regulations, there would be chaos inside the classroom. In the process of classroom observation (Appendix H, p.198). I found a list of rules and regulations hanged on wall of class prepared by the students and teachers at the beginning of school session (Appendix H, p. 197). “The code of conduct and professional code of ethics give a framework for discipline, which assists in the prevention of discipline problems and the maintenance of disciplinary procedures” (Eramus, 2009, p. 43). School codes of conduct are prepared for better welfare of a school student. It is

useful to promote good behavior and demote unhealthy behavior of a student. It also helps to maintain learning environment inside the classroom. Sampurna a teacher from school C opines that there is code of conduct devised by District Education Office (DEO) which is standard enough to keep the students in proper discipline. He says, *“If we can apply the rules and regulations devised by the government, it is more than enough to keep the students in effective discipline”*. Such a code of conduct provides students and parents what the school considers important. Government of Nepal has circulated long list of do’s and don’ts to create healthy environment inside the schools (Literature review, p.76). This kind of code of conduct fosters mutual respect between teachers and students and makes the students responsible to change their behavior. A clear and consistent rule leads students on what is likely to happen if it is broken. Here government needs to monitor consistently, fairly and reasonably. Furthermore, according to the ‘Nepalese Schools Act’ prepared by Ministry of Education (2012), all schools are empowered to create their own disciplinary code (Gorkhapatra Daily, 2013).

Disciplining as Controlling

Disciplining as controlling is closely related to the authoritative classroom management (Appendix J, p. 206). Classroom discipline involves the establishment of learning environment, while controlling establishes the standards of performance and takes corrective action if needed. According to Saricoban and Bariskan (2005), control and discipline are two different aspects in academic scenario. In their opinion, control is imposing behavior by an authority where as discipline is acceptable norms by the participants (Saricoban & Bariskan, 2005).

One of the other reasons for controlling the classroom is to ensure attainment of instructional objectives. In other words, the most obvious reasons are to set the

stage for successful teaching and learning. In the past, controlling was taken as negative connotations. Today it is being understood as promoting productive learning environment (Literature review, p. 34). Through controlling, teachers establish and maintain the suitable learning environment where students feel comfortable. It is obvious that without controlling classroom environment, it changes into chaos and disorganized as a result students cannot learn properly. Without control, students will have lack of understanding and reflection. My participants of this research have expressed their deep concern of controlling behavior inside the classroom. Sabina a teacher from school C expresses her frustrations about the reality in the classroom control as follows: *“I frequently control the students by referring school rules and regulations. In severe case, I even suspend the student but on the next day it comes back to us. They say ‘I am not in position to suspend or punish any students’.*

Sabina's response clearly indicates that the teachers are dealing with lots of difficulties within the classroom environment. In other words, teachers are facing number of problems and issues in the classroom. In the classroom observation of school C, (See Appendix H, p. 197) I found that when the students are making excessive noise and coping answer from others' paper, teacher were ignoring their task as they seemed that they were quite tired. There is a little sense of support offered to teachers by the government to assist them in trying to help the learners, or themselves, with problems. Thus, the teachers' roles could be extended much further than merely being teachers. According to Sabina, trying to maintain discipline within the classroom context is a difficult task, but it need to be done -- even if in doubtful situation.

From the administrative perspective they are on the verge of protecting child rights. They feel that giving punishment to the little children is a matter opposed to

cruelty. Bhupal, a teacher from school C further explains: *“It is very hard, to control our students, I am tired of asking them to be quite. Sometimes, I give them mild punishment to control the students in the class. But they again repeat the same. If I control then severely, they bunk the class and do not come to school on the other day.”*

From the administrative perspective, not making proper educational environment at the school is depriving children to come to school. When we see the meaning of discipline provided by Bhupal from the parents’ perspective, it seemed that the teachers at these schools are unclear about suitable and effective strategies to sustain discipline in the classroom. This is the reason that they tend to draw their experiences of previous effective discipline strategies. For instance, Bhupal and Sampurna teachers from school C respectively control their student by mild punishment. According to Shaver (2010), mild punishment such as losing privileges, isolating, detaining are good ways of punishment. In the same article, he has quoted Shaver (2006) that even parents and other staff could be involved punishing the child to avoid group punishment (Shaver, 2006 as cited in Shaver, 2010). They are trying to introduce in them a certain type of behavior by controlling what they are doing.

On this matter, students do not feel happy to have punishment in the name of effective discipline. Even when I was student, I used to feel that if teacher asks me more than once to show the good behavior, I would certainly change the behavior. But what I used to feel is that the teacher needed to have patience on changing me like students’ behavior (Literature review, p. 41). I didn’t feel that teachers cannot give punishment to us but I wanted to have comfortable punishment rather than corporal one.

Disciplining as Organizing

Even if there is a great difficulty in maintaining discipline inside the classroom, teachers are working hard to create some form of order and control. Consequently, it is fundamental requisite to manage the classroom for effective teaching and learning. Sushil a teacher from school B expresses a need for a daily routine within the classroom can be seen in the following response: *“If you have daily routine, you will never go wrong. We know what learners expect inside the classroom. Once they are trained about the classroom procedure, they perform what they must do or what they mustn't do”*.

The teachers are supposed to maintain orderliness and professionalism inside the classroom. They always aim to serve role models for organizing the classroom. A teacher from School B Sushil opines that *“Classroom organization is one of the important factors for maintaining discipline. There are various ways of maintaining order and it always depends on age and interest of the learners. Even the teachers' presence inside the classroom plays vital role in maintaining discipline inside the classroom”*. It is true that discipline can be learned through imitation of behavior as expressed by Sushil. Student's expectation can only be fulfilled if they are in role model. When they are in neat and tidy dress, they don't need to be explained all about it.

The further idea is expressed by Suman who is a teacher from school A. He says, *“Classroom management is one of the great skills that a teacher needs to have. Skillful teacher always have less disciplinary problem inside the classroom. Well organized teacher can treat each individual differently as a result it helps to promote self interest to the every learner”*. He further claims that the teachers' need for an organized classroom. According to Shawer (2010) "classroom organizing strategies

guide teachers to use and develop behavioral classroom protocols, including arriving in and exiting classroom, seating students, turning in homework, and going to the restroom" (Shawer, 2010, p. 2). Even in my understanding, experienced teacher can easily manipulate the behavior of a student to organize the class, in other words, disciplining students through mimes, gestures and moral lessons are the great skills of experienced teacher. The participant parent response indicates to promote self discipline amongst them; teacher needs to think of effective classroom management as one of the basic skills (Literature review, p. 21).

Participant students even accept the fact that control of discipline depends on teachers' strategy of classroom organization. A document published by 'Metropolitan Center for Urban Education' (2008) has devised some strategies to organize the classroom. In their opinion physical environment of a classroom can be organized by displaying world maps, banners or signs to welcome students, children's individual photos, books and desk arrangements (Metropolitan Center for Urban Education, 2008). If teacher can organize the classroom environment well, even in small space students can learn a lot.

Skillful teachers always control the class using multiple strategies selected according to the situation. In my understanding, it is true as why every school wants to have experienced teacher for better school environment.

Disciplining as Physical Punishment

Bhupal, a teacher from school C, clearly positions himself as the authority in the classroom: "I see myself as a very strict teacher; *I am very strict in my classroom. My learners know when they get into my class; they can't just run in and make noise. They know that everything must be orderly, they must come in, and they walk in a straight line and go to their places. They must wait before I tell them to sit down, they*

must first greet me and then after that they must sit. Then obviously they know they have to take out their books, because they don't just come here to play or whatever, they come here to learn."

Bhupal uses his control and authority to maintain order in the classroom, by making sure that the learners adjust to a daily routine. The learners are aware of his rules and understand the punishment, if they misbehave (Literature review, p.21).

Bhupal's statement above exemplifies the control and authority by the teacher. The same context is further elaborated by Sampurna. He says:

Umm, when you try to convince your student more than two three times and he/ she do not obey any more, you have to use the measure of stick. For the stubborn students, it is only the way to control in the classroom or outside. Those students generally make excessive noise or run around. They even fight with their friends without no reason. In this condition, first we should try to convince them if not measure of physical punishment is necessary.

Sampurna's use of a 'stick' to confirm his authority is interesting, as it suggests that learners respond to suggestions of potential corporal punishment.

Another participant Sujata a teacher from school A explained:

... If you always feel sympathy to them they always take advantage of you and they want to run their class according to their wish. In this kind of situation, it is very difficult to maintain proper discipline inside the classroom. Finally, they do not obey the teacher at all.

This kind of classroom teaching represents the lived experience of teachers. McGregor (1960) puts forward his opinion in favor of punishment. He mentions in his article of theory X that "human beings refrain from work due to their nature. So, they frequently need control, motivation, award, and punishment (when necessary)"

(McGregor, 1960 as cited in Anna, 2009, p. 67). Perhaps in school scenario, this might be one of the reasons why teachers are in favor of corporal punishment. Each ideas expressed in these interview denotes important part of these teachers reality which consists of number of challenges endure each day.

Parents' Meanings of Discipline

Most of the participant parents reflected that they did not have much experience regarding classroom discipline management in school. It was because when they were young the only means of disciplining students were corporal punishment. Even in school, this was an integral part of classroom management. There were not any parents who did not feel corporal punishment at school. One or the other way, they have realized corporal punishment at schools. The participating parents understanding on discipline has been mentioned in the subsequent headings.

Discipline as Indefinable Term

Parent from school A opined that the term discipline is not easy to define. Though parents do not have much knowledge on maintaining discipline inside the classroom, they favored a parental involvement plays crucial role to keep their children in discipline. According to Shaver (2010) parents and other school staff could play important role to control classroom disruption in the process of teaching (Shaver, 2010). Participation of community members such as parents in the process of operational efficiency of school is very important.

Quality of education can be changed, when community members actively involved in planning and management of school. In several repeated interviews they suggested the reduced class size, strict application of rules and regulations could enhance better classroom discipline. This idea is further expressed by one of the parents from school C Harihar he says that “*it is difficult to recommend any disciplinary act as I was never learned them. I do not know what is proper discipline in the classroom is.*”. However, besides the parents' limited knowledge on other strategies in instilling discipline in schools, the majority of those involved in the study favored on parental involvement to keep their children in discipline. The alternatives

that followed were reduced class size, strict application of school rules and professional support. When classroom rules and regulations are strictly followed, the lessons are seemed smoothly running. (Appendix H, p.197)

During the interviews, I noticed how all those parents involved liked to be informed about the progress of their children at school.

Discipline as a Part of Punishment

It is true that, education system of our country has been developed from *Gurukul*. The practice of teacher was an authoritative whose final decision on punishment would be ultimate one (Literature review, p. 21). Few years back, most of the teachers used to believe that punishment make the learners intelligent, laborious and morally sound. According to Basaran (1998) discipline means changing expected behavior for the students by using reward and punishment when needed (Basaran,1998) as cited in (Polat, Kaya, & Akdag, Investigating pre-service teachers' beliefs about classroom discipline, 2013). One of the seven-grader students' parents Krishnaram from school A expresses his opinion saying "*discipline is a part of punishment. In our time, teacher used to keep us in strict discipline. That time, the study was nice but now teachers are not so strict, as a result quality of school is deteriorating."*

Most of the parents were grown up in the similar culture. In the report prepared by UNESCO (2004) mentions that the teachers and parents confessed on beating children because they were beaten and humiliated in school and at home when they were children and so they have learnt to use the same methods to discipline children themselves (UNESCO, 2004). Even in my understanding as a parent, discipline what I understood is the same. Teachers feel that if the punishment is not

given for wrong behavior students do not come in learning track. This is the only way to keep the students in track.

Discipline as a Regular and Punctual Behavior

Punctual behavior of student always attracts attention and encouragement. Similarly, teacher's punctual behavior is model for the students. To enhance the punctual behavior to a student, it is the responsibility of a teacher as well as their parents (Literature review, p. 25). They can help to attend the children regularly with completing homework on time. Students may likely to show unpunctual behavior if they view time as flexible in their culture. As a result they come to class late or do not submit the work on time. More punctual students can help to slower classmates who sit nearby on their desk. When parents were further asked about how they have perceived the discipline, their answers differed from one to other. Punnya Prasad one of the parents from school B further expresses his meaning of discipline as follows;

In my opinion to perform good work is discipline. It always leads a person to success. Regular and punctual activities to fulfill certain objectives are the signs of good discipline. This is only possible if the teachers are strict. Elders always have experience on discipline management. So they instruct the little ones for good and bad behaviors. If children follow their elders' instruction, it is regarded as good discipline. Parents, teachers and senior member of a family teach effective discipline to the juniors but whether they follow or not depend on individual to individual.

All the parents interviewed were of the opinion that how every teacher behaves in their classrooms has a great influence on learners' attitude towards discipline. Parent from school B further claimed their dissatisfaction saying once he has visited the school and saw most of the students were outside the classroom. To

his surprise, there was a teacher inside the classroom. So, for this kind of in-disciplinary activities, he blames the school system. In his opinion, if a teacher comes to class to teach for only one subject, it will be difficult for him/her to have better control of the classroom. It is because there is no strong bond between teacher and student. In his claim, there need to be strong relationship between teacher and student (Literature review, p. 25).

Discipline as Control Over Learners

Most of the interviewed parents see discipline as control over learners. They believe that learners are not able to decide what is right and what is wrong and thus need constant supervision. However, there are some parents who see discipline as inner-control and thus attribute discipline to the ability to act responsibly. To some parents, this was not an easy question to answer.

Discipline is, in Krishnaram's opinion, *an inseparable part of classroom management which helps the teacher to maintain better learning environment as a result objectives of a lesson can easily be achieved.* Feldman (1997) considers classroom management as "managing students' behavior and planning of lesson, organizing of materials and controlling of behaviors etc. It's all because discipline differs from culture, geography and school environment" (as cited in Ahmad et al., 2012). Even in the classroom observation of school A, (Appendix H, p.197) I found that the lesson which was prepared very well was successfully fulfilled the objectives of lesson without any disciplinary problems. In this regard, Krishnaram one of the parents from school A shares:

It is not easy to define discipline. It differs from culture to culture, school to school. An effective discipline practice for one school may not be appropriate for another. i.e. in private school uniform is cared much but in public school it

is not of much concern. Nevertheless, certain norms and values are same everywhere, i. e. respecting seniors, loving juniors, helping each other, respecting others' properties, not quarreling or complaining, etc. It is taught by others but a person needs to realize himself or herself. Until the person realizes his/her responsibility, discipline always becomes a problem.

Sampurna feels that defining discipline is not an easy task as it differs from culture to culture and school to school. Importance of discipline depends on the type of school where the students are studying. But some aspects are similar such as taking care of others' properties, no complaining or quarreling etc. Maintaining discipline always gets successful when a person realizes the importance of discipline.

Classroom control is one of the great skills of a trained teacher. An experienced teacher can easily manipulate the environment and maintain proper learning situation. Interest, level and motivation are the aspects that need to be considered while controlling the classroom. Management of physical facilities such as board, furniture, and cupboard etc. also comes under the classroom management. When students' behavior is well controlled, these external factors can easily be managed. So, the teacher needs to give higher priority for controlling the classroom environment.

Learners' Meanings of Discipline

Learners are the key agent for maintaining discipline inside the classroom. Their understanding of discipline plays decisive role in maintaining discipline inside the classroom. It is important for the teachers and portents to know about their understanding on discipline. Regardless of misunderstanding, it will be difficult not only to the parents but even to the teachers. Mutual consensus is necessary for preparing disciplinary environment inside the classroom. Their experience of discipline is counted important part of analysis in this research. Unlike teachers and parents voice, I have discussed their views in different metaphorical titles.

Discipline as Bridling of Learning Challenges

Most of the learners agreed that learning problems are a cause of misbehavior by learners at school. During interviews learners revealed that those with learning problems will often threaten to harm others when they would not give them assistance e.g. to copy the undone homework. I also talked with the learners who would always be roaming around the class when they are unable to do their work especially if the teacher is out. Some learners, it emerged during interviews, is not afraid of or worried about any other form of disciplinary measure other than corporal punishment.

On learning problems, e.g. no motivation to learn, academic failure or no learning skills, all learners agreed that such persons always misbehave in the class. In the interviews, they were able to explain the responses on the questionnaire they had already answered. Rameswor a student from school A expressed that "*those students who have learning problems always give trouble to whole class "*. Besides not complying with or not engaging in class work or activities when given time to do so, they often disrupt others. The students claimed that they usually develop strategies to disrupt lessons if they do not understand the lesson. Remina a student from school B

claimed, "*if my friends do not know how to do the assigned task, they generally disturb the class moving from desk to desk and group to group. Such a person even quarrels with those not willing to help him or her". Such a learner, Sabina a teacher from school B claimed, "*will sometimes sit quietly at his/her desk doing nothing."* He/she wants to be seen by the teacher to be busy with the work the rest of the class is busy with.*

Even in my personal experience, I have observed a lot of learners continuously disturbing the teaching and learning process in the class in the same way as revealed by teachers. Learners also expressed concern about the techniques of corrective discipline.

According to Mabeba and Prinsloo (2000) learners attitude towards learning is determined by the behavior that they show (Mabeba and Prinsloo, 2000 as cited in (Singh, 2009). In other words, those children who display good behavior has better academic portfolio in comparison to one who always misbehaves inside the classroom. Thus, attitude towards the learning is determined by the positive behavior that the student shows inside the classroom. Parents, too, express considerable concern about the kind and degrees of discipline employed in the classroom.

Discipline as a Natural Phenomenon for Disabled Learners

Concerning learners disabilities, the majority of learners who completed the questionnaire, agreed that they had observed disruptive tendencies from affected learners. The rest of the respondents disagreed that these disabilities had nothing to do with the learners' behavior at school. It is seen that without reform of school discipline, it is difficult to improve instructional environment of a classroom. In the process of classroom observation (Appendix H, P. 197), I have noticed that the

students who were having difficulty to recognize the word were not getting proper behavior² by the teacher.

In the interview, Rameswor a student from school A revealed that *the disabled learners are teased by others by calling their names on their disabilities and in their reaction they break the school properties or quarrel their friend, As a result, they tend to be aggressive and cause some disturbance in and out of the class.*

With the same question asked, all the teachers interviewed agreed that affected learners tended to disrupt classes during school. It is true that the physically affected students were sometimes aggressive and provocative. The agreed point is that the physically disabled child will fight for recognition in the same way as a normal person and the mentally affected will not be quite aware of his / her actions. I have also seen that the physically disabled students misbehavior in school and they expected to be pitied on, not to be punished like other learners. To me, some of these disabled learners seem to use their condition even to manipulate their teachers.

Discipline as a Reflection of Home Environment

A learner who does not receive love and care from his/her parents likely to have no respect for them and may well extend this understanding of discipline; including his/her teachers and the classroom itself. Many more such children live in community conditions that have badly affected their readiness for school as well. In view of Omar (2000) home and school environment plays greater role for inappropriate behavior of a child inside the classroom (Omar, 2000 as cited in Ahmad et al., 2012). In the process of interview with Rameswor, I came to know that his parent were very strict towards him. *His parents even used to scold them and did not provide with even the essential things like books, copies or pencil on time. They had*

² In this research, proper behaviour refers to avoid harming others and then to avoid being harmed ourselves.

to bear a big punishment if he loses the things. As a result, he feels freer in school than at home.

It also seemed that a child becomes so preoccupied with problems at home. For example, the marital problems being experienced by his parents that he is unable to concentrate in class and as a result they break classroom regulations. This was further explained by the same learner who says, "*My father always quarrels with my mother relating my case.*"

A learner's behavior may also be affected by the parents' economic status. For example, Rameswor may sometimes miss classes in order to do a piece work to help and supplement their income. He revealed the fact that he has missed so many lessons because he had to take care of their home as there would be no one. When he had been to school the next day, he wouldn't understand the previous lesson, to understand, he used to talk with his friends and the class would become noisy. As a result, the teacher was not happy with that situation and then he used to get punishment. Sometimes, parents themselves may foster misbehavior in their children. Often they interfere in what the educator is doing and refuse to allow their children to be punished, irrespective of what they have done.

In/Consistencies in Understanding Discipline

In this dissertation, I have repeatedly mentioned discipline as a process of learning. My understanding of discipline coincides with the reality approach where students themselves learn the distinction between 'good judgment' and 'bad judgment' (Literature review, p. 31). Teachers are only the facilitator in the classroom. They can only show the way out to the students but until they do not realize the importance of discipline, it is almost impossible to apply in the classroom. Many people believe on strict teacher to keep the students in constant fear for managing discipline but when

students get opportunity of freedom, there will be no way of controlling them.

Though many of my participants have expressed that clear rules and regulations can help to create proper disciplinary environment in the classroom which I feel partially true. It is not always the case because; there are hundreds of in-disciplinary activities for which it is impossible to list out rules. Again there will be difficulty in monitoring those rules and regulations with number of students. Fundamental basic rules are necessary to bring the students in proper discipline but I don't feel that it is the ultimate way of perceiving classroom discipline.

Unlike rules and regulations, controlling also helps to maintain discipline to some extent inside the classroom but it is again temporary. When the students are free, they will again start misbehavior and will be difficult to control. On the other hand it is authoritative way of managing classroom (Appendix I, p. 204) and very few people like controlled by others. Even many teachers do not like constant control to the students.

Proper organization of the classroom activities helps to maintain discipline inside the classroom, for this there needs to be enough planning preparation from the teachers' side. Even teachers need to have ample of time and resources for varieties of activities. This is considerable point as in many schools of Nepal that there is lack of furniture for students to sit, and how can we imagine enough materials for the teachers to teach. On the other hand corporal punishment is not a good solution of disciplinary problems because nobody likes them. It may seem working for short period of time but in long run student's future will be spoilt.

In my opinion guidance and counseling is one of the best way to understand and maintain discipline in the classroom. Until and unless students do not realize the importance of discipline and follow it, teachers constantly need to persuade them.

This way of maintaining discipline doesn't have any drawbacks and it is beneficial for both the teachers and students. Though it is time consuming method of maintaining discipline, it helps for the students in long run. According to the individual differences, the councilor might need different techniques for persuading the students. And ultimately it is one of the recognized techniques of discipline as well.

The parent perspective is true as discipline can be understood according to the situation where we are living. The term covers very broad area and the meaning of discipline differs according to the time, place, situation and people. For same disciplinary measure one may think as correct and others may not. Regular and punctual behavior helps to make good understanding between teachers and students. There is equal role of teacher and students to show regular and punctual behavior.

The learners' perspective is natural situation of the classroom as when there are disable people one or the other way, it makes differences in regular classroom activities. Teachers always need to work for creating natural situation in the classroom. Learning disciplinary act is a natural phenomenon and way of learning. When somebody breaks the rules or receives consequences, it is also parts of learning as they feel when misbehavior is done consequences are obvious. Home environment also plays vital role in maintaining discipline in the school scenario. The behavior that students have learn at home, is directly reflects in the school. So some understandings are quite useful for me and some need reform before we apply in the classroom. Teachers need to be oriented before they go to the regular classroom.

Chapter Summary

In this chapter, I have discussed the teachers', parents' and students' understanding of discipline. Some of the participant teachers expressed that discipline is abiding the rules and regulations in a school. The idea of rules and regulations

coincides with the views of parents as well as students. It is clear that there are differences on understanding rule and regulations from school to school. A type of rules may be good disciplinary measure for a kind of school and may not be so to the next. Thus, the rules of a school may differ according to the culture and customs of society. For this the government has shown little consciousness to implement school code of conduct in various schools of Nepal.

The teachers also believe that classroom discipline is the process of controlling students for the purpose of teaching and learning (Literature review, p. 24). They strongly raise their voice that the administrators need to be supportive on this matter. According to Sarikoban and Bariskan (2005) teachers are the first person to deal with disciplinary problems inside the classroom. But when they are unable to control the behavior of students, they generally take help from administrators. When the disciplinary care is involved with the administrators they want severe action and punishment from the administration (Saricoban & Bariskan, 2005). They have concluded that, if the head of school is not supportive, they cannot teach well in their classroom. But the students believe that controlling themselves by the teachers is not a proper disciplinary measure. They opine that teacher needs to encourage them for their self discipline.

There are a lot of differences on understanding discipline such as physical punishment. Some teachers and parents are in favor of corporal punishment and opine that it is necessary to maintain proper disciplinary environment inside the classroom but others strongly reject the idea of corporal punishment. It is because those teachers and parents who are guided by behaviorist philosophy of discipline management accept the concept of physical punishment but those teachers and parents who are guided by mentalist philosophy of discipline reject the idea of corporal

punishment. Even the students completely oppose and say discipline cannot be maintained by corporal punishment.

Students agreed upon the fact that learning problems may cause in-disciplinary activities inside the classroom. If they do not understand the lesson that teacher has taught, they try to copy the answer from others which is already in-disciplined one. Here, it seems that the teacher do not know whether students have learned or not as a result teacher do not understand what is happening in the classroom. Not only this, some other students may have learning difficulties and they cannot fulfill the expectation of teachers and parents. If the teachers and parents are not aware on this fact, they regard students as an in-disciplined entity. It shows that the teachers or parents who do not want to understand the student's problem may suffer a lot. Even the home environment may also play vital role on understanding the discipline of a child.

In conclusion, it can be said that discipline is understood differently by different stakeholders. Teachers' understanding of discipline is related to the rules and regulations followed inside the classroom. They believe that students' responsibility on maintaining discipline is more than their parents. In parents' opinion, they do not have much idea on classroom discipline but they said that they can help a little to maintain discipline inside the classroom by motivating their children for proper social behavior and students' opinion focused on self discipline which needed to be raised inside their heart.

All these discussion on understanding of discipline leads a kind of perception where discipline is not a lesson that is taught in the classroom environment but all the students need to be well aware of it. It is teachers' and parents' responsibility to make them aware on proper disciplinary measure. This doesn't mean that discipline is

imposing behavior. We need to care about dignity of students (Literature review, p. 31). While applying disciplinary rules and regulations, we need to be conscious on prestige and sentiments of our students. Teachers also need to be firm and strict to change the behavior of a student but not students themselves which is possible through reality therapy approach (Literature review, p.34). In reality therapy approach, students are made conscious on disciplinary measure by telling the consequences of in-disciplinary activities if they misbehave inside or outside the classroom.

Though punishment and control are ‘understanding of discipline’ for the teachers and parents. Modern understanding of discipline doesn’t accept it. People who were grown up with this philosophy still believe on punishment and control and see its significance in maintaining discipline inside the classroom. Students’ voice on discipline rejects this idea. They want child friendly environment without corporal punishment. In their opinion, it is truly possible to maintain discipline without corporal punishment. They are not completely against corporal punishment, but it needs to be applied in another way.

CHAPTER V

CHALLENGES IN MAINTAINING EFFECTIVE DISCIPLINE

In previous chapter, I have discussed about the understanding of discipline from different stakeholders (teachers, parents and students) perspective. All the participants of these studies opine that there are a lot of variations on understanding discipline inside the classroom. It is because there are no universal theories on accepting the understanding of discipline. I found few common understanding on discipline in previous chapter. It is found that environment of home and school also makes differences on understanding discipline. As a result, it has created confusion for devising proper disciplinary measures. These all the confusions of understanding holistic concept of discipline has led me to explore the reasons behind its challenges in schools of Nepal.

In this chapter, I would like to provide a detail analysis of the second research question; i.e. how and why is it challenging to maintain discipline in schools of Kavre district? Here, I have explored the challenges that the teachers, learners and parents faced at the school to maintain effective discipline. For this purpose, I have generated altogether ten metaphorical themes in this chapter. These themes were generated from the voice of participants expressed in an in-depth interview. In the participants' interview transcripts, key words were underlined and searched for the appropriate metaphor. I found it very inspiring and it would have been incomplete if my respected thesis guide has not helped.

Disciplining as a One Way Traffic

On the basis of my discussions with teacher participants, I came to use the metaphor of disciplining as one-way traffic to portray a major challenge for addressing disciplinary problems in the schools where I conducted this research. In my personal experience, teachers seldom acknowledge their weakness on maintaining discipline inside the classroom. The blame is usually laid on the learners and their parents, who did not bring them up properly. However, teacher can be the cause of students to misbehave inside the classroom. One of the parents Krishnaram from school A opines that *"some teachers do not try to understand the sentiments of students. Sometimes they humiliate them. This kind of activities doesn't help to make a good relationship with the students. Those teachers who do not respect their students cannot expect the respect from their students. Some teachers are so rigid to apply corporal punishment that they do not know other method of discipline."*

It is seen that the spirit of poor discipline reflects the ill disciplined learners as well as in-disciplined teachers who are not serious on completing their task. Respect in the classroom is two way process. Respect cannot be gained until respect is done to others. De Wet (2003) opines that the spirit of poor discipline is manifested not only in ill disciplined learners but also in teachers who are not serious on completing their task (De Wet, 2003, as cited in Erasmus, 2009). Furthermore, the other parent Harihar from school C opines that *"I have seen some teachers who are never prepared for teaching in the classrooms. They go to the class improperly, late and unprepared. As a result students do not respect them. Some teachers even complain the students and their parents inside the classroom and students do not respect those teachers. Thus the good relationship cannot be maintained with the student and teacher."*

As parents have expressed earlier that they do not have much experience on classroom discipline but they do have high degree of experience on children behavior. Considering this point, parents can help to maintain social behavior of their child as they do have deeper emotional bond. The same behavior can be reflected and judged by the teachers in a classroom. Those parents who do not have deeper relationship to their child cannot learn social behavior and cannot be reflected in the classroom which may lead for in-disciplined situation inside the classroom. Those parents have greater role in maintaining discipline inside the classroom. In the process of research interview parents were asked to identify the main causes of disciplinary problems in schools. They revealed that the home background of a child can be the cause and influence of the behavior of a child at school. They also agreed that type of family where children live influence the behavior of a child. A student who is grown up in joint family has better socialization in comparison to the child grown up in unique family. They even get more exposure and understanding in comparison to the small family.

At the early stage of childhood, children are very good on imitating behavior from their elders especially from their parents. So, parents' behavior is directly reflected to children behavior inside the classroom. In their opinion, some children lose their incentive for social values and cannot develop self control. They concentrate for their own difficulties instead of getting punishment that might have caused. From my own observation, I came to know that children do not agree because they are protective of their home background. Suman, a teacher from school A, adds "*If all the expectations are fulfilled by the parents at home, they do not obey their teachers and expect similar type of behavior at school*".

Teachers or parents criticisms inform that the student is important aspect on maintaining discipline inside the classroom. Some parents talk negatively about their teacher in front of the children. And children form similar concepts towards the teacher. According to Sujata, a teacher from school A, opines “*I have heard the parents complain about teachers in front of their child. This shows that their parents are superior then us and their child do not obey what we told them.*” According to Mills (2002) some parents do not have much regard to education so for those parents it is no use of obeying school rules and regulations (Mills, 2002, p. 22, as cited in Singh, 2009). This type of parents has different views regarding education. Generally, if the school culture is not met with parents’ expectation, they complain the teacher in front of their child. Here, parents have right to get education to their child according to their expectation but dealing with the teacher is different matter. If the parents are not serious on this fact, it doesn’t help to promote effective discipline inside the class and a student may be lead to wrong path.

Ignoring the *Atma* of Profession

Another major challenge for maintaining a disciplined learning environment arose from the discussion that teachers and head teachers do not pay much attention to punctuality which can be equated as ignoring the *atma* of profession. According to Faaulufalega (2008), “Principals who value role modeling as an effective leadership style to lead schools, believed in punctuality, honesty and commitment” (p. 90). In the process of interview with parents and students, they opine that teachers are careless to the students’ achievements. A student from school C Bikash opinions that “*some of our teachers do not care whether all the students are there inside the class or not*” As a result, students bunk class as their wish. In oppose to this point, some teachers argued saying students get late to enter inside the classroom after the end of

break time. In their argument, some teachers enter the classroom late and leave early. This is the aspect of ignoring professionalism of teaching.

To cover this point, one of the head teacher mentioned that when there is fixed allocated time for each teacher, it gets few minutes late to enter from one class to other. The other reason is that has been mentioned regular school assembly where teacher get few minutes late to enter in the classroom. It was also revealed from the interview that some of the head teachers of public school are not punctual on average. Considering the importance of punctuality, Kajubi (1997) argued that punctuality is important not only to the students but also for teachers, non teaching staffs and head teachers (as cited in Herbert, 2005). He further mentioned that head teachers needed to be the role model for maintaining discipline inside / outside the classroom. This is further elaborated by Bhupal who is the teacher from School C. He says "*Leaders of a school has significant role to change the school environment. If the leaders are punctual, helpful and hard working, they really can change the school environment. To achieve success in the school, the head teacher is to be expected as a good time manager and punctual on decision making.*"

There are various reasons to ignore the dedication in teaching profession. In our context, school teaching is not much respected profession. If the alternatives are not possible, a person becomes a teacher. Those teachers who are not trained do not have much idea on classroom discipline management and those teachers who are trained and in permanent post feel secure of their job and do not like to make effort for preparing learning environment. This is supported by Gibbes (2004), as he mentions that certified teachers are ill prepared from responsibilities, especially in the area of classroom management (Gibbes, 2004 as cited in (Yasar, 2008).

Ignorance Breeds Dilemma

Another major challenge that has been seen in discipline management is the ignorance of teachers as they are primitive nature which leads the school behind. When teachers have lack of knowledge and skills to maintain effective discipline inside the classroom, they generally use primitive method of classroom management. Long (1987) supports the importance of classroom management saying there is no other issue in education that has received greater attention (as cited in Yasar, 2008). In his understanding, many schools in the world are plagued by serious students' misbehaviors that have greater impact in teaching and learning.

There are various aspects that a teacher needs to deal inside the classroom. All the issues cannot be solved by some rules and regulations. Furthermore, there are varieties of students who have different interest and levels of understanding. Those teachers who are unaware of all these aspects of classroom bear difficulty in maintaining discipline. Those teachers who lack enough knowledge to maintain discipline in the classroom uses corporal punishment as a part of their ways out for the disruptive learners. As a result, students become more rigid and stubborn when they are controlled by corporal punishment.

Bhupal a teacher from school C opines *it is essential for a teacher to know about successful method of discipline. Before making decisions about discipline, teacher must have in detail understanding, knowledge and skills about various approaches. Otherwise there won't be any choice left for the students.* In our context, there are many teachers who are still untrained and unable to address diverse learning demands for a student in the classroom. This point supported by Bista (2004), in his report 'Girls education in Nepal', has mentioned that "teachers in Nepal are not qualified, dedicated and motivated" (Bista, 2004, p. 8). Not only this, poor

working condition and not enough benefits to sustain family inhibit less attraction for teaching profession. As a result, many people have selected teaching as the last choice of profession in Nepal.

On the other hand, a kind of relationship with the student is necessary component of a classroom management. Otherwise, students do not obey their parents and teachers. If students do not take their teacher as a role model, they do not learn anything in the classroom. According to Rahman et al. (2010), teacher needs to be a role model for students instead of using fine or verbal abuse. It is important to have motivational talk by the teachers to encourage the students learning. This is one of the real challenges that lie behind the implementation. More importantly, it helps to develop self discipline to the learners.

Entering a Blame Game Cycle

Another challenge is a blame game cycle with teachers, parents and students which has made it difficult to come up with an appropriate solution for the disciplinary problems inside the classroom. With respect to classroom related problems as causes of disciplinary problems at school, the study revealed that the teachers are to have control over classes. But some teachers disagree with the idea of control, and they shift the blame to the parents. They claim that home environment is one of the crucial components for maintaining discipline in the classroom. As a result, their children behave very well in the classroom. Sampurna a teacher from School C opines that “ *If the parents are well educated and well cultured their children certainly behave well in the classroom. Not only this, this types of parents are very cooperative if their children misbehave in the class.*” This idea is further supported by Marzano, Gaddy, and Foseid (2005) , as they opine that the powerful classroom management tool is to make aware of positive and negative behavior of a

child to their parents. It helps for two different synergic factors such as strong and continuous interest of their physical and emotional growth as well as continuous academic growth (Marzano, Gaddy, Foseid, Foseid, & Marzano, 2005). In other words, first there will be strong and continuous interest in the physical and emotional development of a child and second academic well being of a child is monitored.

On the other hand, school administrators have their own say regarding discipline in the school. They opine that if school teachers and non teaching staff are not co-operative, administrators cannot do anything in maintaining discipline inside the classroom. But on the other hand, teachers have their different voice to say.

Sabina who was the teacher of School B She says:

The main responsibility to maintain discipline is of school administrator. If administrator is not strict, it encourages for in-discipline in the students, even in staffs and other stakeholders.

The Department of Education (2001) has supported these findings because it emphasizes that the school management committee of each school needs to draw up a code of conduct to be observed in a school. This code of conduct needs to be administered in such a way that it sustains the disciplined school environment (The Department of Education, 2001).

The arguments and counter arguments mentioned above shows a kind of blame game cycle to each other. Rights and responsibilities are the two sides of a coin. One cannot claim for rights without performing their responsibilities. This is a big challenge as teachers are showing to the parents and vice versa. Even it is seen tussle between administrators and teachers which has created mismanagement in a school scenario.

Unbalancing the Moral Books

The metaphor unbalancing the moral books suggest about unfairness to the people. Here the concept of classroom discipline management balance is not observed in School A between punishment policies. It was further discovered that whole group punishment policy was applied without detecting the wrong doers. This has created confusion with the students. As one of the student Bikash from School C explained his annoyance as; *Instead of finding the problems, some of our teachers give punishment to all the students. For this, they call the complainer in front of the class and ask the name of students who has given him trouble. He even calls the students who have not done anything to him.*

In school situation teachers are facing lots of moral issues such as truth, honesty, judgment, caring etc. In fact these are some of the moral values that are needed to be cared. Nepalese education system has involved enhancing moral education for a long period. However, 'National curriculum framework for school education in Nepal' (2005) mentions that "behavioral changes in students were not found as expected" (Curriculum Development Centre, 2005, p. 14). Enhancements of moral values are necessary not only to the students but also to the teachers who are involved in teaching. Equal behaviors to all the students are necessary from the teachers because this behavior is a part of learning to the students. In the interview quoted above shows that teachers are supposed to be careful on each and every issue related to the students' behavior. Otherwise, even the innocent student may be victimized.

Rights Minus Responsibility

Rights and responsibilities are two important characteristics of human beings. One cannot care of rights without fulfilling their responsibilities. These two

characteristics are needed to go hand in hand. In the classroom context, teachers responsibility is to teach well and students' rights is to get good education. A book written by Coetzee (2008) mentioned that "a classroom manager should create a balance between the rights and responsibilities of all parties by making all learners aware of their rights and responsibilities" (Coetzee, Niekerk, & Waydeman, 2008, p. 232). When we introduce rights and responsibilities to the students, they learn to behave themselves according to the time, place and situation. For example, they start asking, is it the right time to do such and such? Or is it appropriate to do this task on this occasion? etc. When this like awareness is lacked in school situation students involve in breaking school rules and regulations.

It was revealed from the interview with Sampurna a teacher from school C that *behaviors of students are governed by the devised rules and regulations of a school. He confirmed that, if rights and responsibilities are not balanced, students involve in misbehavior and destruction of school properties. Not only this, they also involve in harming their friends in their academic performance. Sushil a teacher from school B agreed that *all schools have school rules and regulations to act as a guiding principle for controlling students' behavior*.*

On the other hand, if students are asked to involve in preparing classroom rules and regulations, they care of their rights and responsibilities. Asking them to prepare classroom rules and regulations are also a part of giving them rights and asking them to fulfill their responsibilities.

Sabina from school B and Bhupal from school C agreed that *students take part in making of school rules and regulations*. Similarly, the head teacher Sushil from

school B, argued that *discipline management is a collective responsibility³ and therefore needs every ones' participation and an involvement from students*. This was also supported by Mafabi et. al. (1993) who argued that concept of management is related to working with people to fulfill the organizational goals (Mafabi, 1993 as cited in (Herbert, 2005). Through an interaction with head teachers it was discovered that students' involvement for making rules and regulations helps them to realize the mistakes and prepares them to behave responsively when they commit wrong misbehavior.

Classes as Crowds

There are various reasons which may obstacle implementing rules and regulations in the classroom. It doesn't matter how rigid the rules and regulations are, still there may be indisciplinary behavior inside the classroom. Even in Nepalese context, these kinds of problems are frequently observed. A report prepared by UNICEF (2001) shows that in schools of South Asia, classrooms are overcrowded with "inadequate infrastructure such as insufficient learning tools and number of untrained teachers" (UNICEF, 2001, p. 3). When the numbers of students are large and classroom is crowd, it is really difficult of a teacher to control the classroom. Not only this classroom acoustics such as ventilations, furniture etc. plays important role for maintaining classroom discipline. According to Sushil from school B opines that "*It is really difficult to implement rules and regulations when classroom is crowded. Until and unless we have well furnished classroom, it's difficult to apply rules and regulations*". So, undesirable behavior might be the cause of uncomfortable classroom. According to Erasmus (2008), teachers face great deal of cases such as bunking, late arrival and fighting as a result of overcrowded classroom

³ Collective responsibility is a group responsibility as they are supposed to complete their duties on time.

(p. 39). There might be discomfort even as a result of poor ventilation and unsuitable furniture. If more number of children are sitting in a small desk, it also creates uneasiness inside the classroom.

Education as Life (?)

After the completion of certain degree, students expect to get a good job. In our context, more number of students has completed primary and secondary education in the past. This has led for unemployment problems to the educated manpower. Thinking this point in mind, students do not work hard for their study. This fact has been revealed by one of the participant of this research and if this can be a source of mis-behavior in the classroom. Referring to this in context, Krishnaram parents from school A opines a similar fact. He says *"my son has already understood that it's difficult to get a job in future. This also might be the case why he doesn't like to study. On the other hand, our curriculum is guided by the theoretical perspective rather than practical."*

According to Kyriacou (1989), there are various factors involved in students' poor motivation. Some of them are school performance, undisciplined behavior, poor career opportunities, low income and shortage of teaching equipments etc (as cited in Ozdemir, 2007). As it revealed that curriculum offered inside the classroom needs to be able to help for the future of student. The other reason might be curriculum offered is either not challenging or too difficult to cope with. As a result of this students may get frustrated and misbehave as a way of passing time (Schweber, 2003, as cited in Singh, 2009).

Corporal Punishment as a Quick Fix

From the various instances, I came to know that teachers are involved in corporal punishment to discipline the students. Nevertheless, the teachers have

indicated on *certain kind of physical punishment as necessary for maintaining discipline in the classroom*. Students also *have realized slapped, kneeling etc. at various periods of time*. In fact these types of behavior force the students to go out of a school. According to Skiba and Peterson (2000), corporal punishment strategy can create negative school climate and leads students for misbehavior (as cited in Ward, 2007, p. 29). The study revealed that the teachers frequently administer the corporal punishment. There are many examples where punishment has been used by the teachers. Although the corporal punishments take less than a minute, it has profound effects which may last for years. Even it could affect the school and whole society. Several findings of a research has indicated that, corporal punishment not only affect the physical well being of a student but also psychological.

In oppose to this, rewarding behavior always needed to be repeated. This has been referred in several terms such as positive feedback, behavior modification, assertive discipline etc (Literature review, p. 28). To apply positive feedback technique, teachers need to have readiness and willingness. It is always better for a teacher to apply positive feedback then focusing on corporal punishment. Well trained and experienced teachers are always in favor of positive feedback and they have less stress on managing their classroom.

Corporal punishment only can reduce the in-disciplined behavior but doesn't create pleasant environment for learning. This type of classroom management technique hampers both students and teacher. The study prepared by CERID (2006) concludes that the student did not like the physical punishment given by the teachers. It was also known that it was only a process of controlling children in order to maintain discipline in the classroom. It is concluded that using corporal punishment to discipline the student is challenging aspect to help for better learning. A similar

study made by CERID (2005) concludes that the system of punishment should be discarded. This will help to retain children in school (CERID, 2005).

Arming vs Disarming Teachers

The other teacher Suman from school A expressed that she has to deal disciplinary problem everyday at school. She has expressed her difficulty on maintaining discipline in the classroom saying;

“Corporal punishment is necessary in a limited extent because without punishment students do not obey the teachers at all. The problem is governments' rule, as they say, students are not supposed to be given any physical punishment; this rule which was not prepared consulting with the teachers. They say it is beyond the child's right...”

The problem in Nepal is that of implementing new concepts in latest democratic scenario. On the one hand corporal punishment has been banned and teachers lack knowledge and skills to apply non corporal strategy of classroom management. This opinion coincides with Castello, Gotzens, Badia, and Genovard (2010) mentioned that "Banning of corporal punishment is seen in various schools in world but no concrete guidelines are provided by the policy makers. As a result, teachers decide their own criteria to overcome misbehavior problem inside the classroom" (p. 88). Many teachers in schools of Nepal are still in favor of corporal punishment. Bhupal a teacher from School C further argues that *"Well, it's difficult to persuade all types of students. Natures of students are different from one to another. For some, just looking at them stops the undesired behavior and others need little corporal punishment. As the punishment is not allowed in our schools, as a result students are left free. Finally they do not follow the school rules."* Though there is banned on corporal punishment, government has not provided any means of

alternatives. Only a limited number of teachers got training to reduce corporal behaviour from the classroom.

Sampurna a teacher from school C further explains saying;

Students are left more and more free day by day. Though there are various ways to control the students' behavior; punishment is one of it. Even School and family environment decides whether corporal punishment is necessary to control students' behavior or not. Nobody likes corporal punishment but it's a bitter reality that some students must need this. Without punishment they don't stop their misbehavior. In our time teacher used to be very strict. They used to beat us with cane (simkinu). Students used to be much disciplined. But it is not allowed now. Learners are left free so their future will be blurred.

In his opinion, corporal punishment is useful techniques for maintaining discipline inside the classroom. Culture of a family and school environment are paramount factors of discipline control. When teachers were students, they were guided by the strict punishment policy and it has been continued now. Suman recounted how his corporal punishment strategy was worse at the beginning and later it worked well. He further said;

Few years back, I have beaten a student to a mark on his cheeks and there was a mark of four fingers on his cheeks. That day everyone was sad with me. I thought, I did a mistake but from next day the student was completely changed. Even today he respects me and remembers the incident of that day. He even appreciates my strategy of discipline.

This shows corporal punishment is necessary to improve the students' behavior but it might be the exceptional case. There were few other teachers who were in favor of alternative disciplinary measures to cope up with present challenges.

They believe that non-corporal punishment is far better than corporal punishment. And it is better means of disciplining students. Some other teachers are in favor of creating fear in the classroom. They believe that if students are left free in the classroom, they start misbehavior. In Sushil a teacher from school B opines:

Discipline can be maintained well by creating fearful situation but it can be transient. When students get freedom, they again show for in-disciplined behavior. Most important thing is whether students have learned the lesson or not. Discipline is secondary, without it if students learn, that is ok. If no discipline, doesn't matter. Only the best thing is to make them realize what is good and what not; this is all about discipline.

Planning and preparation are other important aspects of maintaining discipline in the classroom. Once we are well planned, it never goes wrong. Collaboration in preparing rules and regulation helps for proper management of a classroom. Sabina a teacher from school B expresses her challenges about maintaining discipline within the classroom as:

Once you have a daily routine, you will never go wrong. Regular and fixed routine on classroom procedure always helps for smooth running of school activities. For the preparation of disciplinary rules, all the stakeholders (such as teachers, parents, students and administrators) need to be involved. Inside the classroom students can help to prepare the rule for themselves which can be monitored by the teachers. For the teachers, school administration can help to make the rules and regulations and for the administration SMC (School Management Committee) can prepare the guidelines. Thus, the school discipline doesn't end at the level of the classroom which goes beyond the school area.

Sabina a teacher from school B is also in favor of this fact as she says regular and fixed timetable, and active monitoring involvement of stakeholders certainly help to create good environment inside the classroom.

Some other parents were worried about the discipline problem of their children. They expressed dissatisfaction that teachers are not dedicated to changing students' behavior. Harihar a parent from school C was critical on teachers' seriousness, saying:

I feel teachers are not dedicated to changing students' behavior. They go to school late. They do not correct homework on time. They do not make extra effort to understand the child's learning capacity. If the teachers are so, how can we expect good discipline from our children? The first thing is that teachers' behavior must be changed. As you know children always copy the behavior from the elders. So punctuality, dedication, hard work and positive mindset are the quality of a teacher.

The ideas mentioned above have left some thoughtful considerations and challenges in teachers' side. Dedication, hard work, motivation are some of the important asset of a professional teacher. It can be said that teachers' modal behavior always motivates students for learning success. Though corporal punishment is quick solution of students' disciplinary problem, it has long lasting effect. This is common problem in schools of Nepal. As a result of corporal punishment, students fear of going in school and they will psychologically be affected. Even there is the possibility of disabilities from the corporal punishment. Shrestha (2009) believes that children should be protected from accidents, corporal punishment and other risks or threats. Though there are many literatures and research reports which show dark side of corporal punishment, but UNICEF (2001) report mentions that teachers of South

Asia often considered necessary of corporal punishment to facilitate learning and to instill discipline (UNICEF, 2001). This fact is even reflected in the interviews mentioned above.

There are various reasons why corporal punishment is flourishing in schools of Nepal. Low social status of a child, poor economic condition of family, maturity, teachers' authority, and lack of accountability are some of the reasons of out of them. Though government has made some legal provision to stop corporal punishment in schools of Nepal, they lack monitoring and supervision. Even the rules are too broad and contradictory. Those teachers who are found guilty are left free without punishment. To stop all these violence there need to be child friendly and learner centered school environment.

Chapter Summary

Most of the teachers in this study have opined that maintaining discipline inside the classroom is not only their responsibility; even the parents are responsible person. In their opinion, if children are too pampered they would not obey the teachers and there will be problems inside the classroom. The other teachers who do not like the idea of parents; blame the teachers in front of their children which encourage students to misbehave in the classroom. The head teachers of selected school saw the challenges of discipline in adjusting the timetable of school. They further clarify this saying if time exceeds because of different extra activities such as assembly, adjusting days timetable is quite difficult as a result students get opportunity to misbehave inside or outside the classroom. The other teacher sees the challenges on the leadership of school. They opined that only a good leader can effectively maintain the discipline inside the classroom.

There is also a big confusion on using corporal punishment to maintain discipline inside the classroom. Some teachers believe that it is necessary to keep the students in proper discipline and others reject the idea saying teachers should not use corporal punishment. Teacher further sees the challenges on values and belief which plays vital role in maintaining discipline inside the classroom. The children who are grown up in good values and beliefs generally show positive attitude inside the classroom. Teachers opine that children who are grown up in well educated and cultured family show good discipline in comparison to the children who are not from well cultured family. Maintaining proper rules and regulations are the challenges inside the classroom. Some schools have rules and regulations and other schools just have in understanding. Students and parents involvement for preparing rules for maintaining classroom discipline is not found as many teachers do not have proper idea on it. Application of corporal disciplinary measures to all the children are not a good idea but many teachers do so as a result it creates confusion to the one who are not involved in in-disciplinary activities. From the teachers' perspective there seems a confusion of government rules as they lack other skills to maintain discipline in the classroom. Teachers themselves are confused on corporal punishment and argue saying if they take an action to the students at the end, they have to make clarification to the administration. As a result, they are careless on their children's' behavior. It shows that there is the challenge of alternative disciplinary measures to apply inside the classroom. Teachers do not owe much idea on it.

On the other hand, parents believe that the greater challenge of classroom discipline is not being able to understand the feeling of learners. They argue saying that teachers humiliate the children as a result students grow aggressive in future. They blame the teachers being rigid and are not trained as students learn same kind of

behavior from the teachers. Parents also blame teachers saying they are not punctual, and well dressed. They come in class late and sometimes drunk, which is already in-disciplinary. Highlighting the best practice of school, a study conducted by CERID (2007) shows that regularity and creativity characters are expected from teachers and students by the parents. The good school always implements code of conduct and even parents respect the norms and values by sending their children to school on time (CERID, 2007). Not only this, parents see the challenges on teachers who use the classroom platform for destructive criticism. The other challenges related to maintain discipline is no future of getting good job even if they are well educated. They opine that their children have already aware of this fact. Parents also see the challenges in teachers' behavior. They said that teachers are not dedicated on changing students' behavior. Teachers' dedication on maintaining discipline only can change the situation of a classroom but this awareness has great challenge.

From the student's perspective, they also see the challenges maintaining discipline inside the classroom. In their opinion, if teachers are not strict, students show indiscipline behavior inside the classroom. They clarify this concept giving an example of mathematics teacher who doesn't care much so students do not show good discipline inside the classroom. From the students' perspective, teacher's behavior seems challenging on maintaining discipline inside the classroom. They opine that teachers do not try to find the real problematic student instead they provide the whole classroom punishment. This strategy of whole class punishment creates confusion with all the other students as a result in-disciplinary activities grow more and more in the classroom. They further opine that consistency of implementing rules and regulation is the other challenge in maintaining discipline inside the classroom. If

rule are made but not applied in real scenario it creates confusion to the students and misbehavior begins inside the classroom.

These are some other challenges in maintaining classroom discipline raised by the participants. Though these challenges seem simple, they are not easy solving. Most importantly, each participants are blaming others showing that it was others responsibility of maintaining discipline inside the classroom. In conclusion, it can be said if every stakeholders feels their responsibility of maintaining discipline inside the classroom, it is possible to change effective classroom discipline without having corporal punishment.

CHAPTER VI

ADDRESSING THE DISCIPLINARY PROBLEMS

In previous chapters, I mostly deal with understanding of discipline from teachers, parents and students' perspective and challenges that they have faced while maintaining discipline inside and outside the classroom. It is a common issue for all the teachers and parents on how to guide the children effectively and humanly. The reasons for the differences are no doubt varied from the personality of the teachers or size and of class. Most of the parents believe that, teachers don't have enough knowledge and skills to discipline students inside the classroom. But teachers blame is toward students and parents as they are not grown up in proper disciplinary culture. This kind of blame game cycle has created a kind of hegemony to the stakeholders of education.

In this chapter, I would like to provide a detail analysis of the third research question; i.e. how can learners and teachers in these schools be guided towards adoption of measures that foster effective discipline? Here, I would like to explore the ideas that teachers, parents and students have gained in schools to maintain the effective discipline. The themes of the solution have been divided into three major categories. They are: teachers' views, parents' views and learners' views.

Teachers' Views

Though classroom discipline is considered a dilemma to many teachers, especially those who are recently involved in teaching. It is a serious concern and interferes with the teaching and learning process. In most of the schools in Nepal, effective discipline is taken as respect for schools laws and regulations for

maintenance of an established standard of behavior. As mentioned in chapter V, there are numerous challenges of maintaining discipline inside the classroom. In the subsequent chapters, I am discussing their ways out devised by my participants in in-depth interviews. Unlike other chapters, I have devised the themes in metaphorical titles.

Morality as Self Control and Realization

Despite a plethora of competing views about the nature and modes of disciplining, the metaphor of morality as self control appeared as the key solution after the discussion with the teachers. The participating teachers spoke of their expectations to have students with morally trained from their parents. It is a typical of Nepali teacher expectations that they would like to receive from those students who are ready to act as per their teacher commands without demonstrating any doubts.

According to Gibson (2005) teachers are supposed to be role models for the students (as cited in Faaulufalega, 2008). In the same way, (Creighton (1999) opines that they also need to be conscious for school community to make mutual understanding to the staff, students, parents and other authority (as cited in Faaulufalega, 2008). The data from this study indicates about clear understanding of students' unique role in maintaining discipline inside the classroom. Enhancement of moral values is a big challenge to the schools in Nepal. Teachers are the prime responsible person to encourage and assist students for the self realization of moral values. They are the one who guides for right and wrong behavior for the children. Moral values and discipline are two sides of a coin for maintaining discipline inside the classroom. Moral values are important to create safe learning environment and foster social and emotional skills (Davidson & Lickona, 2005). In other words, we cannot imagine the existence disciplinary behavior without having the existence of

moral behavior. Parents can help a lot to accept moral behavior to their children from the very beginning. This is one of the important methods of disciplining child inside the classroom. Furthermore, Sujata a teacher from A opines:

Maintaining discipline is a psychological aspect. Unless learners realize the importance of self discipline, even if he/she is educated nothing is possible to change. In our schools, teaching learning process on moral values has discontinued. There are very few lessons taught on morality. In my opinion, it is a very important subject to deal inside the classroom. The result of discontinued lesson also has created lack of respect to the teachers. They even do not care the school properties. They lack honesty and responsibility at all the levels. Self centeredness is getting increased, so love and affection are rarely felt in our learners.

I myself have faced such situations several times in school premises. Being as a teacher in different primary and secondary classes, I have tried to persuade different rules and regulations that are supposed to follow by the students. Unfortunately, many students are not seen realized from the core of their heart and repeat the same in-disciplinary activities repeatedly. Sometimes when students are fully aware of what is right and wrong repeat the same intolerable behavior repeatedly. One of the reasons for this like behavior is lack of self-awareness. Haracz (2013) opines that the understanding of self-discipline is different from person to person. He further says that some refer to it as self-control, self-improvement and self-restraint of will power (Haracz, 2013). The reason of in-disciplined behavior is similar to Sujata's opinion as she believes that discontinued moral lessons are the factors of discipline challenge in schools today. One the one hand, it is said that 'little knowledge is dangerous' and it is also seen that formal moral lessons begins in schools from grade eight. Many

schools teach this subject for the purpose of upgrading form one class to other rather than applying in real life.

Actors with Adequate Rehearsal

I have chosen the metaphor of teacher as actor without rehearsal to depict the chaotic situation of classroom which is the result of lack of skills in classroom management with the teachers. One of the reasons of misbehavior inside the classroom is government rule as even unskillful teachers are appointed for teaching. Indeed a teacher is an actor who needs to rehearse her/his performance before the actual on stage or on-set show.

The spirit of poor discipline in schools has not only shown by the difficult students, but is also exhibited by the teachers who are not serious in completing to their work. Forwarding this point, Sabina a teacher from School B narrates her experiences as:

I think when the teacher is not well prepared and serious on proper disciplinary activities; it is a recipe for ill-discipline. If the teacher structures a lesson in such a way that the learners are kept busy constantly, most disciplinary problems can be avoided.

Darling Hammond (2003) argue that posting good teachers in a school need to be an important agenda for any school leader (Darling Hammond, 2003 as cited in (Brandt, 2005). According to Darling-Hammond (2000) and Wilson, Floden, and Ferrini-Mundy(2001), there are so many research which suggests for well prepared, capable teachers for making impact on large number of students. Even the other teachers do not reject the idea of better preparation for better classroom control. Furthermore, teachers are encouraged to use guidance and counseling to control the behavior of a student. And according to the individual differences, learners need to be

treated differently. This is possible only when teachers make plans for each different type of students. I myself have realized very comfortable in teaching without any disciplinary problems when I was fully prepared. According to Polat, Kaya, and Akdag (2013), confronting with moderate level of teacher and student control is the preferred discipline model and high level of teacher control is the least preferred type of discipline model.

Parents as Active Participants

The metaphor of parents as an active participant refers to an expected amount of parental involvement in developing a 'disciplined' learning environment in schools. I have taken this metaphor of parents as an active participant to indicate the need of involvement of parents in maintaining classroom discipline. Those parents who could not involve directly maintaining discipline inside the classroom through their child blame teachers that they didn't help their child to become disciplined person. According to a teacher from school A Sujata says; *"Most of the parents who complain their child were the one who do not provide enough time to their child at home. They just look at some behavior of their child and blame teachers that they do not care. It is actually not fair. Not only this their children are most mischievous one"*

On the one hand, teacher might be the cause of students' misbehavior if they show wrong classroom behavior. But on the other hand, teachers are not ready to accept the reality that it is only their responsibility to maintain discipline inside the classroom.

In the process of interview, the majority of the teachers were eager to share their solutions about disciplinary problems related to the parent which they have faced in their classrooms. In an informal talk with several teachers, they commented that

they had many books and journals on the topic of learners discipline and had attended workshops where they have found that parents can play crucial role to help to maintain proper discipline inside the classroom. Nathan (2000) highlights the need for parent involvement in schools by asserting that neither the parent nor only the teachers alone can fulfill the educational task completely (as cited in Nesane, 2008). Here teacher and parents need to work collaboratively in the closest way as possible. We know that the students' primary teacher is his parents and teachers are the secondary educator. So the teachers have the secondary relationship with the child. The school coordinator from school A, Suman felt that parents are the keys to successful classroom discipline. He elaborated this fact saying:

Parents who are involved in their child's daily activities have a better understanding of what is acceptable and expected in a classroom with good order and discipline. Many parents who do not much involve are upset to find that the classroom teacher cannot teach because of the disorderly and chaotic behavior of their learners.

When asked if he had further suggestions for inviting more parents at school, he recommended, "*In my opinion, school needs to have policy to invite parents for the important of their child. Even educated parents can be involved for teaching and learning procedure.*"

Another teacher, Sampurna from school C gave the suggestion as strategy to involve parents in preventing disruptive behavior in the classroom. For him,

There are various ways of involving parents in effective classroom management, if we can involve them to provide incentives, praise and organization of programmes, it will be beneficial to all the students.

In the context of Nepal, most of the parents are ready to contribute for school for anything that they can if it is beneficial to their child. In the case of discipline management, they can help to provide moral lessons at home as a result child becomes more responsible for their duties and responsibilities. Not only this, to develop the sense of cooperation towards each other, parents can contribute by guiding them in different informal events of socialization. Another important aspect for maintaining discipline is to keep the record of each individual student relating of their good and bad behavior. It will be very helpful when teachers are ready to take action for indisciplinary behaviors or for praising for good behavior. In this portfolio, even the teacher can record positive team spirit, participation of different activities etc. And at the end of session teacher can show it to their parents for further suggestions to improve their child. This helps for indirect treatment to the child to behave well in school.

Diversity as a Blessing

I have come to encounter the view that teachers expect to deal with a homogenous group of students although the school setting gives emphasis on various forms of diversity, such as ability, gender, ethnicity etc. Kafle (2013) opines that “in the 1990's, a new paradigm of classroom management emerged, based on the democratic process, humanism, and consideration for diversity” Kafle (2013, p. 2). In several round of discussions with teachers, the underlying theme occurred somewhat close to the metaphor of diversity as a blessing rather than curse. Perhaps, it is because of the entrenched view of disciplining as controlling and expecting the same response from all the students.

An individual difference also makes it difficult to apply the same disciplinary rules to all the children. Levin and Nolan (1996), Mayer (1995) and Wilcox et al.

(1998) opine that different antisocial behavior such as clear rules and regulations, lack of staff support, failure to cope with individual differences are some of the punitive disciplinary strategies that need to be discouraged in school scenario (as cited in Ward, 2007, p. 54). According to the type of children, teacher is supposed to fix the action that they are supposed to deal. To address this type of disciplinary problems, various types of code of conduct can be formed in classroom situation.

Sushil a young school teacher from school B says:

There are various types of children in our school. Some students are polite, others are noisy, some are stubborn, and others are naughty. The same rules and regulations don't work for all the children. Some genetic features of parents also transfers to the children and their behavior is reflected. There are a lot of things that parents can teach to their children. But to shape these behavior teachers can help a lot. Young children always believe their teacher rather than parents.

Separate duties are allocated to from different stakeholders to maintain discipline in the classroom. Teacher's duty is to explain the rules and regulations to their students. Parents can observe whether their child is following those disciplinary actions or not. Learners need to have self awareness about it. This idea is further elaborated by Remina a student from school B. She says:

First and most important aspect is the explanation of rules and regulations that must be done by the teachers. Parents have fewer roles in maintaining discipline in school. Until we are aware of the importance of discipline, parents and teachers can't do anything. First the important thing is our self realization which can occur when parents and teachers persuade us. But

sometimes there are useless rules that we have to follow, in this case we would like to break the rule and teachers see that as undisciplined activities.

From the above statement we can summarize that explanation of rules and regulations by the teachers are one of the important aspects of maintaining discipline in the classroom. To many people, discipline suggests physical punishment; to others, rigid control of rules and regulations and autocratic authority. Though parents have very little role to maintain discipline inside the classroom but they can play vital role to motivate their children. One of the important aspects that they can enhance is moral value. If a child is morally sound, his self realization of discipline awareness will be improved. But in this context parents and teachers needs to be sensible on unnecessary rules which may not make any product.

Planting and Watering through Guidance and Counseling

Guidance and counseling is one of the better ways of keeping students in effective discipline. Most of the teachers believe that this is the best way to keep the students in proper disciplinary track. Herbert (2005) opines that school timetables are needed to provide time for counseling and guidance to the students so as to prevent occurrence of offences. Guidance and counseling can be done in any age group children. Guidance and counseling not only helps for maintaining discipline but also for academic progress. It motivates the students for learning progress. Sujata teacher from school A says:

Counseling is one of the best ways to make somebody disciplined. I know it is time consuming but do not have any drawbacks. It doesn't harm anyone. In my opinion, we don't need any special counselor for advice, every teacher can do this. Only the thing is how the teachers deal with the problems. Emotional

counseling doesn't work for a long term. Calm, quite and polite counseling is supposed to be done from the teachers' side."

Making aware of disciplinary measures is one of the important duties of a teacher. One of the best way to do this is to follow proper guidance and counseling to the students. Experienced teacher can easily help the students to lead them for their academic success. Thus, the teachers are needed to provide the learners with clear rules and regulations about disciplinary measures of a school. It is significant to create sound environment inside school.

Parents' Views

It is important to know the parents views for managing classroom discipline because they are the real guide for their children. They know their children better than the teacher. They are involved longer time with their children in comparison to the teachers and they do have their own expectation on this regard. Their understanding is important for maintaining school's quality and prestige. Their role is more important because they are the one who evaluate the school for educating their children. In other words they can be called 'social auditor'. In subsequent chapters, I am discussing their ideas for maintaining discipline in a school.

Transforming Teacher as a Caring Person

The future of students is always in the hand of teachers. It is a duty of teacher to help the students to learn from every angle. The more they love and care their students, the more motivated they will be in learning. It is really challenging task to change all the teachers as a caring person. A parent Harihar from School C opines that "*whether my child learns successfully or not depends on the behavior of a teacher who teaches him.*" He further says that if the teacher is kind and helpful, students pace of learning always gets increased. Though it is not easy to transfer a

teacher into a caring person as it is related to a psychological attitude but school can try to hire such experienced and skillful teacher. The background of a teacher is always important when we think of helpful and cooperative teacher. Some teachers are very little regard for their feelings as a result they humiliate in front of all the students. This kind of behavior of a teacher promotes negative attitude to the students. In the end, this kind of behavior will be seen to the classroom and it creates chaotic environments. It is true that if students are respected, they respect back to the teacher.

All the time it is not possible to create situation of a classroom in favor of a teacher because even there are various types of teachers. Some teachers are very tough and others are free for students to do their activities. According to Skiba and Peterson (2000), “severe and penalizing disciplinary policies frequently produce a negative school environment rather than improving student behavior” (Skiba & Peterson, 2000, as cited in Ward, 2007, p. 54). Somehow like the students, there are some teachers who come to class unprepared, late and improperly dressed. This type of teachers’ behavior promotes in-disciplinary environment inside the classroom. Not only this, some teachers give too difficult work and students cannot solve them. This fact is further supported by McCoy (2008), mentioned that teachers can contribute to disciplinary problems in the classroom by giving their students assignments that are too difficult or too easy. In this case, either they are unable to do or they feel too easy to do. As a result, they engage in unproductive activities (as cited in Singh, 2009, pp. 1-2). These types of teachers’ behavior end up with copying answer from their friends.

Open communications with the parents, posting rules and regulations in the visible place are some of the strategies of proper classroom management. Supporting

the various types of students Krishnaram one of the parents from school A mentions that :

Human nature is very complicated. Some students have in-born quality of good discipline and others are destructive by nature. Forceful application of rules and regulation are necessary to bring destructive students in track. But those who are calm by nature do not need any forceful control.

The argument mentioned above is true in the sense that student are grown up in different family environment. They have different interest and thought. Their language, behavior, characters etc are determined by the society they interact with. So those students who are grown in cool and calm society do not need harsh type of punishment. In contrast to this, children from uncultured family need extra care and persuasion to enhance their learning career.

On the other hand, it is said that students self esteem is greatly related on the experience that they have gained from the classroom environment. According to Wang, Haertel, and Walberg (1993) the frequency of interactions from the teacher with the students contribute for self-esteem and felling of nearness in the classroom and the school periphery (as cited in Yasar, 2008). On the other hand, the image of teacher determines how students perception towards the teacher. If they feel positive towards the teacher, they love and valued on teachers activities but on the contrary if they form negative mindset in the process of interaction, they feel unwanted, rejected and unloved. Thus, the frequency interaction with a teacher determines the perception of a teacher.

Busy-ness Brings Cohesion and Order

One of the parents from school C, Harihar agreed that teachers need to keep learners constantly busy in class as a result he/she will not have other time to think

and conduct misbehavior inside the classroom. He further says "*Learners generally do not misbehave, especially if you keep them busy. When they start getting bored, they start misbehavior". In other words, those students who are not actively involved in teaching learning process show disruptive behavior to the teachers and their friends. Shickedanz et al. (1990) point out importance of teachers' duty to create a learning environment. Proper learning environment only can motivate the students to take part in different classroom activities where there will be no interruptions (as cited in Young, 2005).*

Learners who are kept busy do not have time to be disruptive in class. Parents believe that when teachers prepare their lessons properly, they will be able to keep learners busy and thus avoid misbehavior. It is helpful to have mix teaching styles depending on the situation. According to Young (2005), "Well managed and busy classroom provides the best situation in the classroom" (p. 47). The other reasons of indisciplinary activities inside the classroom are the teachers' carelessness. For example, if teachers ignore students' questions because they do not hear them, students might make a variety of disruptions. As a result students involve in other activities such as gossiping with other friends or so. Punnya Prasad opines that *in the school teachers can make the undisciplined students busy by asking them to rewrite rules and regulations in their exercise book. There are various other things to keep the students busy in the class such as finding their problems as well as solutions to solve those problems. There are various ways how teachers can keep the students busy. Mostly teacher can ask them for reading novels, or writing an article. Even teacher can ask the students to make some art work.*

Students' Views

Students views on maintaining discipline is very important as they are the target population for preparing their future career by the whole school. In the daily course of classroom procedure, they make certain kind of understanding on maintaining discipline inside the classroom. If the understanding mismatches, there will be conflict with the teacher, as a result, teachers cannot run the teaching learning activities smoothly. In subsequent chapter, I have discussed students' perspectives on discipline management in various metaphorical themes. These themes are easily applicable even in our classroom scenario.

Disciplining as Becoming Good Citizen

Most of the respondents were in agreement with the statement that effective discipline is essential for internalizing self discipline in learners. It is important to maintain discipline to ensure the learners proceed without any disruptive behavior or offences. The main objectives of discipline are to promote non disruptive behavior and offences in the classroom. They believe that those teachers who exercise effective discipline certainly guide the students for self discipline. For this the teacher lays down clear rules and explains them to the learner because they are important for adequate socialization.

Most of the participants accepted that the discipline is self learning process rather than forceful measures. Lattal (1993) and Heifetz (1995) argue that there are two different ways of showing ethics; one from personal moral behavior as it cannot be taught but the second way is from rules and regulations. The first need to come from their heart but second one is imposed by others (as cited in Faaulufalega, 2008) . They said that students learn it by observing the behavior of their elders. According to the interviewed students, they feel that very little children are only needed to guide

by the parents or teachers but grown up children are not necessarily guided by them.

In this regard Remina, a student from school B, opines:

Discipline is not the thing that is to be taught by others. Not only students, everyone needs to learn discipline themselves by observing others behavior. It needs to come automatically from the core of their heart. This is a kind of self realization which comes itself when we grow up. Once disciplinary culture is formed, it applies in their whole life.

At the same time, literature promotes to aware self discipline to the students for this matter. According to Antes and Nardini (1994), teachers are supposed to show responsible, self regulated behavior with emphasizing positive feedback and cooperation (as cited in Erasmus, 2009, p. 218). Forwarding this idea, Remina from school B further explains:

Little children are to be taught discipline but when they grow up, it comes out itself. Showing good discipline is something like showing a mirror to the society. Discipline reflects the person's identity.

Teachers cannot just expect self discipline easily to be experienced. There needs to be dedicated and focused efforts from the teachers and students side. We expect self discipline to be seen themselves to the students but it's not so easy. So, teachers are needed to be guided. Wright (2000) believes in teachers as an agent of discipline, who needs to have rigorous effort to show exemplary models of internalized self discipline (as cited in Erasmus, 2009). Rameswor, a student from school A, expressed his views on self consciousness on discipline as "Self consciousness is the most essential for maintaining discipline in the society. School is also a part of society so teacher needs to focus on self discipline rather than forceful discipline."

The other student Remina from school A opines about the responsibility of maintaining discipline. In her opinion, parents and teachers are the key agents to enhance self realization of discipline to their children. She shares her opinion as:

Until and unless children do not realize the importance of discipline; parents can't do anything. From the very beginning they must be taught the importance of discipline. For this, parents can play a big role. First students are supposed to understand that parents and teachers are the persons who show them their way of life. They always tell the truth and that it must be followed. This type of opinion is supposed to come automatically not because of fear. Teachers need to be exemplary person then the children always take reference of them.

Self realization of discipline is very broad aspect as pupils grasp the information from various sources. Some students are very good at visualization and others are good at hearing. Some believe more on teachers' ideas and others on parents. Some even make their own generalization. Highlighting the importance of self discipline Davidson and Lickona (2007) mentions that performance outcome and performance outcome are two different aspects of achievement. Performance outcomes are grades; award and educational achievement and performance character are strengths, self-discipline and work ethics (Davidson & Lickona, 2005). Though there are various ways of learning, until the students do not realize it from the core of their heart, it is not possible to maintain effective discipline. Sometimes, we realize the good discipline but when there are no teachers or parent, they start misbehavior. Thus the proper solution of disciplinary problems struck on self realization of the students.

The question of the relationship between discipline and learning is crucial because discipline is acknowledged as a prerequisite to smooth and meaningful learning. Discipline is, thus, an inseparable part of a classroom that facilitates the teachers to establish an optimal learning environment. However, it appears that the respondents in this study were not aware of the more positive approaches to discipline, and still tended to stick to what they knew.

Illuminating Rules and Regulations

The majority of respondents are in agreement with the rules which are needed to be implemented for effective discipline in the school. Conductive teaching and learning environment can only be created by applying set of rules and regulations. When school does not have clear rules and regulations, learners get in confusion. Even parents get confused about their responsibility towards their children. If school does not care for parents; parents do not care their children as well. Bikash a student from school C shares his opinion as:

In our school, there are not clear rules and regulations on discipline. I don't know, what is my duty towards the school and teachers to make myself disciplined. It must be given from the school. What are their expectations? What do they want from the students? Most of my friends are not aware of this matter. They even do not make inquiry to the school. As a result, they go on their own way. There needs to be mutual understanding between teachers and students. Children are just like potters' mud which can be molded as their wish. Especially it is important for young children. What kind of habits develop at the beginning, same continues in the future. So school administration needs to be very aware about preparing rules and regulations for student discipline.

Though there are various rules developed by the Ministry of Education (MOE), Department of Education (DOE), and District Education Office (DEO) for maintaining discipline in the classroom. Unfortunately, it has not been reached in the classrooms in many schools. Even school can design their own rules with the help of students at the beginning of school year. But it has not been seen in many schools. If we analyze the remarks by Bikash, he seems as if he is completely unaware of disciplinary activities. In this case, teachers have responsibility to make them aware by conducting various programmes. Conducting pasture programmes, group discussion and written rules and regulations helps to resolve the problems of confusion. Even the school administration can play a crucial role in this context. Parents' concern on maintaining discipline inside the classroom also can play a vital role to make them aware to the students as well as teachers. Maintaining discipline is a collective effort. All three stakeholders need to play an active role in maintaining discipline inside the classroom.

Learners as Autonomous Actors

In discussion with me, some of the students readily accept the tolerable punishment provided by the principal or teachers. According to Horny (1993) defined punishment as penalty given to somebody for wrong behavior. (Horny, 1993 as cited in (Herbert, 2005, p. 5) . There are various levels of punishment to the students. It may be from warning to treating severely. In addition, to harm a person means to deprive the children of what he/she wish, otherwise has a right to have, do or enjoy. Furthermore, it seems that students are aware of corporal punishment. Most of the students do not like corporal punishment but some have their own say about it.

Rameswor, a student from school A says:

I am not completely against punishment but I don't like the way how teachers punish us. They can ask us the things like picking litters, cleaning school environment, sweeping or carrying things from one place to another. Physical punishment is not the right way to bring us in track.

Some students are not happy with the teachers' behavior. Their suggestion is that teachers needed to be disciplined before they teach others to be disciplined.

Bikash one of the students from school C reminds teachers of some important disciplinary criteria that they are needed to meet. She says:

Teachers want us to be polite but some of the teachers are not so. If they want us to be disciplined, they also need to be on their part. Things like punctuality; respect, obedience, helpfulness are the qualities that everyone must have to be a disciplined person. Especially it is important for the teachers who are teaching in primary classes. As we grow older, self consciousness increases and we don't care much on teachers' behavior but still we criticize them. We search their negative attitude to make fun among our friends.

As I have mentioned above, maintaining discipline is not only the duty of school administration or students, there is equal responsibility of teachers as well. For the students, teachers are always the role model. In many instances students copy the behavior of a teacher. If teachers are not polite students learn the same behavior.

Bikash's opinion is true as *there are many different aspects of discipline which is learned from observation. For example: punctuality. If the teachers are always punctual in the classroom, students hardly dare to get let in the classroom. Likewise helpful teachers always get help from the students. These are the good qualities of a*

disciplined person. Praising students also helps for maintaining discipline in the classroom. It could be verbal praise as well as non verbal praise. Teachers need to be more conscious for developing good discipline for younger learners. When young learners learn the discipline it automatically transfers when they grow up.

Teachers' behavior is one of the determining factors of effective classroom discipline. Strategy of teaching always determines discipline inside the classroom. For example, in student centered teaching, their class will be noisy but it is always controlled. But if he/ she believe on teacher centered method of teaching, noisy class is the result of unmanaged classroom. So, the type of behavior shown in the classroom by teachers determines effective discipline or not.

Similarities and Differences on Teachers', Parents' and Students' Views

In summarizing the disciplinary approach, some of the views of teachers, parents and students are similar. On the one hand, participants agreed upon the point that, effective discipline is necessary for effective learning. They also have accepted the fact that without having proper disciplinary manner inside the classroom, it is almost impossible to teach and learn effectively. In contrast with this, for addressing the challenges of discipline, different participants have suggested different opinions in this respect.

Participant teachers of this study have mainly suggested five different views on addressing disciplinary problems inside the classroom. At first, they opine that maintaining discipline inside the classroom is related to moral values. If a student is aware of moral values, rules and regulations they will have self discipline. This point coincides with the argument of a student as they believe that all the disciplinary rules and regulations are not necessary to deal by the teachers. Much of the awareness comes automatically when a person grows up. 'Indifferent Classroom Management'

style (Appendix I, p. 204) also believes on this argument. This approach of classroom management deserves students to aware themselves on effective disciplinary environment inside the classroom.

In the participating teachers' understanding, if they are not well prepared to teach inside the classroom, it creates ill discipline. Some of the participant parents also opine this fact. They accept that if the teachers are not well prepared they blame to the parents and teachers. As in the classroom, there are various types of students; teachers need to prepare a lesson in such a way that all of their interest and abilities needed to be incorporated. With this argument, students have indicated the importance clear rules and regulations. In other words, they want to see the teacher's clear rules and regulations in classroom to stop the misbehavior inside the classroom. This argument coincides with the theory of 'Authoritarian classroom management' (Appendix J, p. 206). This theory believes that the teachers are the controller of the classroom. Their planning, rules and regulations are governed in the classroom management. So, if teachers are not well planned and prepared then is always chance of misbehavior inside the classroom.

Guidance and counseling is another way of keeping students in proper discipline. Most of the teachers expressed that guidance and counseling is one of the best techniques to make somebody disciplined. This argument coincides with the views of parents. They believe that transferring teachers as a caring parson is an effective way of discipline students inside the classroom. These both arguments believe that teachers care is necessary to maintain discipline inside the classroom. 'Reality therapy approach and Discipline with dignity approach' (Literature review, p. 34 & P.31) are the theories which enhanced the voice of teachers and parents. These two theories believe on maintaining student's dignity and participation on making

rules and regulation of discipline. Glasser's reality therapy also stressed on the use of choice as the cause of behavior, good or bad, and thus instructed teachers to direct students towards making value judgments about their behavior.

Some views expressed by the participants do not coincide with theories that have been found in this research. For example: some of the teachers are in favor of corporal punishment. I couldn't find any theories that fit for this concept. In behaviorism, it has been mentioned that corporal punishment is provided to stop the unnecessary behavior of the students (Literature review, p.23). According Yasar (2008) the philosophy of behaviorism believes on students' misbehavior which can be decreased by rewards and punishments (Yasar, 2008). In contrast, those people who are against this philosophy opine that corporal punishment enhances aggressiveness to the students.

After analyzing the voice of participants I came to conclusion that discipline is imposing behavior rather than self accepting it. If the rules and regulations are not clearly mentioned or not clearly explained to the students, imposing behavior do not get in success. On the other hand, some students are naturally stubborn to follow the rules and regulations, and their tendency is always inclined towards avoiding rules and regulations. Some students take the matter so lightly that, even after knowing the importance of discipline they do not follow the rules at all. In child friendly education system, it is not compulsory to follow rules and regulations, if organization objectives are met. They take misbehavior as a part of learning. Those children who are grown up in child friendly home/school environment they feel that it is not compulsory to follow rules and regulations of school. Even in my personal experience, I have found that, those parents who are happy with their child's performance do not care much on school rules and regulations. They opine that their child's academic level is tolerable

so it is not necessary to impose extra burden. The other reason is careless from the teachers and parents if they are not much serious on their child behavior means freedom to the child to behave as their wish. These are some of the reasons why imposing behavior is not success in our context.

Similarly, there are seems to be a big gap between teachers understanding and authorities rules and regulations. Government believes on rules to stop the corporal punishment, but still many teachers are in favor of corporal punishment. Those teachers who are in favor of corporal punishment do not have many alternatives to it. In the following sections, I would like to discuss some of the issues related for maintaining discipline inside the classroom.

What if teachers are regarded as facilitators?

Most of the ways out on in-disciplinary ways out mentioned above inclined on teachers as an authoritative person and students merely as a follower. These ways out of disciplinary problems contradicts with the view of teacher as a facilitator. In my understanding, the way out of disciplinary problems needed to be inclined towards the reality therapy approach of discipline where students come to know the importance of accepting discipline inside the classroom. When students are fully aware of the result of in-disciplinary behavior, they fairly stop or take different rout of misbehavior. In the present democratic era, every individuals have right to accept or reject the idea that they have. So, teachers and parents are not only the people, who are in charge of students' behavior, instead they can make aware of indiscipline behavior consequences. If students are not aware of it, the result is obvious and they have to bear it. Making their knowledge understandable to the students is very important in school environment. In other words, this type of role is called 'facilitative' role of a teacher. Imposing behavior through punishment and control may change the behavior

for a certain period of time but in long run it is no more useful because when students get freedom they cannot control themselves and may choose wrong path. In brief, assertive, dignified, real and selective approaches of disciplining measures helps students to bring proper learning track for their bright future.

Are teachers' provider or followers?

Literature review of this study indicates the primitive concept of discipline as punishment and control. The teachers who were grown up and trained on this trend still follow the same concept and try to keep the students in constant fear in the name of proper discipline. It shows that the application of disciplinary measures depends on the philosophy that they are guided with. Those who believe on behaviorism follow negative reinforcement to stop or control the behavior of students by using corporal punishment (Literature review, p.23). In contrast to this, those who believe in mentalism try to persuade the students through various approaches such as reality therapy or discipline with dignity (Literature review, p.34). Even types of leadership style, is the determining factor for deciding discipline in the classroom. In my opinion, primitive method of classroom management (i.e. by creating constant fear) is not the very influential and effective method on the modern context. So, all the stakeholders of education need to think seriously from the child's perspective towards child friendly education rather than controlling them from the constant fear.

Is universal consensus needed for maintaining discipline?

The way-out of maintaining discipline inside the classroom doesn't have universal consensus because discipline is perceived differently by the teachers, parents and students. It depends on the philosophy on what they are grown up with. Furthermore, it leads us to think that unified thought on understanding discipline is rarely possible thus every school need to have their own disciplinary measures

according to their vision and philosophy. In their disciplinary documents, they even need to consider societal norms and values. They even need to care on students' further career while preparing discipline manifesto. There also need to be the clause of amendments as understanding on discipline which is the subject to change according to the time and situation.

Chapter Summary

I have mentioned various opinions on addressing disciplinary problems of classroom expressed by the participants of this research so far. At the crucial moment of disciplinary disturbance, the teachers have many ways to respond. From the teachers perspective maintaining discipline gets easier if students realize the importance of proper discipline. Lessons related to moral values are necessary aspects to deal inside the classroom. In their opinion, continuation of moral lessons from the very beginning makes students aware on effective discipline. According to the participant teachers, they opine that, if they are well prepared, it reduces in-disciplinary activities inside the classroom. Teacher's lessons on making students busy are the next technique to address the in-disciplinary problems inside the classroom.

In most of the teachers' opinion, parents can provide enough time to their child at home to complete their schoolwork and their child will be relieved at school. As a result, there won't be much misbehavior inside the classroom. It is said that, if a school has policy to invite parents frequently, it helps to control the misbehavior from the students inside the classroom. Recording good behavior in a portfolio is one of the important procedures to keeping students in discipline. The portfolio always helps teachers and parents to understand positive and negative aspects of student's behavior. The other way of keeping students in proper discipline inside the classroom is to make

verities of rules and regulations. If same rule is applied to all types of students, it creates confusion inside the classroom. Teachers also opine that guidance and counseling helps maintaining discipline inside the classroom. Though it is time consuming technique, its impact is longer and positive in students' life.

From the parents' perspective, proper discipline is inborn capacity. Some children are disciplined and others are destructive by nature. So, different types of rules to the different type of children are useful to maintain effective classroom discipline. They expressed that forceful control is not useful to bring the students in proper discipline inside the classroom. According to the participant teachers they believe that the best way of maintaining discipline inside the classroom is to prepare a lesson which could keep students busy all the time in the classroom.

It is important to know the further ideas of students in maintaining discipline inside the classroom. Most of the students expressed that discipline is not the thing that comes from others. They opine that from the intuitive knowledge, proper disciplinary ideas can be emerged. They further opined that, it is a kind of culture, once it is formed; it applies in their whole life. They further noticed that, for the little students, teachers need to teach them consciously but for older students they need to realize themselves. In their opinion, parents or teachers can't do anything if the students do not realize the importance of discipline. They conclude saying that there are very little instances where the older students are changed by the teachers' suggestions. Supporting the teachers and parents' voice, they focused on clear rules and regulations which could help them to understand i.e. what disciplinary and non disciplinary activities are. So the habit developed from the childhood continues till later in life. It is important to initiate good habit from the early age of children. Participant students are not completely oppose of corporal punishment, they accept

certain level of punishment such as picking litters, cleaning school environment, sweeping or carrying things from one place to another. In one instance, they want teachers to be polite or punctual if they want students to be so as students behave the model behavior from teachers activates.

CHAPTER VII

REFLECTION AND CONCLUSION

This chapter summarizes the research findings by presenting the answers to each research sub-questions and eventually leads to the main research question. First of all, the research findings clarify the key elements of significant concepts related to classroom discipline. In particular, it has tried to explore the understanding of discipline from the teachers, parents and students perspective. Second, in relating with the concepts of discipline, it has tried to explore the challenges that have been prevailed to maintain discipline inside the classroom. Third, this research provides effective methods in maintaining the discipline in the classroom suggested by the teachers, parents and students. Finally, briefly brief summary is presented at the end of the chapter.

The study is based on both primary and secondary data. The primary data were collected through in-depth interviews and classroom observations. The secondary data were collected from books, journals, and websites. My primary data were mainly based on two public schools and one public trust school of Kavre district and the entire report is presented in seven chapters.

Emergences in/of My Research

When I started M Phil degree, my first challenging task was to find a topic for final dissertation. Even in regular class of M. Phil., I used to think and discuss the title of the research. Eventually, I got to know that writing dissertation on the topic of our daily experiences would be successful one. After I completed my regular study in

KUSOED, I involved in writing a book called "Better Classroom Better Learning" with Aidan Warlow. After several round of discussion with Mr. Warlow, he insisted me to think toward classroom management especially discipline management. When I got this idea, I started thinking of my career around 16 years back. That time, I had already been a teacher, immediately after I passed my SLC exam. As a novice teacher, I still remember my early days, struggling with students to maintain discipline inside the classroom. I still remember an incident -- happened many years ago. Once, I was involved punishing a student of class four as a process of controlling class, the very next day, parents including the villagers gathered in school and asked for my resignation. There was a big crowd shouting slogans against me and the school. This was only a little example of dispute related to school discipline. In these long and tiresome days of school teaching, I have faced numerous such difficulties in my life.

Finally, when I got to know the idea, I thought, the topic of classroom discipline could be the ever best topic for my life. I spend many hours reflecting myself in when I was in classroom. At first, I didn't know the point of its start. After a several round of discussion with respected professors, I realized the importance of naturalistic inquiry and could be the best method of understanding discipline inside the classroom. It is because naturalistic study has helped me to understand the participants in their natural setting and being myself as a teacher, my experience itself was useful to understand discipline inside the classroom.

I knew, what I wanted to do and what I wanted to write about but I didn't know from where to start. The task was daunting and humongous even when I tried to start writing, I couldn't get very far. I didn't have much time left for proposal defense and I knew, I needed to do something. After jotting down lots of articles

from internet and library, I began to write my thesis proposal. When I completed my proposal defense, I really knew how hard effort is needed to complete the final dissertation. Almost working everyday for two and half years, I have successfully reached in the final chapter. I suspect that it would have taken me at least three other years if not longer to complete my dissertation on my own. During my thesis revision, many times I even have given up hope but the encouragement of my respected *guru* (thesis guide) always made me to work harder. At the beginning, I was thinking that the topic I was researching was very familiar topic and would get ample of materials but when I darted from library to library, honestly, I couldn't get any research conducted in our context. There were few researches done in abroad but it was not relevant for Nepalese context. Some researchers were researched on 'Corporal punishment in Nepal' which were very old. Later, I felt proud to be the one to research in classroom discipline management from Kathmandu University.

Reflection on Literature Review

Reviewing literature was not an easy task in my research. As I found, in different period of time, various scholars have researched about classroom management and propounded numerous theories. At first, I tried to get the concept on classroom discipline and its implications in learning lessons, I found that, concept of discipline is different from genre to genre. Then, I tried to know dictionary definitions. Most of the dictionaries have articulated discipline as following of rules and regulations which coincided with the views of some of my participants.

(Literature review, p. 47)

After knowing the concept of discipline inside the classroom, I moved towards the importance of classroom discipline. This chapter was useful to motivate myself to understand why researching the topic 'discipline management' is important for every

stakeholder. In the process of theoretical review, I found a lot of theories devised to understand the effective classroom management. The first one so called 'Assertive discipline approach' (Literature review, p. 28). This type of disciplinary practice is found in democratic school environment. In the process of classroom observation, I came to understand about the assertive discipline approach in school B. I also found that most of the students' desire was to be guided by assertive disciplinary approach as it believed on learning on their interest. The other type of disciplinary approach was 'Discipline with dignity' (Literature review, p. 31). In this approach, all the students are treated equally and their voice is always addressed. In this approach, even when they misbehave or break the rules, their behavior is punished but not the person. In the process of my interview and observation, I couldn't find this kind of practices in the schools classroom. In 'Reality therapy approach' students are responsible on following rules and regulations (Literature review, p. 34). They even involve on preparing rules and regulations. Value judgments are more responsible for consequences of misbehavior. This type of disciplinary approach is also useful in democratic classroom. In researched school, all these practices were revealed to some extent. But this approach was also not frequently used in the classroom of school C. Only a certain parents or teachers were using all the disciplinary approaches in schools. Though 'Peer mediation approach' is very useful to make effective discipline in the classroom but it was not observed in any of the school (Appendix I, P.204). In this approach, students feel themselves responsible and solve the problems of classroom discipline. All these theories were useful to understand classroom discipline and understand the meaning of activities that is practiced inside the classroom. I had to pay big attention on understanding practices of discipline

approaches in schools but finally, I found it very useful for the purpose of my research.

When all about discipline management was observed from the different stakeholders' perspective, I tried to gain the holistic concept of classroom management. Without knowing the essence of classroom management, it is almost impossible to know about classroom discipline. After the review of literatures, I tried to link the relation between classroom management and discipline. After the analysis of classroom discipline and management, I started looking back the theoretical perspectives of it. I went on exploring the theories propounded by various scholars in different period of time; I found more than 20 theories. All these theories helped me to understand the voice of my research participants. One or other way, these theories are reflected in my research analysis. Furthermore, I have discussed on different theories that are linked for the analysis of my research.

In brief, Literature review of this study shows the primitive concept of discipline which as punishment and control. The educators who were grown up and trained on this trend still follow the same concept and try to keep the students in constant fear in the name of proper discipline. Thus, it seems that the application of disciplinary measures depends on the philosophy they are guided with. Those who believe on behaviorism follow negative reinforcement to stop or control the behavior of students by using corporal punishment. In contrast to this, those teachers who believe in mentalism (Literature review, p.25) try to persuade the students through various approaches, such as reality therapy or discipline with dignity approach. Even types of leadership style are the determining factor for deciding disciplinary measures inside the classroom. In my opinion, primitive method of classroom management is not the very influential and effective one in modern context. So, all the stakeholders

of education need to re-think seriously from the child's perspective towards child friendly education rather than controlling them by constant fear as the name of corporal punishment.

In conclusion, it can be said that there are big differences on theories of discipline and understanding discipline inside the classroom. This difference has not been fully addressed by the theories propounded by the different scholars. It shows that there are big gaps between the discipline management theories and its real practice inside the classroom. So, there needs to be pedagogical enabling for maintaining discipline inside the classroom.

Methodological Reflections

My research has shown that classroom discipline management is subjective concept of research analysis. As a teacher, I argue that teachers working in different private and public schools need special training to enhance themselves for effective discipline management inside the classroom. In my opinion, in-service training or regular academic training could help the teachers to cope with the present situation. For the purpose of this, in-depth unstructured interview was taken from the participants, and classroom observation was made subsequently. Results were scrutinized within and, across the school settings. Continuous comparisons were made as data is retrieved from interviews and observation. Data were categorized under each research question according to their identification. Additionally, the generated data were analyzed according to the research questions in different headings and findings and recommendations were made. For this all, I had to face great deal of struggle.

My real struggle on thesis writing began after the defense of proposal, after this point, I tried to conceptualize the problem through the scientific procedure of

research. At first, I had to purpose the design of research; it took almost a month to understand that the design of research is nothing more than how I was completing my research scientifically. As I have mentioned before, declaring philosophical aspects of research were very difficult. Later on, it was clear that ontology of my research was connected to the experience of my research participants. Here, I have related their experience for the ways out of disciplinary problems inside the classroom.

After my ontological stance, I moved towards the epistemological stance of my research where I was trying to construct the new knowledge from the participants who had experienced the concept of discipline in their daily experience. For the purpose of classroom discipline management and its effectiveness, the experience of my participants was prime knowledge for me. In other words, this research has reflected the belief that people effectively construct the meaning of the reality around them.

Finally, axiological stance of my research was related to how humans value and make value judgment. For the purpose of this, each individual is guided by the certain value that they hold from their everyday experience. I believe that the value aspect which they hold makes significant difference in maintaining discipline inside the classroom. Thus, these three philosophical stances can reflect me as a subjective researcher where every participant's voice was given equal priority.

In methodological section, I took interpretivism as the key methodology of my research analysis. I tried for the interpretation of each and every participant's voice to find out the challenges and to explore the ways out that they have devised. As an interpretive researcher, I tried to study teachers, parents and students understanding on the meaning of classroom discipline, its challenges and measures to undertake things in their natural setting, attempting to make sense of or interpret phenomena in

terms of meaning people brought to me. For this, I stayed in the research site as a teacher. I tried to feel their understanding and experience and tried to explore the meaning that they have given.

Though it was easy to express being at the side the of the research participant, there were various ethical matters especially when I encountered with the female participant. Even in the process of in-depth interview, it was difficult for me to sit together with them and take interview. The family members including other neighbours were observing me from different perspectives. Not only this, in the process of classroom observation, students were pretending that they were being silent in the presence of mine. So, to make myself natural, I have visited the classroom several times. In the process of analyzing data in metaphorical theme, I had to request my thesis guide several times to provide me proper ideas. The biggest challenges were when each participant has expressed their different understanding and it was difficult to compile in one theme. After a rigorous effort, I was able to complete all the ideas in several metaphorical themes.

Reflection on My Research Problem

As I have mentioned above, after I became a teacher at the age of sixteen, I came to know that teaching was not an easy profession. To quench the thirst of knowledge to the students, to fulfill the objectives of curriculum and to address the expectation of school, a teacher needs to work very hard. The most challenging task was when the teacher enters inside the classroom. In this case, if teacher has entered without any preparation, it would become very difficult to address all types of students. Without having enough experience, knowledge and skills, I realized that it was almost impossible to be a professional teacher. In classroom management, especially in discipline management if teacher has not studied every student's styles

of learning, he/she would get tremendous obstructions in one or the other way. For a successful learning career, a person has to have proper discipline in their way of life. It is true that in every aspect of life whether it is sports or arts, they need to be disciplined. Here in the research, I tried to get single understanding of discipline but was impossible. In the process of interviewing in different schools, I tried to understand what discipline is and found their answers different from person to person. After that, I tried to find out the key challenges of maintaining discipline in the classroom; again different participants have expressed numerous challenges. It was challenging for me incorporate all. Finally, I thought of exploring more about its solutions. It was almost impossible to get the unified solution of disciplinary problems inside the classroom.

Answering the Research Questions

This research addresses the concepts of classroom management as well as discipline management in Kavre district of Nepal. The main research question is

How is classroom discipline practiced and maintained in the schools of Kavre district?

To answer this main research question, following sub-questions are analyzed.

Answering Sub-question 1

How do different stakeholders (teachers, parents and learners) give the meaning of discipline in the schools of Nepal?

Teachers' understanding of discipline

Most of the teachers believe that discipline is synonymous to following rules and regulations inside the classroom. They also believe that if the rules are strictly followed, more effective discipline can be maintained inside the classroom. In those schools where classroom rules are not followed strictly are regarded as in-disciplined

schools. Written rules are more effective in comparison to the rules which are made in understanding. Discipline in private and public schools are different because rules are applied strictly in private school but not in public schools.

The other understanding of discipline is synonyms to controlling. Controlling is closely related to authoritative classroom management (Appendix I, p. 204).

Controlling has both negative and positive effects. In the past, the sense of controlling was regarded only on negative sense but in modern context, discipline is used in the positive sense. Here controlling refers maintaining suitable environment for comfortable learning. Even in controlling students behavior there need to be the support from all. If the school administrators are not supportive for controlling the student's behavior, there may be problem of maintaining discipline in the classroom. Untrained teachers mostly control the students by corporal punishment but it creates long lasting negative impact to the students.

The third understanding of discipline was organizing. It is believed that the main duty of a teacher is to organize the classroom but not to discipline them. If students are busy on completing their works effectively without any classroom problems, it is regarded as effective organization of classroom discipline. They believe that if students are let free to act according to their wish, there will be in-disciplinary activities. The teacher who has properly planned their lessons always goes well without any disciplinary problems. It is believed that well organized teachers can treat each student differently; as a result, it helps to promote interest to the students.

The other understanding of discipline from the teachers' perspective is 'physical punishment'. They believed that to maintain strict discipline in the classroom teacher needed to create fear to the students. And strictness can be

maintained only through physical punishment. This concept of discipline has emerged from the behavioristic model of classroom management. Generally to stop the misbehavior, this kind of punishment was being applied for a long period of time and still it is prevailed in many schools in Nepal. But in modern era, there are lots of alternatives for stopping misbehavior to the students. Controlling misbehavior is a traditional method of classroom management which doesn't change the students' behavior permanently.

Parents' understanding of discipline

For the parents, discipline is the term not easy to define. They believe that it is the integral state of classroom where teachers and students are likely to accept and follow the rules and regulations. Inexperienced parents have difficulty to suggest any disciplinary activities for the classroom procedure. But all the parents accept the point that they can certainly help for maintaining discipline to their children. Most of the parent can help by teaching their children moral values.

Some parents believe on behavioristic model of classroom management and suggest on the role of punishment for maintaining discipline to their children. Those parents are grown in the same culture believe that physical punishment is necessary for maintaining discipline to their children.

The other understanding of discipline from the parents' perspective is punctual behavior of a teacher and student. They opine that regular and punctual behavior helps to fulfill the objectives of a lesson. And it is sign of good discipline. From the behavior of a teacher, students learn a lot of disciplinary measures inside and outside the classroom.

They have also mentioned that discipline as a control over learners. This was the understanding of teachers as well. For the optimal learning environment, there

need to be control of teachers over learners. The level of control may be different from school to school as it depends on the culture and environment of a school. Private and public school culture might be different and the people living around them may have influence the school culture. Some school may have self realization and as a result strict controlling discipline may not be necessary in such schools.

In conclusion most of the parents do not have much experience on management of discipline inside the classroom. There is no doubt that they could help for discipline management but they lack proper ideas for maintaining it. Parents' meanings on discipline are determined according to the type of parents they are.

Many parents opine that teacher's individual behavior has a great influence on classroom management. They claim discipline is supposed to keep learners under the control of the teachers. However, there are some parents who see discipline as inner control and thus attribute discipline to the ability to act responsibly.

Learners' understanding of discipline

Most of the learners agreed upon the fact that those who do not understand the lesson engage in other type of activities. They usually develop strategies to disturb the classroom to direct the teacher's attention towards them. In a multilingual classroom, it is difficult for a teacher to address all types of students. As a result, a chaotic situation may arise inside the classroom. Physically disabled and mentally affected learners may also show disruption inside the classroom. After the interviews, it was revealed that some disabled learners are provoked by others calling their names or reticulating their disabilities. Some of the interviewed teachers also agreed with this fact.

This type of understanding of a learner is similar to teachers and parents understanding. They opine that; if they do not understand the concept that has been

taught in class they talk with their friends, as a result teacher regard these activities as an in-disciplined one. Not only this, there could be learning problems such as academic failure, no learning skills or motivation which also leads learners to motivate in-disciplinary problems.

Other ideas on discipline expressed by the students are related to disable learners. There could be two types of disability; mental and physical. Though disable learners do not have any tendency of disrupting classroom; but naturally it seems so. Some other learners often think that they are being undermined and laugh at. As a result, they tend to be aggressive and cause some disturbance in and out of the class. It is also seen that physically disabled child misbehaving in school and that they expected to be pitied on and not be punished like other learners.

The other concepts of discipline expressed by the students are related to home environment. They believe that there is a greater reflection of home environment to influence the child behavior at school.

Learners' meaning on discipline was seldom the result of a single factor but rather the interaction of learners with home, society, school, curriculum and educator. All these factors influenced the understanding of discipline. Even the economic status of the parents influenced the behavior of a child as one of the students revealed that she has missed many lessons as she needed to take care of her home and a little brother.

Answering Sub-question 2

How and why is it challenging to maintain 'effective' discipline in the schools of Kavre district?

Today's school teachers are facing barrage of challenges in maintaining discipline in the school scenario. As we know, there are varies degrees of students

inside the classroom. Each student has different level of understanding, styles, motivation and interest. It is difficult to address all this variation in 40 minutes time with the fulfillment of lesson objectives. As a result teacher has to play various types of roles such as counselor, monitor, mediator, evaluator, facilitator, caretaker, organizer, manager, encourager etc in the allocated time period.

According to the participant teachers, the first challenge they have indicated for the purpose of this research is 'Discipline as a one way traffic'. It was revealed that parents blame the teachers not providing proper school environment for effective discipline and on the other hand teachers blame the parents saying children aren't grown up in proper disciplinary environment. Actually, discipline is not the one way root that only parents or teachers can do. It is collaborative process to change the students' behavior. For this, parents and teachers both need to understand the sentiment of each and every student. Respectful behavior from both sides can help to overcome these challenges.

The other challenges uttered by the teachers are 'Ignoring the *atma* of profession.' This is the other important challenges that are seen in our school scenario. It was revealed that even the trained teachers are ignoring their ethics of being as a teacher. For example, the participant student revealed that some teachers do not care the presence of students inside the classroom. Even the students who are late to enter the classroom are not cared much. This type of ignorance from the teachers' side creates confusion inside the classroom and the culture of a school gets deteriorated. Even for this point is counter argument from the head teachers saying it's because of various extra activities that happens in the daily school routine.

There are many teachers in schools of Nepal who are untrained and do not know much about effective discipline management techniques. On the one hand, they

are ignorant in alternative methods to maintain discipline inside the classroom. They follow primitive method of classroom management. As a result, corporal punishment is being flourished in different schools in Nepal. It has led rigid and stubborn character to the students. Not only this, poor working condition and limited teaching materials have also created challenges in maintaining discipline in school environment.

To maintain the effective classroom discipline environment, three stakeholders play vital role. They are teachers, parents and students. But in my research, it is seen that, each components blames others saying that it is their responsibility. Teachers argue saying parents do not care their child at home. Parents argue for negative school environment and careless teachers, and students argue saying there is confusion in rules and regulations. All these stakeholders desire to run away from their responsibility and show others do not fulfill their duty. This kind of blame game cycle has created confusion and challenges to each in maintaining discipline in the school.

Moral values and behavior are the ornaments of human beings. It reveals that the positive character of a child develops a better citizen of a nation. But in school curriculum, inclusions of moral lessons are given less priority. As a result, teachers and students are lead for unethical practices. According to the participant student, their teacher gives them punishment without considering who the wrong elements are. And students also do not show positive behavior as they don't know what is right and wrong.

The other challenges that are seen in school situation are the contradiction between rights and responsibilities. Both the teachers and students deserve more rights in comparison to fulfilling their responsibilities. Equal participant in fulfilling

duty is necessary to have equal rights. For example, there needs to be collaboration between teachers and students to formulating classroom rules and regulations which was not observed in public schools.

Classroom environment is another major challenge is revealed in this research. Numbers of students, size of classroom, availability of resources such as furniture, ventilation, carpeting etc are some of the aspects of it. It is difficult to maintain discipline in the classroom where poor classroom facilities are available. In this situation, rules and regulations cannot be applied properly.

Corporal punishment is the other challenge that has created profound effect in schools life. The teachers who are not well trained and experienced are mostly using corporal punishment to fix the students behavior. Teachers in this study are divided in two groups. Some teachers are in favor of mild corporal punishment but other types of teachers completely reject this idea of corporal punishment. Corporal punishment is useful to stop negative behavior for a short period of time with any harm to the teacher but their effects are long lasting. This is one of the major challenges as it doesn't create pleasant environment of learning in the classroom. It also helps to encourage negative behavior to the students. To provide enough skills to the teacher for creating pleasant learning environment is another challenge hidden behind it. Concerned authorities need to be serious to implement such kind of classroom environment.

Answering Sub- question 3

How can learners and teachers in these schools are guided towards adopting measures that foster 'effective' discipline management?

To address the disciplinary problems of a classroom, various ways out are devised by the participants. These suggestions are useful for all teachers, parents and

students. The most important is open communication with all the stakeholders, which leads to reduce misunderstanding between them to understand every aspects of classroom discipline. Some of the ways out devised by the participants of this research re mentioned below.

Teachers' views

Encouragement of moral behavior is one of the suitable techniques of maintaining discipline inside the classroom. Moral behavior needs to be followed not only by the students but also from the teachers. Teachers punctuality, dress up, classroom manners, life style etc. influences the behavior of a student. Not only this, moral lessons are necessary to promote good values to the students. To promote good values to the students, parents also have equal responsibility. Ample of moral lessons are necessary to promote self discipline inside the classroom. Inside and outside the classroom, teachers and parents need to remind moral rules and regulations to the students. As mentioned by participant teacher, promoting discipline is psychological process. To understand the value of discipline, students need to think from the care of their heart. Regular moral lessons are necessary to encourage students to behave them properly.

The other ways out that the teacher forwarded on maintaining discipline is the well preparation of teacher before they enter into the classroom. In their opinion, unplanned lesson is the recipe for ill discipline. Trained and experienced teachers will have no difficulty in planning their lesson but sophomore teacher always need help from expert. According to Rockey (2008) novice teachers generally use reward and punishment to guide the behavior of a student; but in reality, it prevents students to realize the importance of discipline from the core of their heart. They need to have training for managing their classroom. Adequate trainings always helps for the

teachers to apply new techniques in the classroom, as a result, students can be kept productively occupied. When students are busy on their lesson, there will be less chance for in-disciplinary activities inside the classroom.

Parents' involvement is another important technique to maintain discipline in the classroom. Especially for persuading moral values and behavior, parents can help a lot. By providing enough guidance to their children-- can help to overcome lots of disciplinary problems such as copying others homework, careless on study, irregular presence in school etc. Educated parents even can teach lessons according to their experiences and other parents can help to provide motivation to the students.

In Nepalese context, parents are always ready to help in school if it is beneficial for their children. This kind of cooperation and mutual understanding helps each other to promote effective learning environment in the school.

In Nepal, there are various types of people living harmoniously in a same community. So, the children who attend in school have different belief and interest on the basis of their society. Though, it is difficult to address these varieties of students, teacher need to think alternative techniques according to the interest and level of students. They also need to explain clear rules and regulations. For proper disciplinary activities inside the classroom, teachers need to take diversity of student as a boon rather than curse.

Guidance and counseling are the other techniques of maintaining discipline inside the classroom. It always helps to promote positive behavior to the children. Well trained teacher and administrator can easily guide the student to promote good behavior. For this, it is important for a teacher to understand the children's social and academic background. This technique of maintaining discipline is used all over the world.

Parents' views

Teachers are always role model for students. According to the participant parents, behavior of a teacher is always imitable to the students. In their opinion, the more careful the teacher is, the better environment it will be in the school. So, transferring teacher as a caring person is necessary to promote effective discipline inside the classroom. Some teachers do not have co-operative feelings towards their students as a result students misbehave at school and home. As learning disciplines is not inborn capacity, teacher and parents can enhance them by guiding proper behavior. Providing well cultured environment is necessary in school and their home.

It was also mentioned by the teachers that learners needed to be busy in every lesson. When they are free or bored they start misbehaving inside the classroom. There are various ways to make student productive such as asking them to rewrite something or brainstorming for the learning problems. When students are occupied on certain activities, misbehavior will certainly gets lessened.

Students' views

According to the participant students they believe that the disciplinary problems in the classroom are the result of learning difficulty. In their opinion, for the students who are having difficulty in understanding a lesson tried to copy homework or class work. This is already an indisciplinary act. So, the methods of teaching and students understanding are two important considerations that need to be considered inside the classroom.

For the disable learners, it is natural phenomenon. On the one hand they cannot perform classroom activities as normal learners and on the other hand they are frequently derided by the other learners. They are not only undermined but also

laughed at. It leads to the unpleasant situation in the classroom and they tend to be aggressive. So, proper technique teaching and guiding is necessary for those learners.

Finally, home environment is also decisive factor for discipline management inside the classroom. Culture of home is always reflected in the classroom. For this, parents or guardians can play greater role to form better character of their children. Some parents are very strict to their children at home. It is also not a good idea as it makes them stubborn. So, pleasant and well cultured home environment is necessary to keep the students in self discipline.

Discussions

The concept of discipline is perceived differently from person to person. Even among the teachers, parents and students they have varied perception of discipline. This is the key reason for number of challenges and varied ways of solving them. One of the contradictory views is corporal punishment, as some of the teachers and parents are in favor of corporal punishment but students reject the idea of it saying corporal punishment is not good way of maintaining discipline inside the classroom. I found a gap on understanding discipline in teachers, parents and students. Students want change for child friendly education which is based on the philosophy of humanism. To resolve all this misunderstanding on understanding discipline, it is necessary to have awareness training programmes for the teachers as well as for the parents. Disciplining students through corporal punishment is traditional way of keeping students in constant fear and it needs to get change but they need to have good preparation before abolishing corporal punishment otherwise there will be more gap between two types of schools; one favors on corporal punishment other do not.

Such kind of differences can be observed in Nepalese context. There seems big gap between private and public schools as in private schools corporal punishment

is highly practiced and public school it is not allowed. As a result, private schools discipline is regarded better because government of Nepal ruled teachers not to have corporal punishment to their children. On the one hand teachers were not allowed to control the students by fear and on the other side they were unaware of alternative means of disciplining students. Consequently, quality of public school has been decorated. Now the serious challenge is uplifting public school through alternative way of maintaining discipline in the classroom. For this, well awareness trainings are necessary for school teachers and parents to understand modern unified concept of discipline.

This study found numerous challenges for maintaining discipline in the classroom. One of the reasons for these challenges are varied understanding of discipline form the teachers, parents and students perspective. There is less careful incidence from teachers, parents and students side as well. Problem of better infrastructure, accepting rights and responsibilities and imposing corporal punishment are the major challenges of proper discipline inside the classroom. The other difficulty is blaming one another and showing that was their responsibility of maintaining discipline. These all kinds of challenges are the result of misunderstanding between teachers' parents and students. For this the concerned authorities needed to think seriously for bringing them in one place to discuss about roles and responsibilities of teachers, parents and students. Even they can develop a hand book to resolve the misunderstanding and uniformity in disciplinary measures. Greater awareness is necessary to understand primitive and modern concept of discipline.

The ways out of disciplinary problems mentioned in this dissertation are limited as it was experienced by the participants. Most of the ways out seem like

teachers as providers and students as followers. This is a traditional concept of discipline. It is so because they were grown up in the same philosophy. In this democratic era, new concept of discipline has appeared and successfully implemented in various classroom. The theories that I have reviewed in this dissertation are some of the way forward to it. Though corporal punishment was regarded as a part of maintaining discipline, it was rejected by the student's saying discipline as process of self realization. These types of contradictory views can be resolved by sitting in a place and having discussion with all the stakeholders. Most of the ways out devised in this dissertation are related to morality and self control which is possible through modern concept of discipline. The understanding of discipline has shifted from strict rules and regulations such corporal punishment to laissez-faire way of dealing with students when discipline is perceived as a way of learning for future preparation. Unfortunately, the concept has not been revealed / understood clearly by the teachers and parents. As a result, they prefer strict means of disciplining students and it is against child rights.

Tensions between Theory and Practice

In this research, I used three theories as a source of distilling my ideas. Similarly, conceptual and empirical study helped to enrich my understanding about issues under the study.

What is the relevance of theory when it comes to classroom management and discipline practice inside the classroom? I think bringing theory-of-practice and practice closer together is a good thing. Finding best practices means theories need to be tested in the field. Reflecting upon questions as these, it could be interesting to know that in classroom management philosophy has recently been a strong suggestion that we need to minimize the gap between these two.

The second point is simply an observation that I've made while working with different classrooms in different schools. It has been observed that the practice so called school culture and the theory seen in literature review are difficult to fit in real practice. As we know, theory is essential in providing an analytical explanation of empirical observations and can be a useful tool for systematizing patterns of thinking. It is believed that the theory is determined by agreed examinations of data. In this sense, theory provides a simple and logical understanding of difficult concepts.

With regard to the classroom discipline management theories, it deals with the relationship between humans and behaviour. As I know, these two are managed and grown up in two different variations. To make the proper relation between these two concepts, applicable theory is necessary. In this dissertation, I have tried to link the real classroom practice with the theories that has been produced by different scholars. But I'm still in doubt on its congruent applicability. The context where the theory is produced may not be applicable in the context where I have studied. Even the link may have been made to understand the practice in a simpler way.

'Assertive discipline' as mentioned in literature review focused on students right for behavior choice, learning environment free from disruption but in contrast research showed that teachers have showed the behavior as the one way traffic (Literature review, p.98). They are enforcing rules and regulations from the teachers' point of view. The other theory 'Discipline with dignity approach' focuses on cooperative, respective and responsible classroom behaviour (Literature review, p. 31). Here students are supposed to treat with dignity at all the times but teachers and parents' voice reflected -- they are blaming each other saying it is others responsibility of maintaining discipline. This type of understanding led for the scarcity of mutual cooperation and respectful behavior between the teacher and

student. The other theory of classroom discipline management is 'Reality therapy approach' (Literature review, p. 34). This approach believed that students connect their behavior with consequence which focuses on value judgment. Students are taught the difference between the 'good judgment' and 'bad judgment'. In contrast with school practices the lessons on value judgment was discontinued in schools of Nepal.

The '1-2-3 Magic Plan Approach' (Appendix I, p. 204) is useful practice of behavior for the teachers and parents. It refers the basic counting action to start or stop the behavior. This theory of behavior management is applied very rare. In my research, not any participant has not suggested for addressing discipline problems inside the classroom through this approach. The other popular approach of maintaining discipline inside the classroom is 'Peer mediation approach' (Appendix I, p. 204). In this approach students are supposed to mediate the problems in a school setting. This theory corresponded with self learning aspect of discipline. This is one of the best practices of maintaining discipline for higher level students (as suggested by participant student, p. 121). But there are various aspects that hinder self discipline such as school environment, home culture and tradition etc.

'Unified Discipline Approach' is another useful approach to maintain discipline inside the classroom (Appendix I, p. 204). This approach has risen as an issue by the participants. Though it is difficult in large class, it is believed that misbehavior occurs in class because of the consequences of breaking rules and regulations. So, unified rules and regulation are important in maintaining discipline inside the classroom. From the perception of my participants they are also in favor of unified rules and regulations but participant student expressed that teacher treat them differently and do not follow the rules which they have announced to the students.

These are some of the example of theory practice tension regarding classroom discipline practices inside the classroom. The important point is maintenance of discipline which depends on school environment, students and parent's awareness level, teachers' skills and expertise and administrations regular monitoring. If the teachers are not aware with all these theories of discipline, their only solutions of misbehavior could be corporal punishment.

In conclusion, the relation between theory and practice need to be very important as without theoretical knowledge. It is impossible to use the skills in practice and make right decisions. In the currently occurring global issues, we definitely need to minimize the existing gap between theory and practice. The issues indeed need to be viewed from the theoretical prospective with following, coming solutions implemented in practice with general efforts. Theory always gives deeper understanding and allows viewing the problems from different perspectives which leads to decision-making. Of course, there are limitations in the relationship and maybe the gaps between theory and practice could bring to a prolonged duration of decision-making process. In relation of currently existing problems, without understanding the basics of it, without knowing the case in depth, it is always more difficult in practice come to the right decision and solve the problem which causes the delays in decision-making process.

Implications of the Study

There are various implications for the effective management of classroom discipline. On the one hand, it is preferable to try to identify causation whenever possible in guiding child behavior rather than to treat the behavior in isolation. And on the other hand, an awareness of causation can enable us to respond more effectively to specific behaviors.

The underlying motive in this study was portraying how the teacher, parents and students understand the classroom discipline, find out the challenges that they have faced while maintaining discipline and find out the viable solution for effective classroom. Consequently, the focus in the study was on practicing and maintaining discipline inside the classroom. Similarly, the study concentrated on the details of perceptions of stakeholders, challenges that they have faced and their ways out. This section however discusses the dimensions at the larger context that have been derived from the analyses.

The first dimension presented in this research is the different approach to the study of classroom discipline management and order. Brophy (2006) and Evertson and Weinstein (2006) believe that teachers are supposed to follow the common approaches for classroom management with theory-driven suggestions (Brophy, 2006; Evertson & Weinstein, 2006, as cited in Aliicabay, 2008). Different from these programs, this study concludes its inquiry with the precise sights from the classroom practitioners to make sense and apply them to their own classrooms.

The second dimension is rooted in the study's standpoint to the understanding of classroom discipline phenomena. The reformulation of classroom management strategy results the conceptual framework stating that any phenomena in a classroom can be made explicit and demonstrable to the other concerned authorities through the detailed representation of aspects that are being studied. As a result, the implications in this section are derived from the pragmatic notion of classroom discipline management.

One of the pioneering implications for the classroom practitioners (teachers and student) is the idea that creating an effective classroom discipline environment inside the classroom as it is one of the most challenging tasks. The challenging part

actually results from the nature of the classroom environment: a classroom composed of heterogeneous or homogeneous students. Transforming these students into a single unit to behave collectively, that has the same destiny, and to speak as a single entity is an enduring task. The struggle between achieving the traditional methods of disciplinary procedure and modern concept of disciplinary procedure has lead confusion to its stakeholders.

Consequently, in order to decrease the moments of struggle in the classroom, the teachers even can allocate certain periods in the transition time for the students to have their private talks among themselves. Another way to provide students the opportunity to have private talks among themselves is to let them talk during the recess periods. While the teachers are busy for the lessons, they need to let the students talk and socialize for a short time.

The other practical tip that could be derived from the findings is that the regular moral lesson provided to the students brings a lot of positive changes to the students. Instead of blaming from one to other, if everyone realizes their responsibility for fulfilling their duty, it helps for order of a classroom. In addition to involving parents for classroom discipline purpose, the auxiliary staffs of schools also can play significant role for helping to maintain discipline. Consequently, the teachers need to be aware for the change strategy of maintaining discipline according to the modern perspectives. A practical way to become aware of one's spatial changes is to record behavior in a portfolio. The awareness through watching these recordings will help the teachers understand what changes works in certain situations and how these changes function as disciplinary practices.

One practical implication for teachers is that they need to treat students' diversity as a necessary component of classroom management. The analyses showed

that the teachers when they face difficulty with various types of students. They could implicate this idea to change the behavior of those students who always misbehaves others showing the good behavior form their fellow friends. However, the nature and number of students determine the easy and difficult aspects of the classroom. Therefore, the teachers need to let the students to understand and socialize each other when there is a recess time in the classroom.

Guidance and counseling are important aspects that teachers and parents can apply to all the classrooms. Though it is time consuming strategy, its impacts are for longer period of time. For some, it is easy to apply but for other students, it is needed to repeat time and again. In conclusion, if guidance and counseling is followed regularly, it can be incorporate as a part of learning process.

Furthermore, the teacher needs to be aware of the fact that the classroom order cannot be sustained once with one group of actions when applied, but can be sustained gradually with different sets of actions that are specific to different contexts. The nature of classroom order also pointed the observable fact that the order construction is a mutual accomplishment by the teacher and students. The students are essentially aware of the teacher's practices in the classroom and they can attribute meaning to the teacher's actions to maintain the classroom order. As a result, they can participate in constructing the classroom order. Therefore, the teacher needs to motivate them to participate in constructing the classroom order by rewarding their positive actions.

The essential component of classroom order is the segmentation of everyday classroom time. The analyses in the study showed that a class time is composed of various parts and various subjects are taught in different period of time. Each part of classroom time involves different organization mechanisms, or simply rules. Thus,

the teacher's and students' reformulation of classroom time and their actions in these segments can be different from each other. As a result teachers and students will be aware on different performance in different periods of time.

Making students busy for the productive purpose is another technique of maintaining good discipline inside the classroom. Teachers proper preparation can occupy all the students in their task as a result students do not have much time to engage themselves for unnecessary activities. Constructing the classroom order follows a number of steps. Some students might not be present in the first stages, and thus cannot understand the negotiation stage. Therefore, the teacher should remind these students of the negotiation stage, i.e. what the rule is, and what kind of actions are approved and disapproved. This reminder will also help other students in the classroom to refresh their understanding of the classroom order constructs. My talks with some of the students in the break times suggested that these students have also their own understanding of classroom order. They believe that they learn many things from their teachers' behavior, teachers voice, dress up and manner etc. They always want to see teachers' model behavior inside the classroom.

Future Directions

The researcher is of the opinion, upon the completion of this research work, that a number of classroom management areas require an in-depth research undertaking in the future, which will indeed be meaningful in quality school that are not covered in this study. While research was being conducted for this study, a number of gaps in the literature were identified. In addition, this study has identified certain limitations, which opens the way for further studies in the same field. Some of the key gaps highlighted in the literature review include the broad area of classroom management which covers diversity management, conduct management, learning

management, gender management etc. Further research is required on all these areas. As it has been mentioned earlier that some research initiatives have been made in developed and developing countries, but much more remains to be done in our country. Moreover, the study was limited in focusing on schools of Kavre district, to a large extent, and further whole Nepal study is also possible.

Concluding Remarks

Many students, by nature, misbehave in the classrooms. Though it is the common phenomenon which usually echoes within the four walls of a classroom, it is not be taken as an offence. Instead, we need to think why almost all the teachers are compelled to confront such unwanted and disruptive behavior. It is perhaps, the result of the failure schemata of teaching procedures and the lack of mutual cooperation between students and teacher or among the students. Most importantly, it is, therefore, be noted that cooperation between students and teacher is not always democratic, but it might be the result of fear. However, no teacher can afford to overlook the importance of establishing a rapport with their students. Hence, the proper implementation of all the qualities of a good teacher like courtesy, punctuality, enthusiasm and patience can transform the bad situation into a better classroom.

The idea of presenting a lesson with a good plan helps the teachers to epitomize the degree of discipline in the classroom, as many teachers argue that lesson planning always leads the teacher being on the right track that she/he needs to go in. So, a lesson which goes according to a plan is more likely to be disciplined. But, many teachers across the nation are found to be not motivated while teaching. In this respect, there are some teachers who claim the uselessness of using a lesson plan while teaching, arguing that it is too time-consuming. Therefore, for effective and

objective learning the practice of using the lesson plans in classroom teaching needs to be encouraged.

The focusing technique suggests that every teacher is supposed to have the attention of their students before they begin taking the lesson in question. The key to this technique is to circulate around the class, while students are working. An efficient teacher always makes a pass through the whole classroom checking whether each student has started his/her work or not. No teacher needs to attempt to teach over the chatter of students suggesting that they are not paying attention. Teachers need to maintain classroom discipline considering all possible factors and strategies- including appropriate teaching and learning materials in order to stimulate their students' inherent capacity and thirst for learning.

Classroom Discipline is a significant problem with a lot of effects to the learners to their future. It is argued that this research has made a start, and provided new information for the complex topic of discipline management. There are, however, several opportunities for more advanced investigation, which may provide meaningful information to minimize the disciplinary problems inside the classroom. At the conclusion of this study, the question may be asked: Does it matter? In other words, does it matter whether there is discipline inside the classroom or not? Does it matter whether we could solve the problem or not? Does it matter whether there is ultimate solution for it or not? The answer depends very much on one's view of understanding discipline. If we are to accept the arguments made by the academics, then we are ready to tackle the disciplinary problems inside the classroom. As a result, the role of classroom management - I would argue- thus matters a great deal to the ongoing value of intellectuals and scholarly knowledge production in society.

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APPENDIX A

Interview Guidelines for Teachers

1. When did you start your teaching career?
2. Have you got teaching license?
3. How did you come in teaching field?
4. What is your qualification?
5. What are the main problems of our schools today?
6. In your opinion, what do you mean by discipline?
7. Is the discipline taught by others or learn it own-self?
8. Do you believe that in private school's discipline is better than the public one?
9. Have you ever got any incident of in-disciplined behavior of your students?
10. If a student does not give attention while teaching, what do you do?
11. What are the challenges of maintaining discipline in our school?
12. How do you tackle those challenges?
13. Who can help to maintain discipline in the school?
14. Is discipline really necessary?
15. What are the most in-disciplinary activities of a student?
16. What is the suitable disciplinary measure for the students?
17. Is discipline and punishment same? Can we use corporal punishment to discipline our students?
18. What is the best way to maintain discipline inside the classroom?
19. If students do not understand the lesson, they involve in indisciplinary activities. Do you believe on this point?

20. What problems will occur if students do not obey disciplinary rules and regulations?
21. Some parents believe on corporal punishment and others do not like it. What a teacher can do in that situation?
22. In what situation is it difficult to maintain discipline inside the classroom?
23. Can we maintain discipline by showing fear to the students?
24. Have you got anything else to say regarding discipline maintenance in the classroom?

Interview Guidelines for Parents

1. Could you please give me your introduction.
2. Where does your child study?
3. Have you got any idea on classroom discipline?
4. People say that 'quality of school is determined by the discipline in school.'
What do you mean by discipline?
5. What are the conditions that need to be fulfilled to become a disciplined student?
6. Discipline is taught by others or learned own-self?
7. Do you believe that in private school's discipline is better than public one?
8. Why do you think that parents like to send their children in private school rather than public one?
9. Who can help to maintain discipline inside the school? Does a parent have any role on it?
10. Why do you think discipline is necessary for school?
11. Discipline is same for everywhere or it differs from place to place?
12. Is it because of discipline; private school is better than public one?

13. Why do students misbehave inside the classroom?
14. What is the suitable measure to discipline them?
15. If we punish the children, it is against child rights if not they do not obey the teachers. What to do in this scenario?
16. Is maintenance of discipline getting complicated day by day in comparison to previous years?
17. People say that 'in private school, corporal punishment is still prevailed so there is discipline but not in public school.' Do you believe on this point?
18. Does nature of students also determines the discipline?
19. What are the drawbacks of indisciplinary activates?
20. Some parents are in favor of corporal punishment but others are not? What teacher can do in this case?

Interview Guidelines for Students

1. Give me your introduction.
2. Which class are you in?
3. What is the main problem in your school?
4. Do you have any disciplinary problems in your school?
5. People say that 'quality of school is determined by the discipline in school.'
What do you mean by discipline?
6. What are the conditions that need to be fulfilled to become a disciplined student?
7. Discipline is taught by others or learned own-self?
8. Do you believe that in private school's discipline is better than public one?
9. Who can help to maintain discipline inside the school? Does a parent have any role on it?

10. Why do you think discipline is necessary for school?
11. Why do students misbehave inside the classroom?
12. What is the suitable measure to discipline them?
13. If we punish the children, it is against child rights if not they do not obey the teachers. What to do in this scenario?
14. What are the drawbacks of in-disciplinary activates?
15. Some parents are in favor of corporal punishment but others are not? What teacher can do in this case?
16. Is the discipline taught by others or learned own-self?
17. Do you believe that your school discipline is better than other school's discipline?
18. Have you ever realized in-disciplinary behavior inside the classroom?
19. How to solve the in-disciplinary behaviour?
20. Who can help more to maintain discipline inside the classroom?
21. How can parents be helpful to maintain discipline inside the classroom?
22. How can teachers be helpful to maintain discipline inside the classroom?
23. Why do you think discipline is necessary in school?
24. When do most in-disciplinary incidents occur?
25. Do you have any rules and regulations in your school?
26. Can you remember any incident of in-disciplinary behaviour of yours?
27. Has school written any letters to your parents regarding your discipline?

APPENDIX B

Observation Schedule

Classroom Discipline Management Practices

Learning Organization

1. Classroom setup:
2. Written lesson plan:
3. Teaching aids:

In the introduction:

4. Learning outcomes:

During the lesson:

5. Revision:
6. Link to previous lesson:
7. Mode of delivery:
8. What happens when a learner/s are disruptive?
9. What happens when a learner is addressed by the teacher?
10. How does the learner's respond/interact with one another?

Educator Initiatives:

11. Resources used:
12. Examples:
13. Distractions or interruptions:

Models of learning:

- 14. Rote learning:
- 15. Demonstrating:

Collegiality:

- 16. Reference to other subjects/ learning areas:
- 17. Resources from other teachers:
- 18. Presentation by other teachers:
- 19. Involvement by outside people/ experts:

Learning Mechanisms:

- 20. Association:
- 21. Reinforcement:
- 22. Observational learning:
- 23. Imitation:

Learner-Teacher Interaction:

- 24. Learners ask questions:
- 25. Learners require clarity:

At the conclusion of the lesson:

- 26. Is the lesson related to the outcomes?
- 27. Any other significant events/ occurrences:

APPENDIX C

Informed Consent Letter

Dear

I am a scholar of 'Master of Philosophy' at Kathmandu University. My studies require me to conduct an in depth research and I am currently involved in this project. My study deals with 'classroom discipline management practices' and I therefore have to gather information on this topic. You can assist me in this matter by participating in an interview session. The information that you will provide will help me to improve the efficiency of my research and help me to get a conclusive result. I thus kindly request you to assist me by allowing me to interview you on your classroom practice for a short period of time. Your input can make a difference in how this issue is viewed. Your confidentiality will be ensured and you are free to withdraw from the study at any time without fear of any negative implications. The findings of this study will be made public but your identity will be protected at all times. For the sake of accuracy, I request your permission to use a tape recorder for our conversations. You will have access to the findings and can see me for any issues, which you regard as concerns.

Declaration: I am granting permission to take part in this study. I am free to withdraw from the study at any time without any negative consequences. I am also granting permission for the use of electronic equipment for recoding purposes. My confidentiality will be respected and the findings may be made public after I have viewed it.

Signed on this day.....at.....

APPENDIX D

Schools' Profile

School A

School A served a very poor socio-economic community; hence the fees at this school were fairly low in comparison to the fees at the other schools in the area. This school is located in the southern part of a small town Dhulikhel and South eastern part of Banepa. This school was established in 2023 BS. The founder of this school is present school management committee head Mr. Ram Prasad Upadhaya. The research setting has been decreasing in learner numbers steadily over the last five years. Its initial inception was to provide quality education to the local people in this area. The exact number of learners stands at one hundred and forty in the year 2070 BS. There are eighty one boys and seventy nine girls in the school. These learners are served by eleven teachers, three are employed by the school itself and eight are state employed. The school also employs one caretaker who lives inside the school compound with his family members.

The school comprises five buildings that serve various purposes. All five buildings are of single story. The first is the block for class three and four. The next block holds the office for the principal and teachers at the same. All the teaching materials are kept in this room as a result the room looks very congested. On the other part of this block there is class one. The third building is also a single story. The fourth building has class five and six. The fifth building sometimes serves as a venue for meetings and the doors are rolled up to create a big hall that is used for parents meeting. Next to second building there is the toilet for boys on one side and for girls on the other. The toilets are also designed to cater for both juniors on one side and

seniors on the other. However, the school had sufficient classrooms that were well kept. There were a few vacant rooms, as learner enrolment had dropped, as many parents had chosen to send their children to private schools in better resourced areas, stemming from the belief that they would receive a better education there. Academic achievement at this school was average to low, and discipline was generally poor.

The school principal is, however a person who continually promotes further professional development and has obtained a Bachelor's Degree in Education in his own effort. Once he was one of the students of this school. Various other teachers including the staffs were also in the process of improving their qualifications. The participants in this particular study were not studying at the time of the research but have recently upgraded their qualifications as was shown in the teachers' profiles.

School B

School C is located on Chaukot, a wooded hillside about two miles south of Dhulikhel on the new Sindhuli Bardibas Highway. It shares its site with KU School of Medical Science. The buildings were designed by the Danish Architect Niels Axel and provide an exceptionally good teaching environment. This school was founded in 1998 in a rented building in Dhulikhel with a first intake of 60 primary students. Adding one intake in each year, now it has reached up to A level. Its total capacity is limited to 550 only. In 2000 it moved in its own beautiful new campus provided by Kathmandu University. It is a wholly non-profit making institution. This school has served middle to high income households. This school was established by the group of teachers and formally, established to provide quality education to the siblings of the staffs of KU. The building had been constructed from board of Kathmandu University, which is high maintained, and had largely been cared. School fees were fairly high in comparison to the other schools in the area, but still low in comparison

to prestigious private schools. The facilities were better than at the other schools, as the school had an up-to-date computer laboratory (built into a container) and a well-resourced library for the learners. Discipline was generally good and the academic performance of the learners was excellent. Most of the students were from Kathmandu valley and has provided weekly transportation service for the deserving students. In total nine buildings were constructed for the purpose of providing quality education to the students. From the establishment, school is running under the leadership of foreigner especially from United Kingdom. School provides few scholarships to the deserving local students as well as to the staff of Kathmandu University. The school is compared one of the prestigious school in the area.

School C

This school served a poor socio-economic community, although it was situated in a more affluent community. Many of the learners attending the school came from informal settlements on the periphery of the area. This school has very long history as it was established before Rana regime. At the beginning this was only the school in this area and was very popular as they had started practical vocational education in 2028. The school has primary to bachelor degree classes with huge number of students in upper classes. The school B was announced ‘Model Higher Secondary School’ in 2058. School B was a co-educational school and had a very big library, which had, however, not been updated in the previous ten years. The school had a computer lab, which was available to the learners, although the hardware was mostly outdated, as it had been sourced from a local non-governmental organization upgrading its own computer equipment. Discipline at the school was said to be “not too bad”, and the academic performance of the students were fair to poor.

APPENDIX E

Research Participants**Profile of Learners**

Four to eight grades students from each school were chosen to participate in the research. Their gender representation was boys and girls in average. Their ages ranged from twelve to sixteen years of age.

Identity Name	Age	Grade	Selection of Representatives	Race	School	Type of School	Sex	Nationality	Mode of Data Collection
Rameswor	13	7	Class Vote	Brown	A	Public	M	Nepali	In-depth interview

Figure 4.1 : Learner Participation from School A

Identity Name	Age	Grade	Selection of Representatives	Race	School	Type of School	Sex	Nationality	Mode of Data Collection
Remina	13	7	Class vote	Brown	B	Public	F	Nepali	In-depth interview

Figure 4.2: Learner participants from School B

Identity Name	Age	Grade	Selection of Representatives	Race	School	Type of School	Sex	Nationality	Mode of Data Collection
Bikash	14	8	Class Vote	Brown	C	Public	M	Nepali	In-depth interview

Figure 4.3: Learner participants from School C

APPENDIX F

Research Participants**Profile of Parents**

One parent from each school was chosen to participate in the research. They were selected by the nomination of school principal as they were actively participated in school development programmes. They were even in school management committee in previous years.

Identity Name	Age	Qualification	Selection of Representatives	Race	School	Type of School	Sex	Nationality	Mode of Data Collection
Krishnaram	45	B. Com.	Selected by Principal	Brown	A	Public	M	Nepali	In-depth Interview

Figure 4.4: Parents participants from School A

Identity Name	Age	Qualification	Selection of Representatives	Race	School	Type of School	Sex	Nationality	Mode of Data Collection
Punya Prasad	38	I. Com.	Selected by Principal	Brown	B	Public	M	Nepali	In-depth Interview

Figure 4.5: Parents participants from School B

Identity Name	Age	Grade	Selection of Representatives	Race	School	Type of School	Sex	Nationality	Mode of inf. Collection
Harihar	54	B. Sc.	Selected by Principal	Brown	C	Public	M	Nepali	Interview

Figure 4.6: Parents participants from School C

APPENDIX G

Research Participants**Profile of Teachers**

Two teachers per school participated in the research. They were aged between 20 to 40, with an average of one male and one female per school. All the teachers were academically and/or professionally qualified, with qualifications ranging from SLC to two years masters degree. They all had a teaching license and everyone had more than 15 years of teaching experience including different schools. Some of them were discipline in-charge of their school. Some participants have completed 20 years of service and working to get retired till 60 years. A brief summary of the teachers are mentioned below:

Identity Name	School	Type of School	Sex	Teaching Experience	Teaching License	Qualification	Nationality	Discipline Training	Mode of Data Collection
Suman	A	Public	F	22 Years	Yes	SLC	Nepali	No	In-depth Interview
Sujata	A	Public	M	27 Years	Yes	I Ed	Nepali	No	In-depth Interview
Sabina	B	Institutional	M	22 Years	Yes	B Ed	Nepali	No	In-depth Interview
Sushil	B	Institutional	M	23 Years	Yes	M Ed	Nepali	No	In-depth Interview
Bhupal	C	Semi Public	M	25 Years	Yes	I Ed	Nepali	No	In-depth Interview
Sampurna	C	Semi Public	F	18 Year	Yes	B Ed	Nepali	No	In-depth Interview

APPENDIX H

Lesson Observation

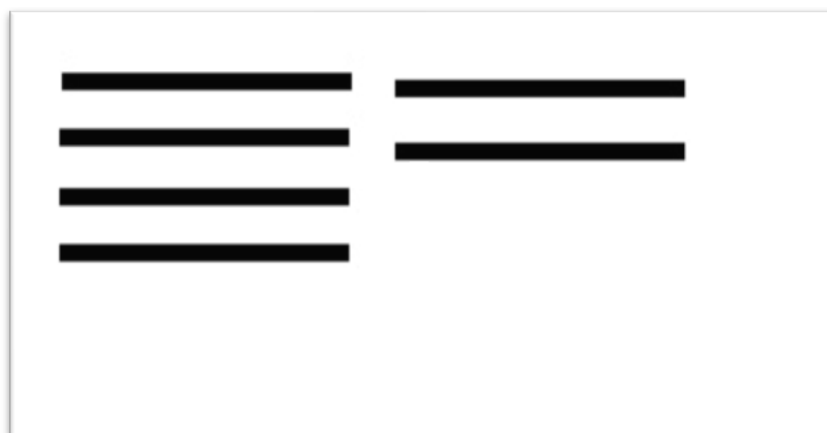
Observation Lesson One

What follows are the reports on the first observation lessons. The reports constitute an account of what transpired in the various classrooms and further comment and analysis was given in the next chapter. The observation schedule is attached as an appendix.

Teacher A

This teacher has a grade seven class and has thirty (32) learners in the class. On arriving in the classroom, the learners were expecting me as the teacher told them that they would be having a visitor. The learners greeted me excitedly and called me saying “Good morning sir”. I politely greeted them and thanked them for allowing me to see how they worked in their classroom. I then found a spot at the corner where I could see everything but not be in their direct sight, in order not to cause any form of distraction.

Figure 1 Students Seating Arrangement



I took out my observation diary and started recording the events in the classroom. The teacher had a mentally prepared a lesson plan and referred it to me at the beginning of the lesson. The language used in the classroom was Nepali and I did not detect any other languages used during my visit. The teacher proceeded to explain that she was going to read a story to the learners. She asked them to fold their arms and to listen to the story attentively. The story was boldly written on a chart. The chart was placed on the board where all the learners could see it. The teacher read the story and then asked the learners to read the same story. This was followed by individual learners being asked to read the story while the rest were listening.

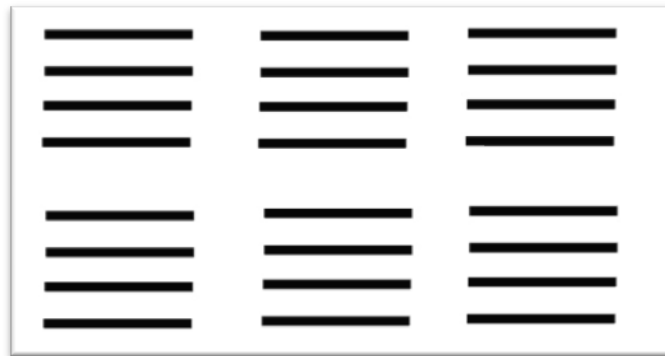
Each learner pointed at the words and then read them again. All these activities took place while the learners were seated on their respective benches in the classroom. The teacher asked learners to look at the difficult words in the story. One of the students asked the meaning of 'Krida'. Teacher explained saying playing spot. This action was repeated to other students as well. After this, the teacher asked some learners to list out all the words that they have asked. Then, some learners stayed in the front of classroom. They were given a chart with the new words on it. These had the words of the new vocabulary written on them.

The learners sat at the front then started to match the words on the chart with the pictures on the labels. These learners (as the teacher explained afterwards) were struggling with word recognition and she had devised the given exercise to improve the skill of recognizing words and then sounding them. While these learners at the front row were matching the labels to the chart, the rest were writing all the words with last 'i:' sounds into their notebooks. The teacher rendered assistance where it was required and moved around frequently to get an idea of what each learner was doing. The learner's desks were arranged in a linear formation where one group of learners

sat next to each other but also faced the other learners on the other side. The entire class was well dressed in school uniform and the majority of learners were from middle economic income groups.

Teacher B

This teacher had a grade seven class with thirty (30) learners. Just as in the previous class the teacher and learners were expecting my visit. The learners enthusiastically greeted me and also called me by my surname ‘parajuli sir’. I responded politely and made myself place at a desk that was out of the way from the already set-up groups. This was Social Studies lesson. The learners were sitting in groups of six. The diagram indicated the way that groups were already set up.



The teacher addressed all learners and gave each group the opportunity to select a name for their group. When I settled myself at the corner of class, at once my eyes focused on the chart hanged nearby the whiteboard. “Our Classroom Rules and Regulations” was the headlines and the date mentioned on the chart was of April 14th 2013. After a while, the groups were asked to give their names to the teacher who wrote them on the board. She commented on the names in a positive manner. After writing all the group names on the board, the teacher called for all the learners to listen attentively to the task that they had to perform. Each group was given a specific area within the school and the group then had to formulate a set of rules for the specific area. The areas included the entire school, the classroom and the playground.

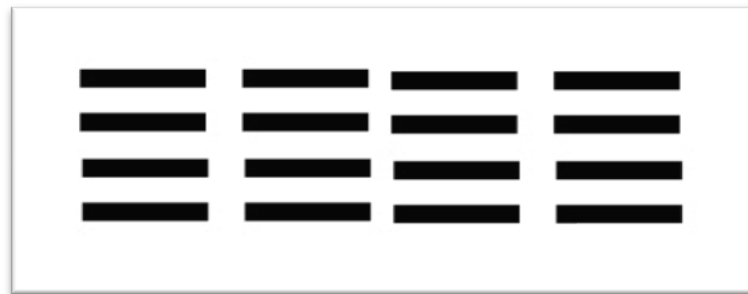
Thus, some groups had to formulate school rules, the next group class rules, another group kitchen rules and another group formulated playground rules. Each group's task was clearly explained and the teacher made sure that each group knew what to do. The teacher stated that she was only allowing ten minutes for this task to be completed. As the groups started their discussions, there was an interruption. Another teacher entered the classroom and started talking to Teacher B. Teacher B politely requested the other teacher to please see her later. The teacher agreed and left the classroom. Teacher B moved around between the groups and noticed that some groups had not completed the assigned task. She then announced that she would give each group five more minutes to complete the task. She also gave clarity on the role of each member in the group. They needed a scorer, a timer and a reporter.

After five minutes, the teacher reminded the group that time was running out. A short while later, the teacher started with a countdown. She said "Five, four, three, two, one and stop." The whole class joined in the countdown and all groups stopped writing after the teacher said stop. The teacher reminded the groups that misbehaving groups would be disqualified. She called learners by their names and encouraged them to report back on their discussions. One group complained that their selected reporter was reluctant to perform his assigned duty. The teacher encouraged the learner. She told him that he could do it and that he would do well as it was a group effort and he had to do his part in making the group's work complete. The learner then felt confident and agreed to report back on the group's discussion. The groups came to the front of the class one by one. The reporter from each group reported on the discussion and the teacher wrote each rule as it was mentioned on the board. All the other learners could see the rules being written on the board. At this point there was another interruption. A learner from another class had returned some exercise

books from his class teacher, who had been marking them. Teacher B asked the learner to place the exercise books in front of the classroom which the learner did then left. Teacher B continued to write the rules on the board as each was reported. As each group finished, the teacher praised them and asked the class to applaud them. The applause was very specific. I found this method of control very interesting. Teacher B continued by encouraging learners and telling them to be proud of themselves.

Teacher C

Unlike the other two lessons, this particular class was not aware of my visit. They did however greet me courteously and welcomed me politely. This was a grade six class with twenty five (25) learners.



Teacher C was not their regular class teacher and taught this particular class. The Computer teacher had just finished his lesson and left, but learners were still taking notes from the board. Teacher C was now coming into the class to teach English but she had to give the learners some time to write their Computer notes from the board. Teacher C announced that she was giving them a few more minutes to finish their notes before she would start with her lesson. The classroom was arranged in rows. After a few minutes, Teacher C asked learners to put their Computer notes away. She then explained her plan of action for the lesson. She explained that she was going to read a story to the class. (The teacher referred to the poem as a story) The learners would then read the story to themselves. She continued to read a poem to the

learners. They listened and followed on the handouts that had been distributed by one of the other learners.

After completion of the reading poem, the teacher allowed the learners to read the poem. She then started moving among the learners as they read on their own. I could hear giggling and laughing from some of the learners as they were reading the poem. The teacher ignored this and I have to admit, some of the terms used in the poem were quite funny. After a while the teacher asked the learners to read the story together, which they did. After completion of this task the teacher thanked them for the reading saying: "That was okay. It could be better." Teacher C then asked learners to take out their pencils. She said "We are now going to take the poem apart." At this point there was an interruption. There was a knock on the door. One of the learners responded by opening the door. Someone wanted chalk and the learner who opened the door gave them some after which they left. The teacher did not even look at the door or the person who wanted the chalk. She continued with the lesson.

Competition was encouraged among the learners when the teacher commented that the girls could read better than the boys. The boys protested and claimed that they were better at reading. Upon hearing this, the teacher allowed the boys to read the poem and thereafter the girls got an opportunity to read. The learners debated on which group was the best at reading. The teacher did not intervene but rather moved to the front of the classroom where all the learners could see her. The teacher then explained that she was going to give the learners an opportunity to look at the poem to identify any difficult words that they might not understand. The learners started engaging with the text while the teacher started moving around between them again. After a few minutes, the teacher asked if there were any words that they did not understand or words that they needed clarity on. The learners all agreed that they

understood all the words. The teacher, however, was not convinced. She walked towards the whiteboard and wrote a word on the board. She wrote the word “imitate” on the board. Teacher C then turned towards the class and said that she wanted to know what this word meant. The learners started discussing the word and the teacher allowed the deliberation to continue. I could hear some learners talking in Nepali. One learner asked another for a dictionary. After consulting the dictionary, this learner explained what the word meant. The teacher acknowledged the answer and asked the rest of the learners to turn to the questions on the poem. She read through the questions with the class following on their own sheets. The teacher assessed the learner’s comprehension on the questions by asking if they understand them and if they would be able to answer them. The class responded positively.

The learners started reading through the questions while the teacher guided them in obtaining the answers. They were then instructed to answer the questions in their notebooks. She also made reference to previous notes. Learners were asked to look at their earlier notes to find out what a ‘metaphor’ is. Teacher C encouraged learners to do their own work and not to copy from their neighbor. It was quite noisy outside as it was the last period for the day. The teacher did not seem bothered by the noise and continued her work as normal. She continued moving around between the learners checking on them doing their assigned task. The end of the period arrived and I politely excused myself from the classroom.

APPENDIX I

Some Quotes on Discipline

"No horse gets anywhere until he is harnessed. No stream or gas drives anything until it is confined. No Niagara is ever turned into light and power until it is tunneled. No life ever grows great until it is focused, dedicated, disciplined."

Harry Emerson Fosdick

"Nothing of importance is ever achieved without discipline. I feel myself sometimes not wholly in sympathy with some modern educational theorists, because I think that they underestimate the part that discipline plays. But the discipline you have in your life should be one determined by your own desires and your own needs, not put upon you by society or authority."

Bertrand Russell

"He who lives without discipline dies without honor."

Icelandic Proverb

"Discipline must come through liberty. . . . We do not consider an individual disciplined only when he has been rendered as artificially silent? as a mute and as immovable as a paralytic. He is an individual annihilated, not disciplined."

Maria Montessori

"Man can learn self-discipline without becoming ascetic; he can be wise without waiting to be old; he can be influential without waiting for status. Man can sharpen his ability to distinguish between matters of principle and matters of preference, but only if we have a wise interplay between time and truth, between minutes and morality."

Neal A. Maxwell

Discipline is a symbol of caring to a child. Discipline is guidance. If there is love, there is no such thing as being too tough with a child.

Bette Davis

That discipline which corrects the eagerness of worldly passions, which fortifies the heart with virtuous principles, which enlightens the mind with useful knowledge, and furnishes to it matter of enjoyment from within itself, is of more consequence to real felicity than all the provisions which we can make of the goods of fortune.

Robert Bridges

Discipline in its highest notion is not punishment or self-punishment. It is rather something seminal to the self. It is our foundation. It is our architecture. It gives us structure. It allows us to steer our energies and pull our wagon.

Noah Benshea

Good discipline is more than just punishing or laying down the law. It is liking children and letting them see that they are liked. It is caring enough about them to provide good, clear rules for their protection.

Stanley Greenspan

Discipline is like moonlight to cool the wild mind that is burning with anger, attachment, ignorance, jealousy and so forth. One becomes calm, concentrated, and magnificent, towering over ordinary beings like Mount Meru rising above the world. Others will be drawn to one's strength and will find great inspiration and confidence in it. It pacifies our own being, and it brings peace into the way other people and sentient beings relate to us. Thus wise practitioners protect their discipline as they would their eyes.

Bstan-Dzin-Rgya-Mtsho, The Path to Enlightenment

APPENDIX J

Approaches of Classroom Management

The 1-2-3 Magic Plan Approach

The 1-2-3 Magic Plan, developed by Thomas Phelan (1995), was first dedicated to helping parents to manage their children's behavior at home. Therefore, this approach began its history as a tool to help and control the behavior of their children. In a short period of time it found its way into the school rooms and offices of teachers, counselors and psychologists. This approach is a basic counting action either by the teacher or parents to start or stop the desired behavior. When they count up to three, the desired behavior needs to have started or stopped. If not they have to bear the consequences. This approach of discipline management is useful for younger children but not for higher level school students.

Peer Mediation Approach

The other common disciplinary management approach is peer mediation approach. This approach was popular in various sectors and now in schools, to solve the disputes, this approach is regarded as a boon. In school setting, students are trained to help and mediate problems. They analyze the key reasons of problem and its proper solutions. This type of activities helps to provide a proactive and students led system of behavior and classroom management. Here students learn the skills in active listening, compromising as well as taking responsibility for their actions.

Unified Discipline Approach

White, Algonzine, Audette, Marr, and Ellis (2001) developed the 'Unified Discipline Approach'. This approach is carefully integrated in school wide behavioral management programme. It was developed to improve school wide discipline to make

sure that there is consistency among all the stakeholders. In this approach, students would be given explicit rules and regulations that are applied throughout the school. All the stakeholders of school (teachers, students and auxiliary staffs) have defined the roles and plan to aware the rules and consequences that will result when rules are broken. This approach motivates for communication among all the people of the school community and creates the team atmosphere. As a result, it makes sure of fair and equal treatment.

Conscious Classroom management Approach

Rick Smith developed a technique called 'Conscious Classroom Management'. This approach of classroom discipline helps the teachers to focus on positive standards to enhance the school quality. This approach believes on the consistency that is the most important aspects of classroom management and by setting the clear expectations from the beginning students and teachers can create a warm and encouraging classroom community. This is the strategy closely helps even for my present teaching strategy because it has many positive aspects for managing proper discipline inside the classroom.

There are many different types of classroom management approaches. Such as instructional management approach, positive classroom management approach, diversity classroom management etc. We know that there are various resources for teachers, parents and administrators when they want to change the behavior of their students. Each approach has its benefits and drawbacks. The main objectives are to provide comfortable learning situation so as to obtain ultimate educational goals. Some other Classroom management theories can be summarized in the following table.

Summary of Classroom Discipline Theories

Developer	Name of Theory	Key Features
B.F. Skinner (1992)	Behavior Modification	In this theory of classroom discipline management, teachers use positive and negative reinforcements and punishments to modify the students' behavior.
Jacob Kounin (1971)	Instructional Management	In this theory teachers use effective teaching behavioral techniques, classroom management etc. to influence students behavior
Rudolph Dreikurs (1971)	Democratic Teaching	This theory believes one the major causes of misbehavior. In this theory, teachers use democratic teaching, logical consequences and encouragement, rather than praise.
Frederic Jones (1987)	Positive Classroom Management	These theories of classroom management affirm the value of individual learners. In this technique teachers set limits, build cooperation and employ practical, simple and easy strategies of classroom management.
Linda Albert (1992)	Cooperative Discipline	In this theory teachers influence the students rather than the learners' control. By helping learners to interact, contribute and become capable, teachers help to develop a code of conduct which fosters a positive climate in the school environment.

Barbara Coloroso (1994-2002)	Inner Discipline	This theory helps to behave the students responsibly. Teachers avoid punishment and use evaluative praise. Instead, this model of discipline is used for natural consequences.
Carolyn Evertson and Alene Harris (Sep. 1995)	Managing Learner-centered Classrooms	In this approach of classroom discipline teachers provide learner-centered classrooms, consider instructional management and behavior management. This approach of discipline is applied from the beginning of school year with clear rules and regulations.
Alfe Kohn (1996-2001)	Beyond Discipline	This approach believes on rewards, punishments and consequences. Here teacher need to consider learners from the positive perspective and they need to believe that they will make the correct decisions.
Jane Nelsen, Lynn Lott and Stephen Glenn (1997)	Positive Discipline	In this type of disciplinary approach teachers focus on caring and mutual respect, encouragement and order. This approach of discipline helps for the enhancement of skills of successful teaching.
Forest Gathercoal (2000)	Judicious Discipline	This approach of discipline provides behavioral guidelines for loss of property and its damage. It tries to build democratic classroom maintaining professional ethics.

APPENDIX K

Classroom management Styles

In the process of teaching and learning, the behaviors that are shown by the teachers and students inside the classroom are called classroom management style. Classroom management styles can be categorized in various ways. It is based on different aspects of classroom such as conduct, learning, culture, behavior etc. Nevertheless, degree of teachers control is one of them. Some teachers are in favor of high degree of control in the classroom and others want freedom to the students. Generally the teachers who are guided by the behaviorist philosophy believe on strict rules and regulation inside the classroom but humanist teachers are liberal in this aspect. They believe on free interaction with their fellow students for positive learning. Kris (1997) identified four types of classroom management approaches according to the nature of teacher (Kris, 1997). These styles are briefly described below..

Authoritarian Classroom Management

In Authoritarian style of classroom management teachers mainly shows control over students. This style of classroom management, teacher thinks students to learn and pay attention to the lessons. Here students have to participate in such activities voluntarily even if they are unwilling. For the purpose of this, teachers make all kinds of decisions themselves. In other words, in this approach, teachers act as an authority in the classrooms.

In-authoritative Classroom Management

In in-authoritative classroom management behavior control by the teacher is based on some specific reasons. Therefore, teachers explain the reasons of rules that

have been applied. In this style, there are some sort of control and restrictive behavior; students are encouraged to act freely. When teacher finds the students displaying undesired behavior, they are not punished, but politely explained the consequences. That is, in a classroom mutual communication is adopted for the effective management of a classroom.

Laissez-faire Classroom Management

Laissez-faire classroom management is a style where teachers' role is not much dominant. In this style, teachers accept and watch the students behavior and reactions, and they try not to hurt the feeling and emotions of students. There is no continuous disciplinary measure in this type of classroom management. Teachers become friendly with student and they really appreciate the teacher's activities. Teachers also treat the student's behavior in a friendly manner. There is the difficulty on the refusing the students demands. However, in this style, there is the difficulty on too much refusing the students demands and freedom from the teacher. It may lead uncontrolled activities of a student and classes may go out of control. Though there are some problems on controlling students' behavior, this style is much loved by the pupils.

Indifferent Classroom Management

In indifferent classroom management style, students have very few demands, as teachers do not take part in lessons as they are indifferent to their students. In this style, teachers are objected to pressurize the students in any way. As a result, those with this style may have less disciplinary skills and may not be able to build trust. As for their students, they hardly have encouragement. Teachers with this style are not interested for inspiring classroom activities.

Summary of Classroom management Styles

Ideology	Description of ideology	Definition of discipline	Characteristics Control Techniques
Authoritarian or Custodial	<ul style="list-style-type: none"> • Maximal external control • Demand respect from children 	Discipline as an end (Maintain teacher power and status)	<ul style="list-style-type: none"> • Establish rules • Embarrassment • Punishment
In-authoritative or Diagnostic	<ul style="list-style-type: none"> • Moderate external control • Trust children because they will fulfill whatever expectations teachers have • Respect dignity of children 	Discipline as a means to understand and treat misconduct Individualized	<ul style="list-style-type: none"> • Establish rules with children • Physical proximity • Eye contact • Behaviour modification • Occasional punishment
Laissez faire or Permissive	<ul style="list-style-type: none"> • Minimum external control; Intervention stifles natural creativity 	Natural self-control	Control techniques are unnecessary

Adopted from: (Henkel, 1991)

APPENDIX L

Consistent Use of Best Practices

	School A	School B	School C
Create a school-wide approach to discipline	--	X	--
Maintaining a positive learning environment	--	X	X
Provide on-going staff development with an emphasis on changing educators' practice	--	X	--
Employ methods that emphasize practice feedback, reflection, coaching, and support	--	X	X
Collaborates with parents to develop a plan of action	--	--	--
Develop and explain rules with input from the students, then post	--	X	X
Never use tricks or bribes as a strategy to improve discipline	X	--	--
Maintain a positive attitude with students	--	X	X
Reward on a broader scale for appropriate	--	X	--

behavior			
Set clear expectations and avoid punishment	--	X	--
Always treat students with respect and talk to them in a manner that they understand	--	X	--
Counseling	X	X	--
Use other resources as much as possible	--	X	--
Alternative Education may be necessary for some students	X	--	X
Use of RIPP (Responding in Peaceful and Positive Ways)	X	X	--
Implement a violence prevention/conflict resolution program	--	X	--
Efficient use of time is recommended	--	X	X
Preferential seating	X		X
Fair, firm and consistent rules must be in place	--	X	--
Engage school and community-wide commitment	--	X	--

Source: Class observation, 2013