UNDERSTANDING BEHAVIORS OF STUDENTS: A NARRATIVE INQUIRY

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This dissertation entitled *Understanding Behaviors of Students: A Narrative Inquiry* was presented by *Gopal Datt Joshi* for the degree of *Master of Philosophy in Educational Leadership* in April 5, 2022.

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DECLARATION

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

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DEDICATION

This work is profoundly dedicated...

To the teachers and the teacher educators who hope this work will initiate them to

value the significance of understanding and managing behaviors of students.

AN ABSTRACT

Of the dissertation of *Gopal Datt Joshi* for the *Master of Philosophy in Education (Educational Leadership)* presented at Kathmandu University School of Education on April 5, 2022.

Title: *Understanding Behaviors of Students: A Narrative Inquiry*

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The study was conducted with the main purpose of exploring the perceptions and practices of school principals in managing the behaviors of students. I purposely selected 3 school principals of institutional schools of Kathmandu valley and collected their stories as data through interview. I used narrative inquiry as my research method to explore their stories through interpretive paradigm where I followed the theory of behaviorism and positive behavior support plan of Walker et al. as the lens.

Through the exploration of my participants' narratives, I got to know that behavior problems are common and natural. I also discovered that school principals have inadequate knowledge about behavior problems, its complexity (major and minor cases) and multi-layer connections (home, school, teachers, society, and peers). It also revealed that school principals use negative instructions, do practice of punishment over praise and strive to change the nature of students rather than building their nature. It gave me insights to appreciate the diverse need and nature of students and understand their feelings.

Similarly, I also discovered that there are three common practices of managing the behavior problems of students (prevention, intervention and investigation) where school principals mostly practice intervention. This gave me knowledge that school principals and educators need to practice on creating positive and supportive school climate (prevention); monitor, supervise and guide students to get involved in creative and productive things through reward and reinforcement (intervention) rather than beating, torturing, giving warning letters, suspending and expelling and, gather and create stock of information as and when students' behavior problems were occurred and explore how and why they occurred (investigation) rather than collecting behavior problems related evidences with negative intention of punishing, suspending and expelling the students from school.

The study concluded that managing behavior problems of the students require thorough and intensive understanding of the complex nature and multi-layer connections of behavior problems and also to manage them positively by creating more encouraging and supportive environment at school rather than enforcing coercive means of punishment over reward and reinforcement.

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ACKNOWLEDGEMENTS

TABLE OF CONTENTS

CHAPTER I

INTRODUCTION

This chapter begins with setting a scene to contextualize my research topic. While doing so, I recounted on my academic and teaching journey to get closure to what and how of my behavioral problems and its connection with academics. This is followed by conceptualizing the basics of managing behavior problems in order to assist me to explore the main issue of my study and develop the solid foundation for statement of problem. The clarity and depth understanding of issue or problem is followed by the purpose of the study and the research questions. Finally, I end this chapter exploring the need and significance of the study as a rationale and setting the clear boundaries as delimitation of the study.

Envisioning My Schooling and Early Days

I began my academic journey in 1990 AD when I was 6 years old. I still vividly remember my first day of going to school with my elder sister. My sister escorted me up to the school nearby my village in Darchula district by holding my hands for almost half an hour. It was great fun walking, gossiping and playing with other friends on the way to school. As I reached at the school, my sister guided me towards the classroom and instructed, *"Sit here and do what other children do and teachers teach"*. She then hurriedly went into another room and disappeared.

Feeling uneasy, I kept my *Slate* (a handmade rectangular shaped material used to write in our time) aside and started looking here and there. At the meantime, a tall and lanky boy along with two of his friends came towards me and tried to take my slate away but I resisted and cried for help. Being very angry, they pushed me back and kicked saying in their local language, *"tuile haamlai chinya nai thin ta la*

saalaa"(Don't you know us, idiot?). Perhaps teachers heard me crying and one of the male teachers carrying a stick in his hand rushed into the classroom and he angrily said, *"Timiharu kahileni nasudrine vayau, jahile ni dukkha matra dine vayau"*(Your habit of troubling others is never going to be changed). He abruptly beat them with stick and the whole class remained silent and quiet for a while.

He then asked us to write the numbers (1-20) and read them aloud. When he was inside the classroom everybody was following him and doing whatever he had assigned. As soon as he went outside, the same group of students started teasing others by throwing pebbles, calling others with rough words followed by lunatic laugh. The day passed in the same way and no sooner the school time was over, my sister came to receive me back to home at 3: 30 pm. It was really a horrible experience for me and I shared everything with my father. I was very comfortable with my father because he used to teach and share all the important lessons of his life with me. He tried to deal with my anxiety and negativity towards school by counseling. However, I insisted not to send me school from next day onwards and requested him to teach me at home. I started visualizing the scene of my class, teachers (coming into classroom carrying a stick) and the same rowdy group of students teasing, troubling and beating others. I was completely disturbed and disrupted.

The next day, after different offers and many pushes from my parents, I went to school with my sister but there was no change in classroom and behavior of students and teachers. As my father counseled, I acted being deaf and dump: not to care what was going in and around except academics. Slowly, I got into my real pace of learning with the immense support of my father. I started excelling in my academics and upgraded with the highest rank and honor. Thankfully, from that time

onwards all the teachers started loving, caring and appreciating me and that rowdy group of students also stopped giving any sort of physical and mental torture. However, their domination and distortion to other friends and teachers' punishment to the rowdy group of students consistently continued. This particular situation used to trigger me to think: *"Why some of my friends behave abruptly and why the teacher/school management can't change their behavior despite of practicing punishment?"*

I was having best time of my life both at school and home. Everything was smooth and perfect with the grace of god. But the grace of god did not last any longer when my father, all of sudden, left this world. I did not just lose my father; I lost a true friend, hope and my strength. I did not know what and why that happened but I felt lost, fragile and useless thereafter. I stopped studying and doing assignment and also could not concentrate on academics and house hold things. All the teachers who used to appreciate and honor me before had started criticizing and scolding me. Similar way I was treated from my family members and relatives. All those circumstances dragged me to join the company of that rowdy group of students. The downfall and distortion both in academics and behaviors continued with different tags for almost 7 years. Punishments, immediate parents call, visit to head teacher's office and suspensions were quite frequent and common for me. A bright, diligent and decent student turned into dull, lazy and asocial. As a result, I along with all the friends failed in School Leaving Certificate Examinations (SLC). This made me question to myself now: *"As to how and when I went wrong"?*

After I failed in SLC I was disconnected with friends. Those who had completed SLC joined 10+2 and most of those who couldn't, left the school and went to India in search of job. It was more like suffocating moment for me. I was

completely undecided and restless. As of what I remember now, after a week time I happened to meet one of a social worker of our adjoining village who was desperately trying to involve and establish himself in politics in local level. He shared his own personal experiences of doing struggle to pass SLC during his time and finally managed to pass after 10th attempt. He talked a lot about life and struggle and made me realize the value of education. May be his lived experiences had taught him so much and he extended his full support to me, in both, academics and behavioral matters. So, he managed a professional tutor for me and I took classes with him. With the guidance of the tutor, I finally managed to complete my SLC in 2057 BS. It was a turning point of my life.

This brought happiness in my family and my eldest brother called me Mahendranagar, Kanchanpur for my higher studies. I left my hometown Darchula and came to Mahendranagar. No sooner I had reached there; I was admitted to one of the community campus in education stream. This new place taught me a lot about sense of responsibility and maturity. I started reflecting my past right from my childhood and all that realization paved my way further. After that, I just focused on my academics and completed my 10+2 and bachelor's from the same institution with satisfactory results. As soon as I completed my Bachelor's I came to Kathmandu and did my master's from Tribhuwan University, Kirtipur, Kathmandu. During the seven years of time of getting higher education, I witnessed so many cases of behavior related problems (aggression, bullying, fighting, suspension and expulsion) similar like school going kids but they were more complex cases. This made me to envision again and again: *Why behavior related issues among the students remain unsolved and are increasing?*

Exploring My Teaching Career

It was the month of August 2009 AD when I came to Kathmandu after completing my Bachelor's degree in English (B.Ed.) education from one of the community campus of Knchanpur district and joined Master's degree. As soon as I joined Master's degree, I started teaching in some coaching centers in Kathmandu just (one or two classes in the morning and evening) to have some pocket money. It was the turning point of my life. Although I didn't take the job seriously in the initial stage but as I spent time teaching students, unknowingly I started enjoying it. Most of the students I happened to teach that time were between 12 to 16 years old studying in community school. They represented struggling and working class family and their English was pathetic. I remember the discourse they used to share: *kalasma teacher lai billahaniyo, saathi harulai jiskyayiyo ra masti gariyo, ahile exam ma fail vayexi yahaa tuition padhna aaunuparo…ha..ha..ha* (during the study and class time we spent our time troubling and teasing teachers and friends. As a result we failed in exam and now we have to join tuition classes, everybody laughed…). This reminded me of my past and early school days: a troubling, undisciplined and unlawful kid. I started seeing different version of mine in them. This particular moment forced me to change my perception of joining coaching center from earning pocket money to guiding and mentoring out of track going kids both in academics and behavioral aspects. I then started not just teaching them but also sharing my personal stories with them which made them feel comfortable to share their emotions and problems with me. This brought all of us together and developed a kind special bond and emotional connection among us (Osterman, 2000). It worked quite well and there was positive and progressive change in their academics and behavioral aspects. This work continued until I completed my master's degree.

After I completed my Master's degree I joined one of the reputed private schools in Kathmandu valley as a secondary level English teacher. It was overwhelming and worth remembering academic journey of my career. Unlike the coaching center, most of the students were from well to do family but again some of the students had many things common like the students I found in coaching centers, and the nature and tendencies I had while I was in their age in terms of behavioral issues (ignoring, bulling, being unlawful, disturbing and fighting with others) and academic progress (below average). Most of the teachers used to complain and compare those students with others and used to punish them both physically and mentally. The school management although used to tell the teachers not to give corporal punishment, but when the teachers used to complain about those students to the school management team, they also used to follow the similar counteractive practices (suspending and expelling) and give negative instructions. However, I continued the similar strategies I did with students in coaching centers: listening their stories and telling my stories with them, which worked quite well with them to have special bond and bring positive and progressive changes in their academics and behaviors.

After 3 years, I left that institute and joined another educational institution in capacity of Vice principal (VP) in Kathmandu valley itself. I had to spend most of my time with teachers, students and parents talking and settling various academic and behavioral issues. It was no way different than previous institutions. Teachers and parents used to come and complain about students in terms of their academic degradation and behavioral problems. Teachers used to say that a particular student or a certain group of students have troubled them a lot in the classroom and they can't do any anything because they are not allowed to exercise any corporal punishment.

Parents also used to show their frustration issuing their ward's unpredictable, unstable and disruptive nature and deteriorating academic records. Despite my effort, I could not completely control and substantially change this particular scene and issue doing the dual role of a teacher and leader. Although I have again joined another educational institute in different role of teaching but the situation in every institution is more or less similar: a large number of students display problem behavior and this is increasing and terrifying. So, I am middle of nowhere to get the answer to the question: How can we address this issue?

Basics of Behavior Problems and Management

All the behaviors which are non-compliance with and against the existing norms, values and rules of group, institution and society are behavior problems (Idris, 2016). In the words of Peretomode (2001), it is defined as variance with rules, code of conduct and norms set and expected by the school. The three key elements in the terms of Suleiman (2011), as the descriptor of behavior problems are: behaviors that cause problem meeting individual need hinder wellbeing of other members and create barrier to play effective role in the society. Students those who have behavior problems also show the traits like non- compliance, verbal and physical abuse, mood swing, aggression, unhappiness and violent nature (Kauffman & Landrum, 2009).

So, in this study, I referred all the behaviors as problem behaviors from common cases such as ignorance; impatience; irresponsiveness and carefree nature; bulling; fighting; breaking rules and troubling others to some serious cases of problems like students' involvement into drug abuse, violence and criminal activities. I have also used different terms such as disruptive behaviors, aberrant behaviors and negative behaviors to mean behavior problems.

There is no universal definition of behavior problems (Dodge, 2011). Acceptable behaviors of one group, society and institutions may be considered as a negative behavior by other one. As mentioned earlier, behavior problems seemed to be one of the most common issues of secondary schools in Nepal and across the globe. It not only defame the reputation of school but also disrupt and destroy the smooth functioning of teaching learning activities causing degradation of personal, academic and social growth of student (Asiyai, 2019). Therefore, it can be said that behavior management is a major ongoing problem for educators throughout the world (Aud et al., 2012). School principals and teachers might have different ideology, understanding and perceptions in terms of managing behaviors. However, behavior management is the process of building a system where the educators consistently need to study the behaviors of students to make informed decisions as to how and what to change, give reinforcement and track success rather than just practicing conventional methods of reward and punishment (Maag , 2004). Agreeing with Maag, I feel that we need to explore this issue of behavior problems in the context of Nepal though more discourse.

Statement of Problem

I still remember the teachers talking about me and my friends' misconduct, asocial and violent behaviors at home, school and different social settings. They also complained about us being irresponsible, impatient and violent. This reminded me of one of the incident of gang fight when we were beaten deadly by the teachers. The then time of being a student and now as a teacher, I experienced so many similar cases of behavior problems among the students. Most of the teachers, parents and principals say that they have been teaching and training students to keep socially, culturally and emotionally fit and healthy but in reality behavioral problems among

students are substantially increasing. They also say that despite their numerous attempts they fail to change externalizing behaviors of students like aggression, bullying, unlawful and dominating nature (Dodge, 2011). As a teacher, I have also experienced the occurrence of sudden changes in behaviors among some of the sincere and supportive students such as drug addiction, rowdiness, aggression and violence. Persistence of this kind of situation causes degradation of personal and academic growth of students which in the terms of Seidman (2005) is called "a learning killer" (p. 45). This reminded my schooling life and encouraged me to reflect upon myself as to how I degraded my academics and personal traits after the demise of my father. Here, I agree with Clement (2010) that behavioral management is one of the most significant elements for the overall learning outcomes of students.

The behavioral problems are more common in schools located in urban areas, though this may not be the case in every context (Freibreg et al., 2010). As I narrated earlier, large and diverse group of people, uneven distribution of goods, cultural and group dynamics and uncontrolled trend of migration to city areas have contributed for the occurrence of behavioral problems among students in urban schools (Bohanon et al., 2009). So, when we the educators fail to track on behavioral problems of students we slowly start taking them as a burden in our institution which encourages us to come to the point to enforce different punishment system (suspension for minor and expulsion for serious cases) without giving a serious thought about the future of students and its possible after effects. This has resulted to have counter effects. It mostly causes misunderstanding and wrong practice of blaming each other among students, parents, teachers and school administration and it also has emerged as a biggest issue and challenge for all the stakeholders.

Similarly, most of the students having some sort of problems related with their behaviors seemed to have poor performance in academic, social and professional life (Hodge, Riccomini, Buford & Herbst, 2006). I also experienced that student showing challenging behaviors cannot keep good and healthy relationship with their parents, teachers and peer groups (Farrell et al.,1998). While discussing with students I realized that those students could not even meet the basic academic and behavioral requirements as one of the biggest issues for educators to address and minimize (Kauffman, 1993).Similarly, while reflecting upon my own schooling and teaching experiences those kinds of behaviors of the students caused peer pressure, bulling, violation of rules and regulations within school premises which lead to social maladaptation and involvement into crimes and suicidal cases as serious consequences (Rodger, 2008). So, this raised a biggest question: Are all the stakeholders' (teachers, parents and school principals) experiences and practices failed in dealing with deviated behaviors of students?

Although most of the schools claim to provide child centric best exposure for overall development, best fit approach to meet the diverse cultural, social and emotional needs of students and offer guidance and counseling services to the needy students through professional counselors, the trend and number of cases of behavior problems of students are on rise. A lot more literature is also available and many more studies have been conducted on the area of managing students' behavior, but most of them are quite generic and insufficient in the context of Nepal. Dodge (2011) said that taking the reference of all the data driven from attendance to visit to administrator's office, to number of periods and number of times students are suspended and expelled due to behavioral problems helped them to design and implement various support plans for each and every student in a long run. This makes me to question further how

far the educators in Nepal practice of keeping record of students' data for tracking the students conduct and implement behavioral support plan. Similarly, a qualitative case study conducted by Amoah et al. (2015) on "Managing school discipline" in Ghana revealed that most educators follow judgmental and subjective interpretations to control the unacceptable behaviors of students. Now, the question is: Why the behavior problems of students are not being changed despite teachers and principals attempt to change deviated behaviors of students? Why teachers and school principals do not change their approach? Why every year similar cases of behavior problems are being repeated? So, this particular situation encouraged me to explore this issue in Nepalese context so as to explore why a large number of students are being suspended and expelled from schools with the accusation of serious behavior problems and how we can check these students from discontinuing their study and minimize their chances of being deviated. What and where we lack in terms of perception and practices when it comes about dealing with behavior problems of students?

Purpose of the Study

The main purpose of the study was to explore the perceptions and practices of school principals in managing the behavior problems of students. In short, the study tried to find out the ways how school principals understand and deal with behavioral problems of the students.

Research Questions

To seek answer to the problems stated in statement of problems, I devised the following questions.

1. How do school principals perceive and understand behavioral problems of students?

2. How do school principals narrate their stories regarding the practices of dealing and managing behavioral problems of students?

Rationale of the Study

Personal and academic growth of a student depends on management of overall behaviors. I myself was deviated from the study due to my behavior problems from which I happened to come back in a right track after one consequence when I received positive support. While reflecting upon that situation I question myself: Was there any strategic action taken for correcting me? I do not have clear answer to this. However, managing deviated behaviors of students has been most common field for educators and researchers in overseas. In the context of Nepal, we lack sophisticated strategies, professional practices and research-based knowledge in this field. One of the reasons could be the limitation of the study in this particular area. So, behavior related problems of students are on rise and their performance in academic, social and professional life is being degraded (Hodge, Riccomini, Buford, & Herbst, 2006). Most of the educational institutions are practicing different approaches to deal with this issue but the situation of schools and school principals in managing disruptive and deviated behaviors of students seem to be more worsening and emerging as a biggest challenge. So, I see valid reasons to explore this issue through the lived experiences of school leaders to get closer to their perception and practices, reach to the depth of matter and contribute for a knowledge base for all the stakeholders of education. We also need to reflect and get more insights on our own practices, think critically as to how we can create more supportive and conducive teaching learning environment where all students get academic and behavioral success (Dodge, 2011) and minimize the chances of indulging into disruptive behaviors. This can best be done by analyzing the recounts and narratives of the leaders and inducing meaning.

Although there are some studies conducted on behavior related topics, they are more generic and based on emic perspectives. I believe as a nature of my topic, I can do more justice to it by exploring through etic perspectives. Similarly, as a qualitative researcher and proponent of multiple realities, I need to expose this issue among researchers, policy makers and curriculum designers to encourage them for more discourses and researches. This study will also support me to debunk the belief of our direct stakeholders (parents, educators and students) of education who seem to give prime focus in academic excellence and less on building value, culture and conduct of the students.

Delimitations of the Study

The study only focused on the perceptions and practices of the school principals on managing behaviors of students. Although managing behaviors has many facets, I only explored on what the participants called as negative and serious behavior problems of the students which are severe in nature and which have serious impact on personal and academic life of students and the institution (Asiyai, 2019) such as taking drugs and alcohols, doing sexual harassment, showing criminal thoughts and presenting oneself being violent and attacking others physically. This study did not focus on clinically defined psychological disorders such as depression and addiction. This study was conducted inside Kathmandu valley where only three school principals of institutional schools were interviewed.

Structure of the Thesis

There are six chapters in my study. First chapter introduces and develops my research issue of understanding the behaviors of students. The second chapter is related with literature review where I present thematic, theoretical, policy and empirical reviews. It is followed by the methodology of my study in the third chapter.

Fourth and fifth chapters present and discuss the narratives of my participants through the lens of the theory of the study and existing literature. The last sixth chapter presents the reflections, insights, conclusions and implications.

Chapter Summary

I began this chapter by setting a scene. To contextualize my research topic, I mirrored my academic and teaching journey through the lens of both academic and behavioral aspects. This helped me to come closer to the main issue and develop the solid foundation for statement of problem. The clarity and depth understanding of issue or problem guided me to structure out the purpose of the study and draft the research questions. Finally, I concluded this chapter exploring the need and significance of the study and narrowing the scope and field to figure out the rationale and setting the clear boundaries as a delimitation of the study.

CHAPTER II

LITERATURE REVIEW

In this chapter I put light on reviewing the literature related to my study "Managing students' behaviors: a narrative inquiry. It starts with thematic review followed by theoretical, empirical and policy review to enriching my understanding, building knowledge and finding gaps in order to support and challenge my propositions about the field of study so that I would get justifiable answer of the issue under discussion making it more worthy and researchable.

Behavioral Problems of Students

It is very common that most of the students exhibit some sort of problems related with their emotion and behavior which have negative impact upon their academic performance (Hodge et al., 2006). In addition, students having challenging behaviors fail to maintain cordial relationship with their parents, teachers and peer groups (Farrell et al., 1998). So, teachers, school administrators and parents have a very tough time to deal with such students and meet their diverse and complicated needs. The number of such type of students is uprising and most of the educators find it herculean task to teach and minimize the failure rate in school (Kauffman, 1993).

In the words of Knitzer (1993), we as educators are bound to teach all the learners who do not share same attributes and represent various economic, social, cultural and ethnic backgrounds as a result of which they could not get proper support and good family environment and largely lack psychological, social and vocational support. Similarly, educators and school administrators also tend to stress on external factors (aggression, a social and disruptive conduct, etc.) as behavioral problems but internal factors like social and cultural segregation, depression are equally important

to take into consideration from family, school and community alike (Kauffman,

1997). So, implementing preventive measures for both internal and external factors of

emotional and behavioral disorders in the school settings require to give top most

priority for teachers and school administrators in creating conducive and optimal

learning environment.

       Most of the school principals and teachers including myself have been trying

our best to resolve behavioral issues of students but such problems are increasing.

Some of the less severe but most common behavioral problems of students in middle

schools we noticed are unpunctuality, lack of concentration, devaluing and

dominating others and off-task behaviors (Kaplan et al., 2002 as cited in Augustine,

2014). Other forms of disruptive behaviors also include hindering others right to learn

in safe and sound environment, stealing and destroying others things, bulling, fighting

and quarrelling that may cause others psychological trauma and physical harm. This

reminded me of my bitter experiences of first day at school when I encountered with

rowdy group of students who started teasing, troubling and beating me and other

friends. This made me to have horrible experience of schooling life as a result of

which I felt like not going to school from the next day. That developed to have more

like psychological trauma in me.

       Behavior problems also include damaging and destroying property (Levin &

Nolan, 2010). The trend of these sorts of disruptive behaviors is more common in the

schools of city areas. However, it is not peculiar to these schools (Freiberg et al.,

2009). It has emerged as most challenging issue for productive pedagogical practices

(Kulinna et al., 2003).So, these types of disruptive behaviors function for greatest

obstacles to let teacher deliver their lessons effectively (Sebag, 2010 as cited in

Augustine, 2014).In the same way, it challenges and creates so many hurdles for

school principals to manage and provide safe and sound teaching and learning environment where they can foster the culture of collaborative, cooperative and sustainable practices without giving any signs and signals of physical, mental and psychological harm to anybody (Manning, 2000). Here, I realized that teaching learning practices in Nepali schools are inadequate to encourage collaborative, cooperative activities among the students where their physical and psychosocial needs are met .The effects of disruptive behaviors of students apply to larger group of people. So, the influence of behavioral problems of students is not only in teaching learning environment, it affects particular student, his/her friends, school and communities, in a larger scale (Freiberg et al., 2009).

Factors Affecting Behaviors

There are different factors that cause and contribute for misconduct and behavioral problems of students. While reflecting upon my own personal and professional experiences, I could say that home and society, individual students, school and teachers are the origin of disruptive behaviors of students (Oliva & Pawlas, 2004). I still remember how the ignorance and dominating nature of teachers further pushed me to join me the group of students who were deviated. Children need to be given good parental care, sufficient time for recreational and playing activities, quality time with family members etc. for their proper social and emotional development. Those who lack these things in their childhood have higher chances to turn out to be disruptive in nature later while joining school (Taylor, 2004). This resonated with my schooling life as to how and when I got deviated after the demise of my father where could not get much care and support from my family. In the words of Meany- Walen et al. (2014) bulling, drug abuse and violence as some of severe behavioral problems are the byproduct of acquisition of these types of

misconducts during early childhood. Children have tendency to copy others' traits and get more inputs from their surroundings. So, what kinds of people they are surrounded by and groups with whom they interact and involve in the society, have strong impacts on how and what they behave at school.

Middle school going students (12-16 years age group) go through rapid physical, cognitive and emotional changes (Rice & Dolgin, 2005). They neither act like kids and nor like adult. In this period of transition, they face a lot of problem to understand the concepts and values and solve the problems (Augustine, 2014). They mostly lack patience and endurance. They develop misconceptions like breaking rules and regulations and challenging pre-established values and systems and avoiding given task by teachers, showing dishonest behaviors and troubling others (Charles, 2004) make them more powerful and have more followers. While reflecting upon my own schooling and teaching experiences, I can say that most of the adolescents hold this belief and exhibit emotional disorders such as challenging existing rules and regulations, disobeying teachers and off task behaviors.

Schools also have their own philosophy and practice which is guided through their mission, vision and leadership traits (Glickman, Gordon, & Ross-Gordon, 2014). The climate and environment they create have direct impact upon the behaviors of students (Oliva & Pawlas, 2004). Similarly, creation and existence of conducive and supportive school culture have significant role in minimizing the discipline related problems of students (Sayeski & Brown 2011). One of the studies conducted by Erikson (1979) concluded that the existence of unsupportive school climate where there is disbelief, doubts and felling of being disadvantaged hinder the proper development of an individual (as cited in Augustine, 2014).

Teachers' personality, practices and attitudes also contribute for shaping the behaviors of the students (Banks, 2004). It reminded me one of the incidents of schooling life when I got deviated and joined the rowdy group of students. They used to tell that they started showing negative behavior after they did not get the love and respect from the teachers. While reflecting upon my schooling and teaching experiences I can say that some teachers are highly appreciated, and some are criticized and complained by students (Augustine, 2014). Agreeing with Charles (2008, p. 28), I have also experienced different behavioral traits of teachers that foster disruptive behaviors of students such as creating fear, denying, and defying students and showing irrational and demanding nature, displaying cheap manners and making lesson less engaging and interactive. This supports our assumption that Students have tendency to involve in unwanted and unproductive activities if teachers fail to make their lessons full of fun filled and interesting.

This thematic review helped me to concretize my concepts and experiences of behavioral problems of the students and enriched my level of comprehension in this issue. It further worked as envisioning tool to see different areas of problem behaviors of the students and seek knowledge on how different factors such as home and society, individual students, school and teachers contribute for managing the disruptive behaviors of the students (Oliva & Pawlas, 2004).

Theory of Behaviorism

The theory of behaviorism assumes that human behaviors are conditioned and through the appropriate use of rewards and punishment we can change the behaviors and enhance learning (Prichard, 2013). However, the behaviorists just agree that punishment minimizes the occurrences of behavior problems, but it could not eliminate rather it suppresses as a result of which such behaviors reoccur when threat

doesn't present (Augustine, 2014). This resonates with my bitter experiences of first day of school where a group of students used to trouble, beat and threaten other students when teacher is not present in the classroom but they used to behave well when teachers were present. Although teachers and principals punished them multiple times their behaviors such as teasing, troubling and beating others did not change. Behaviorism also emphasizes on observation, cause and effect relationship and application of reward and punishment for desirable result (Gray & Macblain, 2012).

In the study I used operant conditioning theory of Skinner (1937) as the basis of my study. Similar like other behaviorists, Skinner also believes that human behaviors can't be explained by internal thoughts and motivation, but they are defined by external and observable causes. Their insights help school principals to understand the dynamic nature of behaviors of students and design appropriate plans for behavior management (Augustine, 2014). Skinner also holds the belief that we learn and shape behaviors on the basic of consequences of our actions (Tauber, 2007). This helped me to explore the understanding and practices of the school principals as to how they instruct and perceive the consequences of students' actions. This also supported me to narrate and discuss the narratives of the school principals through the lens of reinforcement and punishment both positive and negative as the key components of this theory (Augustine, 2014). This theory also asserts that behavior problems of the students are the byproduct of insufficient reinforcement of reward and punishment (O'Donnell et al., 2012). This further gave me more insights on examining the narratives of the participants and as to what they give more preferences (reward or punishment) while dealing with the behaviors of the students.

Positive Behavior Support Plan (PBS)

In this section I discuss about the theoretical perspectives related to behavior management. The model I used in the study is "Positive Behavior Support Plan (PBS)," a three -tiered model by Walker et al. (1996). It is one of the approaches based on the premises that we need to provide all the students such a favorable atmosphere in the school where they get all the support they need maintaining social, cultural, and behavioral aspects ensuring their ultimate success for the overall development. It is also named as School Wide Positive Behavior Support (SWPBS). SWPBS is a clear guideline providing approach for all the teaching and non-teaching staff of educational institutions including the school heads to check improve and minimize the behavior related problems of students (Sugai et al., 2002). It reiterates the ideology that schools need to adopt well-crafted and evidence based support practices for improving the behaviors of the students.

PBS advocates for collecting and analyzing students behavior related data, make informed decisions and provide additional support to the students in need. PBS further paves the way in creating positive and progressive environment in and out of school location to meet the universal expectation of behavior where core values like respect, responsibility and safety can be promoted (Dodge, 2011). Based on the behavioral science, PBC also claims that behaviors shown by people are the consequences of their context and the way they get nurtured, brought and taught (Baer et al., 1968 as cited in Augustine, 2014). The SWPBS framework demands for continuous support and empirically rich practices for all the behavior related problems of the students. This is implemented to include and entice three universal practices or tiers.

In PBS all the members of the school are expected to implement tier I and universal practices. By implement tier I our students do not get involved in any types of unwanted behaviors because it advocates for motivation and positive intervention plan and also creating best teaching learning environment where students give value to themselves, others and institution (Sugai & Horner, 2009). When tier I could not function well and students' problem behaviors start multiplying and accelerating, such students need more support through direct monitoring, small scale group-based pedagogy on different social, cultural and moral values based on different studies and data (Crone et al., 2010 as cited in Dodge, 2011)). Similarly, academicians need to practice Tier III which is based on empirically driven case and student specific support plan to address the severity of situations and behavioral problems (Gage & McDaniel, 2012). Therefore, it is applicable to implement all the tiers whenever and wherever necessary.

Functional Behavioral Assessment

Functional Behavioral Assessment (FBA) originates from "Functional Assessment" or "Functional Analysis" in the field of application for behavior analysis (Sugai et al., 2000). It is one of the tools to use for identifying cause (or "function") of behavior before crafting any measures of intervention plan for the occurrence of behaviors which cause problem at school, home, or in community. Although Functional Behavior Analysis emerged in 1960s for addressing the problem behaviors of students with disabilities, it is equally practiced and implemented to deal with the behavioral disorders of all the students in general. Both researchers and educators have unanimously agreed that FBA is one of the best tools to predict whether or not disruptive behaviors will occur in future and also to enrich us with possible ways to deal with such behaviors. As Managing behavior is a rigorous and complex process,

educators need to be proactive in their approach and follow a comprehensive system of creating and maintaining very positive and healthy school settings where appropriate behaviors are practiced from all and every level of the educational institutions not only from the students. So, to be proactive, identify behavior related problems and offer timely and needed intervention and support, PBS requires a strong foundation named as Functional Behavioral Analysis (Dodge, 2011). As asserted by Tilly et al. (1998 as cited in Augustine, 2014). FBA goes beyond the process of gathering information and data as to what and how behavior support plan is to be implemented and also to use it as preventive model to predict the behavioral problems of students and their teaching learning output.

Sugai et al. (2000) argued that all the teachers, school administrators and other supporting staff need to follow the specific guidelines while conducting and crafting the behavioral support plans. The essence of the guidelines dealing with behavior disorders can be summed up into six points: create stock of information; develop hypothesis; find cause and effect variables; implement intervention and support plan; formulate comprehensive guidelines and keep collecting information for its relevancy (Sugai et al., 2000). This implies that we need to gather and create stock of information as and when such behavior disorders were observed and not observed. This requires thorough analysis of information using and defining behavior related events and the overall process that stimulate for the occurrence of problem behaviors. This leads to formulation of hypothesis for exploring such events and situations which cause the occurrence of problem behaviors furthering the process of collecting and documenting cause and effect variables in diverse settings through rigorous observation multiple times. This helps to implement and practice appropriate behavioral intervention and support plan based on the cause-and-effect variables of

behavioral disorders by introducing and emphasizing instructional and prevention activities. We then need to finalize comprehensive and clear guideline in the form of booklet which specifies how, when, where and by whom such support plan should be implemented for all the team members continuing the process of collecting information related with the implemented behavioral support plan for its relevancy and effectiveness in case any modification is needed.

Review of the Previous Studies

Hiykel (2017) conducted a study entitled *Behavioral management practices and school workers' perception*. This study was carried out in primary school in United states and tried to find out what and how all the teaching and non-teaching staff understand and deal with the disruptive behaviors of the students. All the school staffs were observed and interviewed for a period of a year and data were also collected through survey. Both of the data were then interpreted and analyzed. The study concluded that their way of dealing with problem behaviors of students lack proper application of their tool of behavior management change practices. It was also concluded that establishing clear and specific expectations and building teacher student relationship helped in managing behaviors of students. It was also revealed that their preference was more on being proactive and conducting seminars than focusing on result for misconduct.

This study supported me to add clarity on the different behavioral management practices including the model of school wide positive behavior support which I used in my study as a theoretical framework to explore the principals' perspectives on managing students' behaviors. It also gave me insights that behavioral problems of students are not only in developing countries but it is a common problem

in developed countries as well. This hinted that the behavioral problems among students are the most emerging global issue.

Augustine (2014) conducted a grounded theory study on how to build the behaviors of students and explore the tips and techniques teachers use to address this issue among the divergent group of students in one of the cities in India. The data gathered from twenty-four senior school teachers were analyzed through qualitative approach. It concluded that number cases of behavior problems of students had immense negative impact upon the everyday teaching learning activities in the classroom making their pedagogical practices unproductive and most challenging. The study emphasized on creating conducive teaching learning environment through the practice of monitoring and following clear guidelines regarding curriculum, teaching learning activities and building the strong bond among students and teachers through trust and respect.

The study strengthened my ideology which I have shared in thematic review that teachers needed guidance and support from school leaders to polish their skills in tackling the behavioral issues of students. This study has also added value to explore the perceptions and practices of school principal while creating conductive and supporting school environment for managing the disruptive behaviors of students.

Dodge (2011) conducted a study on *Managing a school behavior* with the prime focus to document and explore the overall process followed by the teachers and school leaders in terms of keeping the record of various behavior related problems of students and using that data base to formulate and plan individual behavioral support plan for problematic students. Eleven school leaders of the city area of the United States of America were interviewed through qualitative approach to dig further the core issue of the study. The study found that taking the reference of all the data driven

from attendance to visit to administrators' office, to number of periods and number of times students were suspended and expelled due to behavioral problems helped them to design and implement various support plans for each and every student in a long run. This study further highlighted and stressed on using and employing all the techniques, tips and practices of behavior support plans based on empirical evidences in order to prevent and check the problem behaviors of students in school.

This study helped me to have better understanding about qualitative and interpretative paradigm of the study and also encouraged me to explore the context and setting of my research problems. It further gave me more insights on the theoretical and conceptual underpinnings of my study. After going through the study I got more clarity on the topical issues of the study in order to examine the perception and practices of the school principals in the context of Nepal.

Amoah et al. (2015) conducted a case study with a qualitative approach on *Managing school discipline*. The study explored on the methodology and process followed by school teachers dealing with problems related with discipline and the feeling of students after the teachers' intervention in Ghana. A large sample size of thirty five participants representing both teachers and students were interviewed and their text data were transcribed, developed and analyzed. The study found that most of the teachers used judgmental and subjective interpretations as a measure to check unwanted behaviors of students. It also found that using verbal appreciation and involving students while enforcing rules and regulations would significantly change the discipline related problems of the students.

This enforced my proposition of the study that involving the students in rule and regulation making process minimize the risk of behavioral related problems and

it function as a means to behavior support plan which I plan to use as theoretical framework in my study.

Research Gap

Most of the studies discussed about different aspects of behavioral problems like discipline, school behaviors, school culture and management practices from the perspectives of teachers, students, administrators and workers in overseas. They also examined the issue of behavior problems through case study design, survey and grounded theory. However, the focus of my study is to explore behavior problems of students from the perspectives of school principals through the exploration of their lived experiences in the form of narratives. Though these studies helped me to enrich my understanding in getting clear concept regarding behavior management strategies and gave me strong basis for theoretical framework, these studies didn't explore the school principals' perspectives for managing negative behavior.

Policy Review

Nepal has signed in different legal documents and made commitment with different international organizations including United Nations (UN) and its different organizations working in the field of education, human rights, etc. Nepal has also worked in achieving the goals of Education for All (EFA) as a signing party of the Millennium Development Goals by 2015. Nepal has committed to reach the sustainable development goals (SDG, 2030).

The Constitution of Nepal (2015) has guaranteed to free and compulsory school level education as a fundamental right. In article 31 it also advocates for social, cultural inclusion and right-based approaches to education. It further clarifies that any form of punishment and violence against children is punishable act giving emphasis on creating conductive home atmosphere for children. Taking the reference of part 3,

article 39 of the Constitution of Nepal 2015, it is can be said that children are to be given the rights and opportunity for their social, physical and moral wellbeing from state and family (Constitution Assembly Secretariat, 2015).

The 8th amendment of educational act has made the clear provision about the institutional schools, roles, responsibilities and conduct of the teachers. It has emphasized for the free and compulsory school education for all. It also clearly mentioned about the provision of penalty in case of any damage and loss caused to school property. This education act has limited the power of school authority to expel students from school on disciplinary grounds. However, it could not address the issue of how of managing the behaviors of students in school setting and creating positive and supportive school climate.

The Government of Nepal (GON) has drafted a number of policies and programs with the objectives to promote and practice learner centered approaches, making all the schools resourceful and productive with the assurance for no corporal punishment, emotional and psychological torture. All these available documents also ensure for the special provision and consideration for indigenous people, linguistic minorities, and special need people to access and improve the overall quality of education. SSDP has also envisioned practicing child friendly, learner-centered and interactive pedagogies for more promising and productive skills. Similarly, National Curriculum Framework (NCF) has also been designed to re-enforce and integrate life skills, soft skills and value-based education.

These plans and policies claimed to bring equality, equity and access to all the school going children irrespective of their personal, social, cultural, economic backgrounds. To meet the diverse nature and need of the students all these legal and binding documents have not clearly specified about creating safe, sound and

conducive teaching learning environment, managing qualified and trained teachers who can guide, train and monitor the students and solve any or all behavioral related issues so as to produce skilled, civilized and competent citizens. Similarly, after reviewing upon the provision of constitution of Nepal (2015), different education act, policies, directives and various national and international commitments, I did not find out any specific provisions, guidelines or roadmap related with managing the disruptive behavior of the students. All of these documents seemed to be inadequate, devoid and unresponsive as to how behavioral aspects of students could be dealt in terms of specific rules, regulations and guidelines.

Theoretical Framework

I used Operant Conditioning Theory (1937) of B. F Skinner as the basis of my study which is further viewed from Positive behavior support (PBS) plan, a three - tiered model by Walker et al. (1996). It gave me clear insights on exploring the existing mechanism of the educational institutions and the school principals in Nepal in terms of creating an environment where all the students are treated equally and given psychological, sociological and academic support to minimize the risk of showing behavioral problems (Sugai et al., 2002). It further allowed me to reflect on the narratives of principals to zoom in and zoom out whether or not school principals give preferences and do practices of any sort of prevention plan to discourage the students from indulging into behavior problems where they practice the culture of mutual respect and trust among each other (Sugai & Horner, 2009). Likewise, its nature and essence of following proactive measures helped me to be guided with wisdom while analyzing the narratives of the participants from the perspectives of its ideology and reflect upon my own experiences and the experiences of research participants as to how they define the diverse behaviors of students, design the

preventive measures for problem behaviors and implement them for developing and

creating positive and encouraging environment in the schools for supporting the

students with behavior problems. This can be summed up in the given framework.

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                        │  Managing Behaviors  │
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                 ┌────────────┘            └────────────┐
                 ▼                                      ▼
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│              │   │ Understanding Behavior   │   │ Methodology  │
│              │──▶│ Problems through stories │   └──────────────┘
│              │   │                          │          ▼
│ Theory of    │   │                          │   ┌──────────────┐
│ Behaviorism  │   │ Positive Behavior Support│   │ Qualitative  │
│              │──▶│ Plan (PBS)               │   └──────────────┘
│              │   │                          │          ▼
│              │   │                          │   ┌──────────────┐
│              │   │ Functional Behavior      │   │ Interpretive │
│              │──▶│ Assessment               │   └──────────────┘
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        │                                          │ Information  │
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        │          ┌──────────────────────────┐   │    ▼         │
        └─────────▶│ School Principals'        │◀──│ Interview    │
                   │ Understanding of          │   └──────────────┘
                   │ Behavior Problems         │
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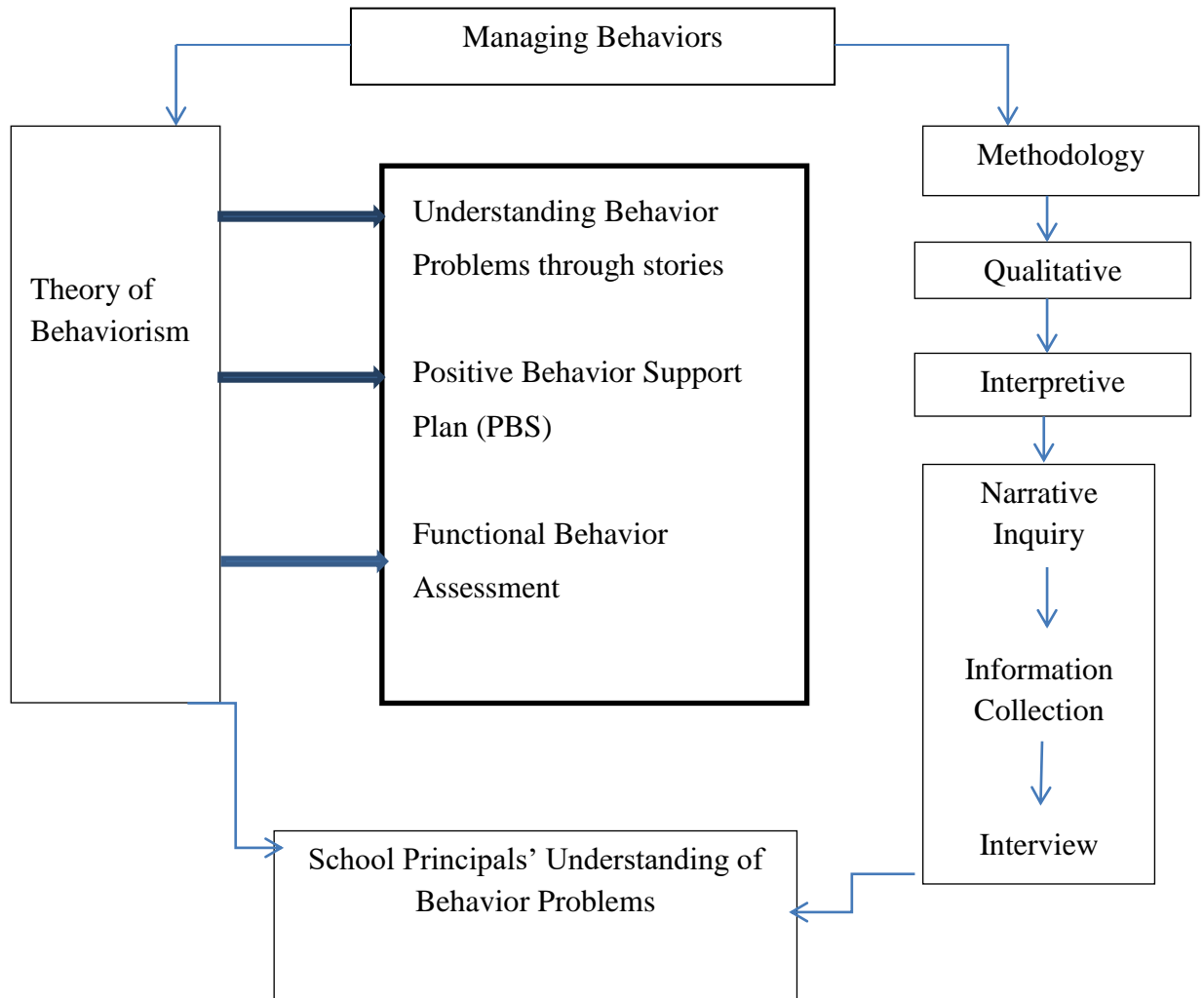
So, this theoretical framework was used to explore the main issue of my study

through the personal experiences of the school principals to get more insights on how

they perceive problem behaviors of the students.

Chapter Summary

In this chapter, I discussed, explored and reviewed various journal articles,

empirical studies, theories, themes and policies related to managing behavior

problems of the students. I began this chapter through the exploration of behavior

problems which revealed that students exhibit minor problems such as unpunctuality, lack of concentration, devaluing and dominating others and off-task behaviors to more serious one like hindering others' right to learn in safe and sound environment, stealing and destroying others things, bulling, fighting and quarrelling that may cause psychological trauma and physical harm to others.

This was followed by the extended discourse on different causes and consequences of behavior problems. This thorough discussion indicated that home and society, individual students, school and teachers are the origin of disruptive behaviors of students. All the students need good parental care, sufficient time for recreational and playing activities, quality time with family members etc. for their proper social and emotional development.

I then viewed the behavior problems of students through the lenses of theory of behaviorism and Positive behavior support (PBS) plan, a three -tiered model by Walker et al. (1996) as a theoretical referent of the study. This theory supported me in exploring the perception and practices of school principals regarding the management of behaviors of students. I also discussed various empirical studies conducted on managing behaviors of the students to get the basis for my study and find the research gap. To get better understanding about the existing plans and policies I also reviewed the international commitments, constitutional provisions and other educational acts and regulations.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, I describe the overall methodological process of my study. It all begins with philosophical underpinnings of my study followed by interpretivism as a research paradigm and narrative inquiry as my research method. I further discuss the process of selecting the research site and participants followed by instrumentation. I then highlight about meaning making process and quality standards of my study design. The chapter finally ends with some ethical considerations.

Philosophical Foundation of Research

In this section I explored my belief system as to what constitute my foundational assumption and fundamental presumptions regarding the nature of reality, sources of knowledge and methods employed to generate knowledge. These philosophical insights and in-depth understanding in terms of search of reality and acquisition of knowledge enriched me to add clarity in the area of my research problem: managing disruptive behaviors of the students in school setting. I sought three main areas of philosophical foundation i.e., ontology, epistemology and axiology as a philosophical underpinning of my study to get closer to the crux of my problem area. This further guided me to finalize my research paradigm and overall formulation of study design.

Ontology

Behavioral management is a complex issue, and it is linked with diverse cultural practices and group dynamism (Dodge, 2011). Behaviors are shaped, guided and controlled from context where favorable school climate plays greatest role for positive behaviors (Crimmins et al., 2007). We all commonly get to see and observe

different practices and modalities of different educational institutes in dealing with the behavioral issues of students. There is no one size fit all approach of behavioral management and something as ultimate truth of dealing with the unique and emerging issues of behavioral problems of students. So, my ontology is based on the assumptions that that knowledge is personal, subjective, constructive and interpretive (Cohen et al., 2007). Practices and perception of people also changes over the due course of time and most of the things are viewed and perceived differently from different person and dealt dissimilarly in different context. As a nature of my study, I took hold on the belief that there is nothing as ultimate truth and it is relative process of being and emerging (Neuman, 2016). I therefore followed the relativist ontological stance throughout my study.

To get answer to my research questions: what and how of managing the behavioral issues, I could not compel my research participants viz., school principals to reflect on their current practices only. They were allowed to reflect on their experiences of dealing with this issue from past to present in order to get detailed and comprehensive information which can be subjective in nature and multiple in realities. This also enabled me to explore the nature and preferences of the person and occurrence of changes as per the need of time and demand of the context while dealing with such disruptive behaviors of students in natural settings.

Epistemology

On the basis of relativist ontological stance and nature of my study, I assumed that what people know and how they know is always different no matter even if the time, place and event are same for them. It is not certain that all my research participants construct same knowledge and understand behavioral problem of students in the similar fashion. To get into their divergent views of what they know and how

they perceive behavioral problems, I explored their perceptions and practices through informal dialogues, conversations and interactions. This process supported me to know about my research participants, which in the words of Mack (2010) is how people acquire knowledge.

Behavioral issues are also linked with social, cultural and contextual actions. So, unpacking different people's thoughts, beliefs and values associated with different social action I followed social constructivist epistemology. This supported me in my epistemological assumption that reality is socially constructed by people who experience it (Gergen, 2009).

Axiology

Whatever we perceive, understand and think is always guided with certain assumption or belief system. Our thoughts and worldviews are value laden. These value and assumption are subjective in nature because nothing remains as an absolute truth. So, I as a researcher/one of the research participants along with my research participants hold different belief as a value which shapes our worldviews. These values guide us and come forth in the form of insights and guiding principles. I believe that exploration of all these diverse views, experiences and practices of my research participants in terms of what and how of managing the disruptive behaviors of the students were my foundational basis of the study. So, I as a researcher gave utmost importance to respect and record their perceptions, experiences and values which they experienced in my study.

In this connection Richards (2003) said that all so called truth generated through investigations and understandings are not free from value but they are value laden. So, my axiological assumption was guided with relativist ontology and social constructivist epistemology. To unpack my research participants values and

experiences and their connection in managing the disruptive behaviors I had initiated informal discussion in natural setting. This allowed my research participants to reflect on their socio-cultural, academic and professional values. As a qualitative researcher I also gave value to contextualized, learner friendly and transformative pedagogical practices of my participants related with how they dealt with problem behaviors of the students to enrich my study with subjective and context based knowledge. So my axiological assumptions was instrumental to dig further in-depth in the problem area of my study and find more reasoned logics as to how this issue could be resolved in the schools of Nepal.

Interpretivism as My Research Paradigm

My relativist ontology and social constructivist epistemological assumption guided me to use interpretivism as my research paradigm. I believe in subjectivity and relative and contextual knowledge. As the nature of my research problem and purpose I have formulated (to explore the perceptions and practices of school principals in dealing with disruptive behaviors of the students), I assumed that I could do more justice to my study through the lens of interpretivism: recording the views and opinion of my participants through informal discussion and narrating and analyzing them from various socio-cultural and contextual aspects. As realities are multiple and people perceive things differently, most of us form multi-layer interpretations for the same thing and knowledge is generated from diverse content and context. While doing so, I got detailed and in-depth description related to my problem area rather than many inputs from large group of people which in a way could be done through interpretivism as a best fit approach to fulfill the purpose of my study. I also focused on constructing new context induced knowledge as opposite to

reproducing prior established knowledge as a truth (Bryman, 2012) which was also best achieved from the interpretive paradigm.

Collecting opinions and views of my research participants and enriching my inner thoughts related with perceptions and practices in dealing with problem behaviors, my study was not a plastic version (Cohen et al., 2007) because knowledge is generated through context and it is always relative (Richards, 2003), In doing so, I focused on extended casual and informal discussion situating myself in their places in order to make them feel comfortable in sharing their experiences, revealing their perception and value system and unfolding all their pleasures and pains they went through while dealing with such problematic students. In the process of doing so, I could also put my perspectives and opinions as a research participant as and when needed as a gesture of appreciation to their efforts and showing respect to their values and practices so that they could open up more and share multiple realities going into the core of the issue. Thus, interpretive paradigm of research allowed me in doing so.

Narrative Inquiry as My Research Method

We all go through different stages in our life which contribute for the formation of bundles of experiences in the form of stories. We recount, reflect and relearn through those stories of our own and others too and strive for better practices and pedagogies as an immediate reform. As the nature of my research problem, narrative inquiry allowed me to collect, promote and explore the stories of my research participants as to what and how they have been dealing with behavioral problems of the students and what were their perceptions and practices about it. So, envisioning their varied and diverse told and untold stories of past and present in connection with their personal, social and cultural life and the environment and the institutions they work in regard to the problem behaviors of the students gave me

insights for my study. This supported me to maintain the three main elements of narrative inquiry: temporality, spatiality and sociality in my study as asserted by Clandinin and Connelly (2000).

I believe that lived experiences of my research participants gave me a clear roadmap to organize human experiences (Kim, 2015) and practices through formal and informal talks. Stories of my research participants functioned as a powerful means and methodology to reach to the close proximity of my research problem. My study also did not assume to find the ultimate truth and get knowledge and conclusions of certainty rather it strived to form 'verisimilitude'– that the results have the appearance of truth or reality (Webster & Metrova, 2007). As a nature of my study, I explored the issue in depth rather than getting opinions from many people in close ended format of yes – no questions. I also gave the open space to my participants to share their personal and professional experiences of dealing with problematic students without any constraints and obligations. In this regard, I agreed with Creswell (2013) that narrative inquiry is the best fit approach when the researcher wants to explore personal stories in natural setting.

Stories work as a mirror for reflecting our own practices and methodologies to bring changes. It is a mode of getting access to the personal world of meaning making through one's own experiences and interpretations (Clandinin & Connelly, 2000). So, past and present tales of my participants supported me to get closure to their both personal and professional lives and gather their insights, values, perceptions and assumptions (Leitch, 2006 as cited in Shrestha, 2020) in the core issue of my research problem of managing disruptive behaviors.

Research Site and Participants

As a process of data collection, I selected research site and participants purposely because qualitative sampling allows the researchers to select the participants as per the need of researchers and nature of study (Creswell, 2008 & Patton, 2002). So, I purposely selected 3 institutional school principals of Kathmandu valley who have the experiences of 10 years of leading a residential and semi residential school up to grade 12. Kathmandu being the education hub and representation of diversified population of different ethnical groups, I selected institutional schools of Kathmandu Valley. While selecting school principals, the number of students studying in that particular school was considered as prime factor.

It is generally assumed that larger the number of students, more possibility of behavioral problems. So, only those schools were selected where there were more than five hundred students studying at present. I also looked for heterogeneity among the students studying in the schools. The representation of diverse cultural and ethnic group of students in the school helped me to get the diverse nature of behavior problems of students. The three of the research participants Ram, Shyam and Hari (Pseudonyms) are introduced as follows.

Ram, one of the school principals of residential school in Kathmandu valley having the experience of 21 years was my first research participant. Although he is originally fromTehrathum district, he was born in Aasham of India in 2033 BS and after a year he came back to Nepal with his parents and spent his childhood in Jhapa from where he did his schooling. After schooling, he did his I.Sc from Biratnagar and right after that due to his family condition he went Sankhuwasabha for teaching and taught there for 2.5 years. After that he came to Kathmandu and did his bachelor's and master's degree and started teaching here in institutional school. Since then he

has been working in this field with different roles and responsibilities from assistant head of house to head of house, from psychological counselor to teachers' representative, school management committee member and finally the principal. So, he has got experience of teaching, mentoring and supervising diverse nature of students and dealing with different cases of behavior problems which made me to decide to select him as one of my research participants. Although it was very tough to get his time for interview and discussion in the initial phase, he turned out to be the one of the participants sharing so much of knowledge in the area of my study.

Shyam was my second participant of the study who has more than 27years of working experiences in different reputed institutional schools of Kathmandu in different posts like teacher, school coordinator, vice principal and currently the principal for 10 years now. He was born in 2026 BS inTeharathum district from where he completed his SLC and then did his I.Sc from Biratnagar Multiple Campus. After that he came to Kathmandu and did his Bachelor's and Master's from TU and since then he has been working in the field of education here in Kathmandu. He has also completed M.Phil in English from Pokhara University. He also holds the intense and diverse exposure of working in semi- residential schools where he had to deal with diversified group of students having various behavior problems. So, he was also purposefully selected for my study to learn and reflect upon his lived experiences and find the new insights in the area of my study.

Hari was my third research participant who was lucky to complete his schooling in one the residential school of Nepal with full scholarship. He was born in 2021 BS in a remote village of Kalikot. He studied there till class 3 and then got selected to study in residential school in Kathmandu. After completing his SLC, he did his I.Sc and B.Sc from TU and started teaching in different institutional schools in

Kathmandu. He has done Master's in sociology and business and currently pursuing M.Phil in management. He has got more than 30 years of working experiences in teaching field including the role of coordinator, vice principal and currently principal for 11 years now. Having the experience of studying in residential school for six years and working different semi-residential schools for such a long period of time I found him very much relevant for my study. His lived experiences and the stories happened to be so much of new wisdom and insight for the cases of studying behavior problemss of students like me. So, I felt lucky to get him as my one of the participants.

Interview as Data Generation Method

While conducting the study, interview was taken as process of generating information and unfolding stories of my research participants. For getting closer to their experiences, ideologies, feelings, perceptions and motivation one-to one in-depth and focus group interviews are highly effective tools for data collection in qualitative study (Shyamson & Christensen, 2008 as cited in Augustine, 2014). In-depth multiple interviews were carried out in both formal and informal settings. Open ended and general interview questions were also used participants to let to let the participants unfold their views without any constraints from the researcher (McNabb, 2008). So, open-ended questions were asked to the participants without any interferences and disturbances to get answer to my research problem related questions. The interview guidelines in consultation with my research supervisor were prepared and followed before, while and after the interview with my participants.

Meaning Making Process

As a qualitative nature of my study design, I collected data through interview, both formal and informal. I also made field notes and did journaling. The interviews

of each participant were recorded after getting their permission. The recordings were listened multiple times as per the need and those recorded data were then transcribed. I confirmed and reconfirmed the transcriptions to make sure that all the information contained in the audio was accurately transcribed: nothing added, substituted and deleted being conscious of meaning violation. I also revisited my research site, rearranged data and read that again with the consent of my supervisor.

Series of observation were done beside interviews to get closure to the realities and capture the unseen and hidden aspects of setting and context based evidences maintaining field notes. On the basis of transcribed interviews and observations I developed themes and sub-themes, based on the stories shared by my research participants. Finally, I generated meaning to the theme since the prime focus of narrative inquiry is generating meaning from the lived experiences of participants (Josselson, 2006).

Quality Standards of the Study

There are no any fixed and final parameters of quality standards in qualitative study. As stated by Creswell (2015, as cited in Khanal, 2017) qualitative study has the challenges of representation and legitimation. However, the quality standards of reliability, validity and objectivity of positivism are replaced with trustworthiness and authenticity in qualitative study (Lincoln & Guba, 1989, as cited in Taylor & Medina, 2013). Credibility in qualitative study is maintained through confidence of data and in-depth and thick description of discussion.

It is the process of giving assurance to all participants and readers that results and finding of the study were believable and there was richness in information and quality outweighed the quantity. This was achieved in my study through prolonged participation; use of best suit research methodology; collecting data through multiple

methods; selecting information rich research participants and sharing data, interpretations and findings with them. I also shared analysis and conclusions with co-workers and peers for debriefing and making sure that research findings were consistent and could be applied to similar contexts and situations. Study was conducted with rigorous process and all the interpretations, analysis and result were based on data where there was no room for personal prejudices and biasness from the researcher. To sum up, including the aforementioned aspects, the following quality standards were taken into consideration in my study.

Temporality

There is always the connection of past events and experiences to what we do at present. So, making myself quite aware about it I tried to build the good rapport with the school principals and supported to unfold their stories from past to present related with their experiences of managing the behavior problems of students in order to make a smooth transition from past to present (Connelly & Clandinin, 2004). This supported me to maintain credibility (Maggetti et al., 2013) and let them to share their stories in a very convenient way going back and forth as and when needed.

Sociality

I also made myself aware that shared stories related with behavior problems of students were the byproduct of my participants' personal and interpersonal relationship and interactions with such incidents and the society they belong. I also valued to this and build rapport to make both of us feel free to share feelings, and perspectives without creating distance (Connelly and Clandinin, 2004). This helped me to understand their social construct and how that has impacted upon their experiences.

Spatiality

I also took notice of the environment and the institution and their impact upon the experiences of my research participants while describing their narratives. So, this description of context, situation and scene helped me to reach to the reality and make thick description. This further reinforced the temporality and sociality of the lived experiences of my participants (Clandinin 2016).

Reflexivity

As the nature of my study and philosophical underpinnings of relative ontology I believe in multiple realities. So, I reflected on my own practices and the insights I got from my research participants before, while and after taking interviews. I also became reflective throughout my study including transcription, interpretation and analysis of the data and during literature reviews on the basis of argumentation of story shared by my research participants.

Verisimilitude

I also maintained verisimilitude; a term coined by Webster and Metrova (2007) meaning truthfulness in my study. I tried to generate stories of my research participants by creating real contexts and they all were based on the real life experiences of my research participants. So, whoever reads the stories, they would feel them like real one (truthfulness).

Authenticity

I made my study authentic on the basic of prolonged engagement and formal and informal talks with my research participants. Guba and Lonclon (1989) asserted "authenticity in study is maintained through ontological authenticity, educative authenticity, catalytic authenticity, tactical authenticity and fairness".

Praxis

I encouraged my research participants and myself to reflect on our existing pedagogical practices and took actions for transformative, innovative and contextualized practices of managing the disruptive behaviors of the students. In this connection I agreed with what Taylor and Wallace (2007,) said, "Praxis is concerned with changing the practice or practical application of research."

Meaningfulness

In my study I elicited information from my research participants which were meaningful and significant to my issue of study and represented their real life and context based lived experiences. The prime focus of this narrative inquiry was generating meaning from the lived experiences of participants (Josselson, 2006).

Ethical Consideration

Ethical considerations in research are personal and professional code of conducts that the researchers need to practice right from the time of selecting the study topic to finalizing the research report. It is a challenging task for qualitative researchers to get informed consent, finalize participants, maintain confidentiality, do unbiased interpretation and ownership of knowledge generated (Augustine, 2014).

 I maintained all of these ethical challenges in my study and visited to the research site and talked to the participants only after getting their consent. Research participants were clearly informed about the purpose of the study, its procedure, their anticipated and voluntarily roles and responsibilities, issues to be sought and outcomes (Creswell, 2013; Merriam, 2009, as cited in Augustine, 2014). After getting their consent, I also personally met them and discussed the process of interview and fixed the time for meeting as per their preference and convenience (Creswell, 2008).

As Creswell (2008) stated, I assured all the participants to feel safe and protected and through the strong commitment that there would be no any harm for their participation. They were given utmost respect and shown sincerity. Participants were also assured for anonymity and confidentiality. For this, pseudo names were given to all participants and no any factual information regarding name of the schools where they work was kept. Similarly, I also promised to my research participants that their interview would only be used for research purpose and it would not be shared with any other school and party.

The accuracy of data is crucial in qualitative study (Rams, 2010). This ethical issue was addressed by sharing transcription, coding and analysis of the text data with research participants for auditing and member checking. The audio and information shared by the participants was protected and they were clearly informed about their right to reject and withdraw from participating in my study at any time. The participants were also informed that they could disagree and deny responding any or part questions if they wished to do so.

Chapter Summary

In this chapter, I highlighted overall methodological process of my study. I began with philosophical underpinnings of my study in detail followed by research paradigm as interpretivism. It was followed by narrative inquiry as my research method. I further discussed the process of selecting the research site and participants followed by instrumentation. I then talked about meaning making process and quality standards of my study design. The chapter was finally ended with some ethical considerations.

CHAPTER IV

UNDERSTANDING THE BEHAVIOR PROBLEMS

In this chapter, I explore the stories of my research participants' related with perception and understanding about behavior problems. This brings out all their views and visions in connection with different theoretical underpinnings, scholars ideas and existing knowledge to make meaning about behavior problems through reflection and retrospection following narrative inquiry as my method of study. While doing so, I read, reread and reflect upon the narratives of my participants in detail and do the thorough discussion and argumentation. This helped me to form the themes representing my participants' perception and understanding related with behavior problems. I then discuss upon those emerged themes like behavior problems as a derogatory term, behavior problems as an intricate phenomenon and behavior problems as the byproduct of home, family and society. Finally, the chapter ends with synopsis of the whole chapter.

Behavior Problems: A Derogatory Term

Recounting upon my own childhood experiences of my schooling and teaching after being graduated I can say that behavior problems are quite common among the students. All my research participants (Ram, Shyam and Hari) also expressed this while sharing their lived experiences. However, I have bitter experiences with teachers, school principals and friends who used to look at me quite indifferently, show negative sort of attitude and speak with dominance and disrespect as soon as they noticed and knew about my behavior problems. I remember the time of my schooling when I was deviated after the demise of my father and how teachers and other friends changed their perception towards me and some of my friends. They

started calling us with different name tags to dominate and humiliate us in front all the students to make us feel that we were of no use. Ram, Shyam and Hari also shared that they had been using negatives instructions *(calling the students like monkey, psycho, silly, etc.)* and punishing such students in public just to discourage them from exhibiting behavior problems in days to come. This made me to question myself: Is it good for the school principals and educators to hold this kind of attitude and be guided with the philosophy of dominating, ignoring and punishing publicly to the students with behaviors problems in the name of discouraging them from showing such behaviors? In this connection I agree with Kauffman and Landrum (2009) that when students do not get respect and attention from teachers, principals and friends but get rejection, insult and humiliation, the problem of behavior problems starts gradually increasing. We all want full inclusion, equal access and non-discrimination (Simpson, 2004) but it is hard to get for the students who have behavior problems. We all know that there is always the possibility for being deviated for all the students and certain level of problems is needed. We all have diverse culture and upbringings. So, we may not fit into the existing system often time and we may need social, emotional and academic support (Asiyai, 2019). Similarly, behavior problems are the byproduct of environment and exposure we get at home and school (Reid et al., 2004). Then, why most of the teachers and principals only say that the individual himself/ herself and family are responsible for it, which all my research participants also mentioned during the time of discourse. Not only this, there are cases when students are given different names when the students do not show expected behavior, no matter whether it is right or wrong right after they get deviated and their family and friends are also blamed for it. They get different name tags and pushed towards a kind of disorientation and disengagement from the main objectives with shockingly large

decline in their social and personal identity. Exploring my own lived experiences and reflecting upon the stories of my participants I further question to myself: Are the students getting positive and supportive environment at school most of the time. Regarding this I agree with Maag (2004) that behavior of the students should be managed. It is all about building a system where the educators consistently need to study the behaviors of students to make informed decisions as to how and what to change, give reinforcement and track success rather than just practicing conventional methods of reward and punishment. So, I feel the need to explore such stories of my participants which emerged and hinted to consider behavior problems as a derogatory term. In this connection Hari, one of my research participants said:

> *I think certain level of problems is needed in every student. Those who are innocent and silent, they could not interact and socialize with others and they have less chances to do something remarkable in their life later on. So, certain level of problems is natural and there are no any means to control it fully. Let me share one of my own experiences. I had one student in our school who was totally deviated. He used to smoke and drink whenever he got chance despite numerous attempts to counsel and give warning. I personally tried to convince him but nothing worked. Finally, we decided not to promote him in upper grade and remove from the school. We talked with his parents and asked them to take their son back home and find another school. He then come to me and requested to give him last chance. I had a second thought and he was given another chance because he was very good in music. I never imagined like such drastic change could occur in his behavior. I think he later on realized his problem and something clicked in his mind to be positive and bring change in academics and behavior. He did very well later. He did his 10 +2 in science*

from our school and later got full scholarship to study in USA. We had one student from elite and affluent family. All the teachers were fed up with him. Teachers used to say that he had character like monkey: destroying, damaging and troubling others. So, his parents had also given up. They were helpless. One day, I called his parents to my office and with the consent of his parents, I beat him so badly first and then counseled. Finally, he agreed and promised to change his behaviors in front of his parents.

Hari said the common statement like all other participants (Shyam and Ram) that certain level of problems is natural. However, he mentioned of practicing corporal punishment and creating more of terror and threat to the students who exhibit behavior problems. He said, "*I beat him so badly first and then counseled. Finally, he agreed and promised to change his behaviors in front of his parents*". This refutes with the universal philosophy of most of the scholars who said that creating positive and supportive environment is the best way of changing the behaviors of students (Asiyai, 2019). He also mentioned that he did not want to keep the students having behavior problem in his school. In this connection I agree the fact that traditional method of coercive approach is not only void of respect but also ineffective in a long run (Charles, 2011). This reminded me of our time of student's life and at present, my ongoing teaching profession where we have a large group of school teachers and principals who hold this sort of belief and say, "*No corporal punishment means no control of behaviors of students*". I have also seen teachers and school principals using and giving different names to the students having behavior problems. Hari also agreed this when he said, *"All the teachers were fed up with him. Teachers used to say that he had character like monkey: destroying, damaging and troubling others"*. This again made me question: Do educators and school principals feel that all the

students are social beings and they seek personal identity and deserve respect (Pinto, 2013). In this context, two of the other research participants namely Shyam and Ram also agreed with Hari when they said, *"We also have heard educators using different names to the student who are deviated and calling them like monkey, silly, psycho, alcoholic, etc."*

Hari also mentioned that the student who was given last chance surprisingly changed his behaviors and did exceptionally well later on in his life in his higher education. But he did not say that what he thought of doing first was wrong and no students intentionally involve into behavior problems as a sense of reflection and realization. This further put me in the state of confusion and question: Do our school principals hold the rigid mindset that even if there are many things they can learn from their lived experiences they hardly show willingness to do so? This can be further explored through the lens of the narratives of Ram and Shyam. When Shyam was asked to share any of the names/ terms/ nicknames used by them to the students having behavior problems, he said:

> *I have not heard any such words or adjectives used by my teaching staff in our institution to the students having behavior problems. However, I have heard some educators using terms like smoker, druggist, loafer (tyafe), gajedi etc. in different informal discussion to the students who have behavior problems. Those who trouble others and do not focus are called monkey, those who involved in group fight are called gangster. Those who do not pay attention and are carefree are called silly. One thing is sure that we can't see those students in a normal way like other students. It is natural that they irritate us and as a result they lose their dignity and respect at home and school.*

In this connection Ram had also something similar to share like Hari and Shyam. He said:

> *In case for those who exhibits distinct behaviors, most of the educators call them as silly person (khusket), psyco etc. If anyone is suspected as taking marijuana and alcohol, they are given the name like druggist (gajedi) and alcoholic (jadyaha). Let me link it one such incident. In one of the reputed institutional school in Kathmandu, there was serious case of love affair between a boy and girl. Both of them were counseled and warned multiple times before by the school administration but nothing could stop and change their behavior. One day the school administration found them having love relationship crossing the limit within the school compound. So, the boy was called by the principal, scolded and named them love birds and later suspended from the school and right after that he committed suicide.*

Both Shyam and Ram also mentioned about using negative name tags and more of dominating and humiliating terms. They clearly said, "*In case for those who exhibit distinct behaviors, most of the educators call them as silly person (khusket), psyco etc. If anyone is suspected as taking marijuana and alcohol, they are given the names like druggist (gajedi) and alcoholic (jadyaha)".* The common sharing of the all the participants here resonated with my experiences that there is the negative perception of educators and school principals towards the students who are deviated (Asiyai, 2019), however, this is normative. This further makes us to question ourselves such as: are we doing the right thing by using these kinds of negative terms to name and humiliate those students who have behavior problems? How far our negative and crude mentality that students with behavior problems come from different planet and we should approach to the negative things negatively by giving

disrespect and name tags to humiliate and discourage the students who have behavior problems? This made me to realize that educators and principals have not been able to come out from their dogmatic feelings of the past and they value less on solving the problems positively and democratically (Digic & Stojiljkovic, 2011).

Now, we the educators are at the juncture to ask as many questions as possible to ourselves and critically examine how far the philosophy we hold is supportive in the field of managing behavior problems. Are we holding progressive thoughts and guided with reflection and knowledge experienced through our lived experiences. So, after reflecting upon the narratives of the participants I come to realize that this philosophy leads the students to trauma, terror and depression making it more counterproductive where students develop more negative feelings towards the school and teachers and principals with no or low learning attitude (Tauber, 2007).

It further hinted that school principals are to question to their traditional approach of suppressing and dominating nature over influence and appreciation by presenting them as part of support and mentor to the students (Cohen et al., 2009). This further supported and hinted to have more sense and sensibilities to understand the seriousness of the case of behavior problems of the students when Ram said, "*One day the school administration found two students having love relationship crossing the limit within the school compound. They were called, scolded and named as love birds by the principal and later suspended from the school and right after that they committed suicide*". This incident of the students committing suicide right after the interrogation of the principal made me realize my past when I came across the thoughts like I was more like burden to my family and society when I did not get respect and space at school from teachers, principals and friends. This also made me have the realization that school principals believe more into rectifying the behavior

problems and being reactive than proactive in creating good environment at school to motivate the students to exhibit good behaviors (Dodge, 2011) as opposite to the essence of positive behavior support plan theory.

Behavior Problems as an Intricate Phenomenon: One Form Many Facets and from Minor to Complex

All the participants (Ram, Shyam and Hari) expressed similar voice in terms of nature of the students in the past and present. They said that in their time of the past when they were students there were no such serious problems of behavior problems. Students used to obey teachers and they used to take things more positively even if they were beaten and given punishment. But now the situation is just opposite. School management and teachers need to be more sensitive in minor issues. Not only this but the nature and cases of behavior problems also changed from minor like not doing assignment, disobeying teachers and elders, use foul language to using drug, committing crime, bulling etc. (Meany- Walen et al., 2014). The cases of behavior problems among students are rising. The following story shared by Hari illustrates this.

> *In our time in the past students were more innocent and they used to show more natural type of behavior problems like showing aggression, teasing, not doing the assigned tasks, etc. However, we experience more complex and cunning types of behaviors of students these days. In the past students used to obey teachers and even if they are beaten badly by teachers in case of showing of behavior problems, they take it positively and naturally. It was settled by discussion between school family, students and parents. There was good relationship between them. But now students are more advanced than teachers. Students use different tricks to prove them right and weaken the*

evidences. They believe more on what they get from different online/ social media platforms then parents and teachers. In some cases they even falsify the fact and post it in social media and take help of other media to go against the school administration and teachers.

Shyam, another participant of my study also has similar story. He agrees that serious cases of behavior problems are on rise these days which were rare in the past. He opines:

We had so much of respect for teachers which I do not see nowadays. Our parents also used to tell us to obey teachers wholeheartedly and do the things given by them. I only got chance to come to city when I joined college. In the past teachers were taken as one and all for the source of knowledge but now we have technology and many other sources of information. So, I can't remember any such serious cases of behavior problems during the time of our student life. However, we experience different sort of behavior problems of students, just for example, bulling. As students come from diverse family background, some of the students have tendency to tease other and have fun. But nowadays we see many students getting deviated. Students nowadays are more demanding and less responsive. They have got no good family culture. We also see some of the students getting influenced by different motive groups, especially the political affiliated different sister organizations, they should be politically aware and get focused into academics but they are more into violating the rules of the organization, ready to involve into violent activities like group fights and vandalizing properties just to establish they are powerful and other students should follow them. In the past it was limited into university affiliated colleges but after the change in education

policy and school level education being up to grade 12, we see these things

happening in schools as well.

Ram, Shyam and Hari mentioned that teachers and principals were much respected in the past and nobody used to raise the questions to them when they punish the students physically. They further said that because of freedom given to teachers and principals to impose restrictions and practice coercive means there were no cases of severe behavior problems among the students. They also expressed their dissatisfaction when they said, "*Students are more demanding and less responsive these days. They believe more on what they get from different online/ social media platforms then teachers. In some cases they even falsify the fact and post it in social media and take help of other media to go against the school administration and teachers*". By exploring on the stories of Ram, Hari and Shyam I got to realize that not only the teachers but school principals also had similar perception and understanding regarding the students and behavior problemss. They expressed their dogmatic feelings and opined that more problems of behavior problems among the students are the byproduct of more freedom given to the students and not letting them to practice any form of corporal punishment. Regarding this philosophy of the school principals I agree with Dodge (2014) that practice of dominance and coercive force hinder in creating positive and supportive teaching learning environment at school. They also mentioned that there were no serious cases of behavior problems like suicide, drug addiction, group fighting, etc. in the past except the minor ones just like not doing the assignment and teasing others. They expressed their dislike about practicing modern approaches such as creating good school culture and environment for students but not being able to prevent them from getting into such problems (Asiyai, 2019). This made me to question myself by recalling my bitter experiences of schooling where I have seen

some students beating, teasing and troubling other innocent friends and teachers coming to classes with sticks and beating them with stick in the name of discouraging and controlling the behavior problems of students. However, they could not control and change the behavior problems of students.

Similarly, they also shared their opinions and understanding about behavior problems and its different forms through the illustration of various cases they experienced in their life. In this connection they all expressed similar views like Bolu-Steve (2017) that all behaviors which are against set culture, common practices and established norms and values are behavior problems. They, for an instance, shared their good and bitter experiences of handing the different cases of behavior problems of students such as sexual assault, drug addiction, group fighting, damaging and destroying others' property. They also said that those things were restricted and were not allowed to do because it has negative impact on the overall growth of child. This made me realize that they had good conceptual understanding of behavior problems. In this regard Ram further said:

> *Some cases of students I noticed are so unique and shocking type. I have not shared any such information with anyone else before just to maintain confidentiality. I have saved one student from committing suicide as most noticeable behavior disorder and as one of unforgettable moment of my life. I have helped and supported many students who were into serious behavior problems like taking marijuana, alcohol etc. They were so much into them that if they did not get, their body and hands used to tremble.*

Here, Ram said that as a school principal he was much aware about serious behavior problems of students. Similar concerned was expressed by Shyam and Hari as well. Ram also mentioned about maintaining confidentiality of such information

related with serious cases of behavior problems of students. In this connection Ram agreed with Meany-Walen et al. (2014) that taking marijuana, alcohol and attempting suicide are also there in practice among the seriously deviated students. He further asserts:

> *Few years back one student was referred to my office by the teachers. He started showing abnormal behaviors like preferring staying alone, getting irritated to talk with friends and teachers and showing aggression unreasonably. One day one of the students gave me some clue that he was under pressure of one of his friends who used to take him to his bed at night after everybody got slept. Sometimes his friend used to force him to go with him to his bed. Later it was known that his friend was homosexual. So after many attempts he was caught and I had to suspend him after thorough counseling and finally remove from school. Similarly, one of the students in our school started doing something unimaginable all of sudden. One of the senior students called all the junior class students in the day room, locked the room and beat them so badly and threatened them not to tell that thing to anyone. He made them to promise to follow his instructions and do whatever he said. We found most of the junior students dead quiet and terrorized.*

Here, Ram again mentioned about seriously deviated students who tortured and troubled to one of his friends to share his bed with him and forcefully involve into homosexual activities. He also expressed his serious concern to help and support the students who all of sudden started showing change in his behaviors. So, different cases and nature of behavior problemss experienced by Ram resonated with the thesis that students having behavior problems also show the traits like non-compliance, verbal and physical abuse, mood swing, aggression, unhappiness and

violent nature (Kauffman & Landrum, 2009). Sharing this like case of behavior problems Ram expressed his happiness after being able to identify the student and removing him from school. These further forces me to question: Is suspending and removing the students having behavior problems good way to manage? Shyam also shared one story of seriously deviated student. He said:

> *Once I came across a seriously deviated student. She was good in her studies before but all of sudden her academic degradation started. Teachers also complained about her. She started showing abnormal behaviors like aggression, hatred feelings and complete negligence. She had even pierced her body parts. One another issue…nowadays some teenagers involve into love affair relationship so much and get lost into their own world forgetting their prime objective. In this age it is more like infatuation rather than love which they do not understand and could carry it out further smoothly. Then in some cases, we have seen them committing suicide or in case they sense anyone as the barrier into their relationship, they develop criminal thoughts and even do murder. Sometimes, they do gang fight over the same issue using weapons.*

The essence of Shyam's story is also similar like Ram and Hari in many ways. He mentioned about girl piercing her body parts and showing hatred feeling and aggression and doing negligence. He also shared about love affair kind of relationship among the teenagers and how it sometimes turned into violent activities of gang fight and murder. With this, they all expressed their clear insights about different forms and facets of behavior problems and its aftereffects. They also mentioned about how behavior problems affects students' personal, academic and social life (Reid et al., 2004). This also gives the knowledge and ideas that these kinds of behavior problems

not only defame the reputation of school but also disrupt and destroy the smooth functioning of teaching learning activities causing degradation of personal, academic and social growth of student (Asiyai, 2019). This was agreed by Shyam and Ram, my second and third research participants who shared so many things similar regarding the different cases of behavior problems they experienced in their life and their connection and association with personal and academic growth of the individual and institution. Hari also shared interesting incident of behavior problems. He asserts:

Some students have tendency to fight with others and disturb the teaching learning process, some students challenge and get ready to quarrel with the teachers when they are reminded to follow school rules, some students we have found going for dating or cinema hall for watching movie changing their uniform on the way to school, although they left their home for going to school. I remember one more bitter experience. It was about five years ago. I knew that one of the senior students bulling the junior student who was very good in studies. He regularly used to torture him. I warned him not to do so but he continued. One day I called both of the students and asked that boy to bow down on the feet of the one whom he bullied in front of all students and threatened not to repeat but next day he filed case against me insulting him publicly.

This story also resonated with similar thoughts and ideas of other two participants and more or less like the similar cases shared by them. However, one of the ideas mentioned by him was more thought provoking. He said that students these days have the tendency to challenge the teachers, principals and school rules. Here, I agree with Rice and Dolgin (2005) that students in teenage exhibit more challenging behaviors such as defying existing rules and regulations and established norms and

values because they experience enormous physical, mental and emotional changes due to rapid growth and hormonal disturbances. He also mentioned that some students go for dating or cinema hall by changing their uniform on the way to school. So, we need to have more sophisticated knowledge and understanding about this. He also shared the bitter experience of insulting one of his students in front of other students and beating where he had to apologize later on. This made me to question myself again: Are we practicing progressive pedagogy and being child friendly or still struggling to come out of this mentality of suppressing and dominating to the students who exhibit behavior problems. In this context I agree with Amoah, et. al. (2015) that educators mostly become judgmental and subjective before making interpretations to control the unacceptable behaviors of students and assume that dominance and doctorial nature of traditional approach is first and final to change the negative nature of students. This also made to mirror the faces of school teachers and principals of my schooling time when they used to punishment publicly in order to discourage other students to involve in such activities in future rather than settling that through motivation and positive intervention and creating best environment where they give value to themselves, others and institution (Sugai & Horner, 2009). All the participants agreed that they had been aware about the different cases of behavior problems of students but they mentioned that they have not been able to come out from their rigid thoughts and conventional practices.

Behavior Problems as the Byproduct of Home, Society and Family

I remember the common discourse among the parents and educators that students need to be given good parental care, sufficient time for recreational and playing activities, quality time with family members etc. for their proper social and emotional development right from early age. We also hear school principals and

teachers saying that home is the first school of a child and the environment and exposure one gets at home has long lasting impact upon the overall development of a child. My research participants also shared their ideas in the same way. They agreed that there are different factors that cause and contribute for misconduct and behavioral problems of students. Home and society, individual students, school and teachers are the origin of disruptive behaviors of students which form four broad categories as contributing factors (Oliva & Pawlas, 2004). In this connection Ram said:

> *Once one student in our school did something more surprising. One of the senior students called all the junior class students in the day room, locked the room and beat them so badly and threatened them not to tell that thing to anyone by making them to promise to follow his instructions and do whatever he said. We started studying his past and family background. Then we came to know that his father was imprisoned many times with the charge of gang fight, kidnapping and attempt of murder to people. So, culture and family background play crucial role whether or not the child will show this kind of serious behavior problems. I believe different social, psychological and economic factors also contribute for behavior problems. During the time of exploring and addressing the serious behavior problems of students we come to know about some shocking and surprising facts. We came to know that some of the students got into serious behavior problems because of their family problems. Students whose parents are not in good terms and always quarrel and do not give time to their children were found deviated. Likewise, divorced parents children were also found deviated. In case of one of the students who used to take marijuana, it was found that his parents had an*

affair with others, both father and mother: father with another women and mother with another man.

Ram mentioned that family is one of the crucial factors for shaping the behaviors of students. He shared one incident of a student who all of sudden started showing abnormal behaviors like beating and threatening to his friends just to show that he was very much powerful and other should follow him. He also mentioned that he did study the behaviors of that student and identified that his father was involved in criminal activities giving the indication of parents' role beside his behavior problems. He also said, "*We came to know that some of the students got into serious behavior problems because of their family problems. Students whose parents are not in good terms and always quarrel and do not give time to their children were found deviated*". Here, Ram's way of looking for the connection and finding the association of different cases of behavior problems of students can be role model for others. He mentioned about doing the behavior assessment of the student and finding family as the main push factor behind what he did to his friends, especially his father's involvement into criminal activities which in a way is systematic process of doing investigation to know the causes and make necessary plan (Sugai et al., 2000). This made me realize that that parents need to be extra conscious about their behaviors at home. This now raises the question to all of us like how far we create good and healthy environment at home for children to learn fundamental skills to become socially and emotionally fit (Charles, 2011). Children do imitate their parents. So, the case shared by Ram is an eye opener for many parents and the answer to the question why and how students get deviated easily. However, Ram did not mention anything about influence of school environment and climate. Here, I agree with Sayeski and Brown (2011) that creation of positive and healthy school

climate has significant role in minimizing the risk of behavior problemss among the students just like the impact of home environment upon the behaviors of students. This proposition is further strengthened by the story of Shyam. He asserts:

Having the experience of more than 10 years as a residential teacher and principal with the senior students in hostel, I have seen some parents being very busy and not giving their quality time to their children. They even send their children with others and keep under the supervision of their relatives, which creates distance between parents and children; lack good culture and feeling of belongingness and attachment between parents and children. This results to involve them into different criminal activities like using drugs, group fights, academic degradation, etc. Some children who are from rich family they have the feeling like they do not need to do anything. They are there just to relax and have fun.

Shyam also had similar story like Ram. They clearly said that children need quality time with their parents. This recalled my childhood experience of being deviated right after my father's death. I remember being alone and not getting the good family time which made me to involve with rowdy group of students and show unusual behaviors like bunking the lessons, involving in group fight and not doing assigned task (Charles, 2008). This revealed that school principals have good knowledge about the role of quality family time and behavior problems. This made me question myself: Do school principals and teachers give orientation to all the parents that for good educational results and positive change in the behaviors of students they should come to school, talk to the subject teachers and show concern about their children's education (Hornby, 2011)? If I reflect upon my own experience of working in residential school, I also come across these kinds of

situation where students are kept alone from their parents and parents sending their relatives and other supportive staff to look after their children saying that they are busy. Those kids in due course of time I myself have seen get deviated seriously. Shyam also said that students coming from rich family are more relaxed and care free type and they do not show more concern about academics. However, other participants did not mention like this. In this connection Hari's narratives have something more to offer but distinct. In his own words, he said:

> I have heard people telling behavior problems is biological and genetic. Some children have genes like challenging the existing system. For me, the major things are: how one is brought up and how his/her socialization takes place, what culture he/she is given and what his or her family background is. Those children who come from educated family, having good culture and given proper care, they hardly show any kind of behavior problems in comparison to others. Peer group and friend circle also has an important role. I have also experienced some children showing serious negative behavior whose families just give priority to money than spending time with their children.
>
> Some of the students do give group pressure to other students and they have to follow them, and if not, they fight in a group and beat very badly to those students outside the school during the time they leave school for their home. School administration hardly knows about those cases because nobody dares to inform teachers about such things with the fear of being beaten by those groups again. I have also noticed students studying management show more of behavior problems than students studying science. Mostly, the science students are busy most of time in their academics and management students get more

leisure time and less pressure for their study. So, they show more of behavior

problems.

Hari's narratives also indicated that family, peer group and friend circle has an important role for behavior problems among the students which are similar like the views of Shyam and Ram. They all shared that there is a strong role and function of family, parents and society on behaviors of students, and it mostly is the reflection of the culture they are given (Banks, 2004). Their repetitive and common remarks like children should be given good culture and environment at home and parents should spend quality time with them substantiate this. However, all of them did not mention about creating positive and supportive school culture (Picket & Fraser, 2010) where they offer unconditional support, make the students feel respected and trusted and practice the democratic means of coordination and friendly co-existence for settling down the problems (Friend & Bursuck, 2012). None of the participants mentioned that we need to mentor and support teachers to be child friendly and up level their skills regarding what and how of dealing with the behavior problems of students. They also did not say anything about the facts that teachers' attributes and personality, the way they perceive and approach to the students can have strong impact upon the behaviors of students (Hester et al., 2003). This puts me in juncture and forces to ask the questions such as: Why did they not mention anything about teachers' personality and attitude and their impact upon the students? What made them to overlook to reflect upon themselves? When they talked about home environment and culture why didn't they talk about school culture and environment? When they mentioned about behaviors of parents and family upbringings, why they overlooked about teachers' behaviors and classroom management? Here, I agree with Hester et al. (2004) that teachers' attribute and approach to students have great impact upon their behaviors.

Reflecting upon my own schooling and teaching experiences I agree with Charles (2008) that most of the students get scared being scolded and embarrassed and often time they end up having horrible experience with teacher and turned out to be seriously deviated and develop the feelings of dislike to the teachers and the school. This resonates with my own personal experience of teaching where I have heard some students saying multiple times that because of a particular teacher they have been able to bring drastic changes in their behaviors and academics in both positive and negative ways. We also listen to parents talking about the environment of school. So, it can be said that the impact of teachers' attribute and school climate has equal role like home, society and parents upon the behaviors of students.

Something what comes as more surprising and socking in the vignettes of Hari is the way he perceived and understood genetic and biological factors as one of the factors of behavior problems. This raised a big concern and question: Is it good to link the behavior problems of students with heredity, caste or ethnicity? Here, I agree with Oliva and Pawlas (2004) that there is no connection of caste and ethnicity with the behavior problems of students and it is a complete disrespect to our diverse culture and nature of school climate. It also further raises the question that how far the school principals work on creating more inclusive and diverse school culture where all the students feel safe, protected and respected despite their divergent caste, culture and ethnicity (Glasser,1992, p. 691). Hari might just be an exceptional school principal holding this like belief since two of the participants (Ram and Shyam) did not mention anything like such. However, it raised a serious concern towards the school and principals that what would happen if they are still guided with this philosophy.

Not only this, Hari also gave the indication of his distinct perception when he said that nature and frequency of the cases of behavior problems are different as per the

subject students are studying. Exploring his views presented, it can be said that he strongly believed that the cases of behavior problems are more among the students who study non science than the students studying science. I have also heard this sort of discourse going on among the educators but there are no any such evidences available. Although other participants did not express anything like such during the time of interview but they agreed it being partially true when I asked them in one of the informal talks when we were having tea.

Chapter Summary

In this chapter I narrated the stories of my research participants related with their perception and understanding of behaviors of students. Here, I critically reviewed and explored their perception and understanding about behavior problems with the help of literature. After exploring their vignettes I developed three broad themes which were directly and indirectly linked with their perception and understanding about behavior problems. While doing so I presented all their views and visions in connection with different theoretical underpinnings, scholastic ideas and existing knowledge to make meaning about behavior problems through reflection and retrospection. It also allowed me to reflect and recall my experiences and knowledge.

I started with the first theme called behavior problems as a pejorative term. This was developed after reflecting upon the narratives of all the participants and inducing the meaning out of the similar and common views which showed that they had good conceptual understanding about the behavior problems and had common voice that certain level of problems is natural and mandatory. However, they seemed more convinced and comfortable to hold the negative belief that those who trouble others and challenge the existing rules and regulation do not deserve much respect and honor and practicing corporal punishment and creating the environment of dominance and

suppression could discourage the students to show behavior problems. This challenged the universal modern philosophy of creating positive and supportive environment at school. They all seemed to be overlooking the fact that traditional method of coercive approach is not only against existing rules and regulation, void of respect but also ineffective in a long run which supported my proposition that they had negative attitude towards the students having behavior problems as a justification to call it pejorative term. Not only this it was also identified that some educators used the terms smoker, druggist, loafer (tyafe), gajedi, monkey, gangster, love birds and silly like name tags to humiliate the students who had behavior problems which clearly exhibited their negative and crude mentality as a signal that educators and principals still hold dogmatic feelings. It further hinted that school principals were mostly guided with traditional approach of suppressing and dominating nature over influence and appreciation and preferred to rectify the behaviors and be reactive than proactive.

I developed the second theme of behavior problems as an intricate phenomenon: one form many facets and from minor to major with the inclusion of the essence of their narratives which indicated that past was better than present regarding the cases and nature of behavior problems. Their narratives under this category reflected that there were no more cases of behavior problems in the past because there was more power at the hands of teachers and principals which is now given to students. Now students are given more freedom but teachers and principals are screwed down through the imposition of more restrictions. They all seemed to have common understanding that in the past teachers and principals were allowed to exercise punishment and all the students were controlled but now there is upsurge in serious cases of behavior problems. They seemed less convinced on modern approaches

which advocate for creating good school culture and environment where students can be prevented from getting into such problems than curing later on. They all had the similar voice of exercising punishment over reward that too publicly in order to discourage students to show behavior problems. I also discussed and explored different contributing factors of behavior problems under new theme to get closer to the perception and understanding of my participants about behavior problems. I reflected upon their vignettes and came to know that they all had good understanding about home, society and parents as the most contributing factors of behavior problems. They all seemed to blame home, society and parents beside the upsurge in serious cases of behavior problems among the students. However, they remained silent to talk and accept the fact that school climate and teachers also have equal role for behavior problems.

CHAPTER V

EXPLORING THE PRACTICES OF MANAGING BEHAVIOR

In the previous chapter I discussed the extracts of my research participants related with perception and understanding of behavior problems. Here, I explore the vignettes of my research participants related with all the process and procedure that they apply while dealing and managing the behavior problems of the students. For this I have categorized the main essence of stories of the participants on different themes that have something to offer with managing behavior problems. I reflect on different themes, stories and literature available in this field to seek their connection with my theory of study called positive behavior support plan so as to get more insight in this field and find meaning. In this chapter I have developed three broader themes named prevention, intervention and investigation which have been emerged from the narratives of the participants and then they are linked with the Positive behavior support plan.

Prevention: Creating Positive and Supportive School Climate

Under this theme I reflect upon the practices and procedures our school principals have been doing in creating the good school climate so that all the students get engaged and hardly get deviated from their core objectives. One of the main world views of the positive support behavior theory is also developing and practicing the culture of prevention than cure. It also advocates that school should work on creating positive and progressive environment in and out of school location to meet the universal expectation of behavior where core values like respect, responsibility and safety can be promoted (Dodge, 2011). So, I need to explore this main issue through the lens of narratives of my research participants and reflecting upon my own

experiences of working as a teacher educator having the experience of school management. The proponent of positive behavior support plan also claim that school is a living organization and we should create a positive climate there as one of the best proactive behavior management techniques to foster motivation and engagement to students (Hough, 2011). So, this makes the sense to explore it in the context of Nepal. While discussing and interviewing with my research participants I did not ask the question specifically mentioning the term preventive but I gave them full freedom to talk about the practices of behavior management in their institution again and again. In this connection two of my research participants (Shyam and Hari) had to share so less related to this theme but Ram mentioned something more worthwhile. He said:

> *When the students do not know their strength and make their identity they get frustrated and slowly get deviated. So, we engage students every time with something of their interest. We give value to students concern and curiosity to make them feel that they are important and can do things many more than they believe. We create positive and supportive environment. We have pastoral team and tutors to listen and address the issues of students. We time and again conduct different sessions on psychological counseling for teachers on how to deal with the students who exhibit behavior problems. We also guide and counsel the students time and again. Now, we also have professional psychological counselor to deal with the severe cases of behavior problems. We experienced one noble case of serious negative behavior in one of the students this year itself. During the pandemic and online classes one of our students was sexually harassed by her own relative which her parents did not know.*

Ram through his narratives clearly said that he was conscious about the preventive measures of behavior problems. He clearly mentioned that they give value to the need

and curiosity of the students, and they are concerned about creating positive and supportive school climate and conduct different psychological counseling session for teachers too to make them trained and up leveling skills and knowledge to be more sensitive and positive while dealing with students. This made me realize that we should give ownership to the students as the member of the school community through their involvement and engagement in all the maters to minimize the risk of behavior problems (Hong & Espelage, 2012). However, reflecting upon my own teaching experiences of different institutional schools of Kathmandu valley, I feel that we have not been able to develop our institution and team to be so positive and supportive where all the students get engaged, all their curiosity and concern are met, their hobby is developed and they feel safe, secure and respected (Friend & Bursuck, 2012) which lay the foundation for managing and dealing the behaviors of students following the essence of the theme prevention. He further asserts:

> *Students are the form of god so we should give our best service to them showing more care, giving more love and respect rather than creating the environment of terror and fear. We should build good rapport with the students and build the trust where they feel like sharing anything they have. We create the environment where students do not feel like they are talking with authority or management. So, now we are committed to create good environment with the assurance that each student get proper guidance and counseling with the full engagement into academics and ECAs. On the basis of my experience, I believe we should give more time to our students and try to understand and identify their problems first. Then, we should create good environment where they can take us as their own friends and we have to encourage them to involve into some creative things. We should counsel them time and again, and if needed, we should take help from*

expert in this field. I myself have taken so much of help and support from the renowned expert of Nepal in case of complex and serious behavior problems. It takes time and it is a long process to follow.

Here, Ram further said that they give value on creating open and friendly school environment in their school where there is no gap between teachers, students and management which most of his students perceived as a positive gesture and welcoming note. He also mentioned similar like Goldstein and Brooks (2007) that creating friendly school climate narrows down the gap between teachers and students and function as indirect positive reinforcement where the students feel free to talk and share their views as a result of which chances of behavior problems would reduce, and students' involvement in all the activities would increase. He also indicated the significance of creating good teaching learning environment where students get engaged into different academic and interest specific creative task. However, it reminds me the common concerns and feelings of the students that they are always treated like culprit and animals when they are given punishment by the school with the charge of violation of school rules which they express through informal discourse. Here, I agree with Pinto (2013) that school should provide more time to students, listen them and support in every way possible which the students consider like they are recognized and respected as social being. Two of the other participants did not share much about these preventive measures as the means to downsize the chances of behavior problems of the students. This further raises the question: Do all our school principals practice of creating such favorable school climate in their institutions? Do they consider the prevention as one of the most powerful behavior management practices? Do school management discusses upon these issues? In this connection, Shyam and Hari shared little bit about the practice of making handbook of students'

code of conduct with a clear specification of rules and regulations which in a way is one of the forms of preventive measure of behavior management. Beside this they both remained silent. This can be illustrated with the following vignettes:

We give some sort of orientation to all the teachers on how to behave and deal with different issues. We also remind teachers to take note of school norms and values and students are given and made to sign on code of conduct. If teachers notice any students going against it, they inform us (Hari).

We provide a hand book of code of conduct to each student and parents and make them promise to follow it with their signature on it. This works quite well. In case of any serious behavior problems, we not only counsel the students but also call parents and discuss together. Since we have proper system in our institution, we have very few cases of serious behavior problems (Shyam).

Both Shyam and Hari did not mention clearly about the practice of prevention as one the effective tools of behavior management in the school which most of the scholars claim as the best practice (Dodge, 2014). They just shared that they give orientation to the teachers and practice students code of conduct and counseling as means to deal with the behaviors of students. However, the proponents of positive behavior theory named it as Tier I or world views (Walker et al.,1996) and considered it as the most needed and effective practice in educational institution while dealing with the behaviors of students. This again raises the question: Do all principals practice this preventive measure in school? Here, I agree with Oliva and Pawlas (2004) that if all the school principals work on creating positive and supportive school environment and understand that climate and environment they create at school have direct impact upon the behaviors of students, the cases of behavior problems among the students would be controlled. It also narrows down the gap between teachers and

students as indirect positive reinforcement to foster good school climate where the students feel free to talk and share their views, get involved in all the activities and minimize the risk of behavior problems (Goldstein and Brooks, 2007). The essence of this practice of prevention and managing the behavior problems of students matches with the premises of noninterventionist model of behavior management as well. The supporters (Dijigic & stojiljkovic, 2011) of this theory strongly believes that intervening the behaviors of students is not sustainable and better solution while dealing with the behavior problems. Rather, we work on developing students' inherent power and energy as a support to create their own destiny and combat with their all behavior problems. So, I agree with Glickman & Tamashiro (1990) that students need supportive and motivating exposure to grow and develop with most acceptable and good behaviors. This now concludes with the big question: Do school principals work on practicing prevention as a most common method of dealing with behavior problems of students at school?

Intervention: Monitoring and Tracking the Behaviors and Extending Further Support

Here, I explore upon the practices and procedures our school principals have been using while dealing with the behavior problems of students after they have been identified as deviated and start showing various traits like violating rules and regulations, not doing the assigned task, threat and bully others, show criminal thoughts, use drugs, vandalize school property, etc. (Charles, 2008). This is also linked with Tier II or world views of the positive behavior support plan which supports the proposition that such students need to be given more support through direct monitoring, small scale group based pedagogy on different social, cultural and moral values based on different studies and data (Crone et al., 2010 as cited in Dodge,

2011). I reflect on the narratives of my participants as to what they have shared regarding different methods of intervention for the behavior problems of students. I remember the time while interviewing to all my research participants and how they seemed more interested to answer the questions related with it. While interviewing, all the participants expressed that they were using this quite often in comparison to the other methods (prevention and investigation) of managing the behavior problems. So, now it is necessary to explore how do they not only interrupt and interrogate the students rather create and develop good and supportive school environment. To explore it further, let me share the narratives of Ram here. He said:

> *I have helped and supported many students who were into serious behavior problems like taking marijuana, alcohol etc. They were so much into them that if they did not get, their body and hands used to tremble. I became so friendly with them, listened their concern and did provide different food items to shift their interest. I talked with them in a very positive and friendly way and made them realize and understand what they were doing and got involved into was wrong. They even become skeptical in the initial phase and dislike my approach of always showing concern in every matters and being around them, but later they knew it was all for their benefit. I also talked with their parents and given valuable inputs regarding how they can deal with their children without letting the concerned students know that I was in interaction with their parents too. I gave my full time to them and engaged into different ECAs. Slowly they came into normal condition and started doing well in academics. Many of them are now doing excellent in academics and in their career at home and abroad.*

Ram indicated that they had been able to identify serious behavior problems of students like taking alcohol and marijuana at school. He further mentioned about their approach of dealing with such students such as listening to them and building good relationship and let them feel secure and comfortable to share their stories which seemed like they were dealing as a professional and trained counselor. Here, his narratives reflected of following humanistic approach of building the relationship and giving value to them as a positive and appreciative way of initiating discussion for solving their behaviors (Tauber, 2007, p. 199). Not only this, he also expressed that they make the students realize that they are not doing good and divert their interest into other ECAs for their engagement which taught me good lesson and gave insights as to how to deal with the behavior problems of students. Shyam also had similar things to share. He said that behavior of students should be dealt positively. He said:

> *Once I came across a seriously deviated student. She was good in her studies before but all of sudden her academic degradation started. Teachers also complained about her. She started showing abnormal behaviors like aggression, hatred feelings and complete negligence. We called her to our office and listened her. She had even pierced her body parts. We counseled her and during that time we came to know that parents had divorced after many years of misunderstanding and quarrelling. Her family background led her to show such type of behaviors. She even said that she had no life and anytime she could leave this world. So, we counseled her for certain period of time and she slowly get back to normal stage. Some students show the tendency to touch the sensitive body parts of girls while walking or talking disguising that it accidentally happens. This is also risk behaviors. Even in*

minor thing some show too aggression and vandalize the things, it is also risk

behaviors. We pass on message to all the staff regarding this and call that

student to our office, do interrogation and make that student write apology

letter. In serious case, we suspend that student and others associated.

Shyam and Ram shared so many things common regarding managing the

behavior problems of students. They said that they practice positive means in most of

the cases like listening to them, building relationship and counseling to make them

realize that they are making mistakes it needs to be changed. This reminded me the

statement of Ostermain (2000) that students feel safer and supported when they feel

that their teachers and principals are more caring and supportive, and it minimizes the

risk of behavior problems. However, Shyam mentioned that in case of severity of

behavior they suspend the students, ask them to confess their mistakes and write

apology letters, talk to all the staff to be more vigilant to monitor and supervise those

students. This highlighted the darker side of school practicing more of negatives

means which is not sustainable, productive for having successful and satisfying life

for students (Cohen et al., 2009). Out of all three participants, Ram shared

comparatively more cases of dealing with the behavior issues of students. So, I feel it

worthwhile to mention his story here. He further asserts:

As another case one of the good students started deteriorating in academics

and remaining passive. I talked with him and he disclosed that he was so much

bullied by his friends so he started taking Marijuana. I addressed that problem

positively and I am now so happy that he has been doing so well these days in

USA. I just came to know that he has received the status as meritorious

student in Stanford University in USA. All of these cases taught me that

students are the form of god so we should give our best service to them. All of

these cases taught me that students are the form of god so we should give our best service to them showing more care, giving more love and respect rather than creating the environment of terror and fear. In the past we adopted punishment system but we had the horrible cases of serious behavior problems. I remember our school expelling 10 to 12 students each year and suspending so many students but we could not control it. But now, since last ten years, we even do not a single case of expulsion of any student from school although we have suspended some of the students on disciplinary ground.

He expressed his strong conviction of following positive means and methods of dealing with behaviors of students when he said, "*students are the form of god so we should give our best service to them showing more care, giving more love and respect rather than creating the environment of terror and fear*". He also mentioned about his experiences of dealing to the severe cases of behavior problems positively such as taking marijuana and alcohol. He also shared his happiness which he got after treating the severe case of behavior problems of one of the students positively who remembered him after his graduation from one of the universities in USA and show his utmost respect till now. He also reflected upon their past practices of following punishment as the means of dealing behavior problems of students and expelling 10 to 12 students and suspending many such students each year. His acceptance of expelling and suspending students as a means to deal with behaviors of students revealed that they used to practice this like punishment system in the past but now they shifted their approach from "coercive boss managing to non-coercive lead managing" (Glasser, 1992, p. 691) as a lesson from those incidents which were ineffective and counterproductive. However, his claim of not expelling and

suspending students these days on behavior issue was challenged when he shared

another case of behavior problems in his institution. He said:

> *I was supporting and guiding one student whose performance was below*
>
> *average. He started showing abnormal behaviors like preferring staying*
>
> *alone, getting irritated to talk with friends and teachers and showing*
>
> *aggression unreasonably. One day one of the students gave me some clue that*
>
> *he was under pressure of one of his friends who used to take him to his bed at*
>
> *night after everybody got slept. Sometimes his friend used to force him to go*
>
> *with him to his bed. It was known that his friend was homosexual. So after*
>
> *many attempts he was caught and I had to suspend him after thorough*
>
> *counseling. Later we requested his parents to withdraw him from school and*
>
> *join him somewhere outside as day scholar rather than hosteller. We*
>
> *counseled the victim through professional counseling service to get him out of*
>
> *that trauma. We had tough time to make the victim feel comfortable and get*
>
> *back to normalcy. We listened to him and encouraged to share freely. It was*
>
> *socking to know that he had the feeling of committing suicide many times*
>
> *before, due to the forceful bad approach of his friend who used to compel him*
>
> *for homosexuality.*

Here, he shared another serious case of behavior problems of one of the

students in his school who forced and compelled his friend to have homosexual

relationship with him. He also mentioned about the trauma and torture experienced by

that student and how he dealt with the case. He finally agreed that he had to suspend

that student fist and then remove from school after thorough counseling. This clearly

indicated that even if principals claim that they deal all the behaviors of students

positively and be more supportive and helpful to change their behaviors, suspension

and expulsion are still in practice by many schools and they are using these to discourage other students to involve in such activities and making their job easier by not taking trouble to deal with serious cases of behavior problems. This is further illustrated by the narratives of Shyam and Hari. In this connection Shyam said:

> *I involved in this field from quite young age when I was nineteen years old. II have been more like friends with students. Wherever I work I do not face any problems with behavior issues of students. However, teachers do share their grievances of having tough time dealing with students. There are many cases of teachers who could not handle the behavior related problems of students in a positive way. We hear news of teachers damaging the eyes/ ears and breaking hands, legs etc. of students due to corporal punishment. Some teachers do behave so well and professionally with any cases of behaviors of students and they often share their concern and genuine interest to support the students with behavior problems. I have also seen in some cases when the teachers do not present being supportive and positive in the class and starts dominating and insulting particular student because he /she is different, then that student will be more negative and turnout to be practicing serious kinds of behavior problems.*

Shyam also expressed similar views like Ram that he prefers to follow positive intervention plan such as reinforcement and reward. However, he did not deny that they also sometimes have to punish the students if they fail to track such behaviors through positive means. He also said, "*Sometimes teachers happen to damage the eyes/ ears and break hands, legs etc. of students when they use corporal punishment* ". This raises the question: Why do teachers and principals practice coercive force and negative means to control and manage the behaviors of students. Here, I agree with

Charles (2011) that most of the teachers and educators overlook the power of using positive behavior support plan and still hold the strong conviction that the conventional practice of reward and punishment is only the way of behavior management practice. This reminded me of my own experience of working with the principals and their philosophy of overlooking the facts that students with behavior problems require the specialized intervention where they find positivity and which is void of exclusion, injustice and discrimination (Simpson, 2004). Shyam also agreed that there are many cases of practicing corporal punishment in the schools of Nepal. He hinted about such incidents mentioning the facts like damaging the eyes, breaking the hands and legs of students in cases of behavior problems. Not only this, his acceptance of some schools insulting and dominating students in public to punish them and discourage others to do so indicated that corporal punishment , suspension and expulsion as the means of dealing the behavior problems of students are still in existence. This was also supported by the narratives of Hari. He said:

> *We give some sort of orientation to all the teachers on how to behave and deal with different issues. In the past I myself used to give corporal punishment and there were no any issue of behavior problems. I remember the time when I beat the students with belts but now we do not practice such punishment system. We remind teachers to take note of school norms and values and students code of conduct. If they notice any students going against it, they inform us. In some cases, some teachers bring the issue of students to us and say that they have tough time to deal with that particular student despite multiple attempts to change him/her. In that case we deal with those students by giving them written warning letter. We seriously take action against the student if other students are being badly affected by his /her behaviors by*

suspending in tolerable cases and if gone beyond all measures, we remove

him/her from school.

I remember on worst incidence happened in my life. It was about five years

ago. I knew that one of the senior students bulling the junior student who was

very good in studies. He regularly used to torture him. I tried to counsel him

not to do so but he continued. One day I called both of the students and asked

that boy to bow down on the feet of the one whom he bullied in front of all

students. The next day the student and his parents came to school and

registered complained at the police station. So, I had to apologize

Like Ram and Shyam, Hari also agreed that he had been practicing

punishment when he said, "*In the past I myself used to give corporal punishment and*

there were no any issue of behavior problems. I remember the time when I beat the

students with belts but now we do not practice such punishment system". He also said

that they gave warning letters to the students showing behavior problems in minor

cases but in serious cases they take action against the student by suspending, and if

gone beyond all measures, they remove him/her from school. Other participants also

shared similar story in this regard. Hari also expressed that dealing with the serious

cases of behavior problems of the students is getting tougher and tougher.

So, all the participants mentioned that intervention was one the most

common practice of all the school principals while dealing with behavior issues of

students. While intervening they all agreed that they first tried to settle the matter in a

positive way through counseling and making the students realize their mistakes.

Listening to their problems and grievances and building good relationship could also

support a lot while dealing with the behavioral problems of the students positively.

So, those non-judgmental and non-cautionary means of intrinsic motivation

(Malmgren et al., 2005) build the good bonds of trust and mutual understanding between the students and school family. One of the participants mentioned about shifting their interest of doing something wrong to creative one through their involvement and engagement into the ECAs which also sounds effective. It is also revealed that consistent monitoring and supervision to the problematic students could also be helpful. So, in the words of behaviorists, practicing well balanced and justifiable reinforcement and reward could function as the best means of managing the behavior problems of the students (O' Donnell et al., 2012). However, all the participants said that they as school principals' and educators' practice more of punishment than reward and reinforcement. Although they all mentioned behavior issues of the students should be managed positively, the cases of behavior problems they shared and approaches they followed contradicted with their shared ideas. They all seemed much comfortable using coercive force to manage the cases of behavior problems like beating, torturing, insulting publicly, giving warning letters, making them confess their mistakes and emotionally blackmailing to make that public, suspending, expelling etc. This raises a big question: Are the school principals following the positive means of intervention? Here, I agree with the statement of Tauber (2007) that punishment is counterproductive and it only fosters more negative attitude among the students with different negative reactions like revenge, rebelling, boycotting learning, confronting etc. which lead them to live under the dark world of rage, fear and frustration This practice of punishment to control the behavior problems of the students is also against the premises of positive support behavior theory which I have used as theoretical referent in my study. It clearly emphasizes on using positive approach as a democratic means to deal with any kinds of behavioral issues.

Investigation: Collecting Behavioral Data and Studying Intensively

This is the third theme I developed after examining the narratives of my research participants namely: Ram, Shyam and Hari. It is named after reflecting upon the essence I got through the process of inferring meaning out of the vignettes of my participants. By the meaning of the word itself it is clear that I put on all the stories of my participants which hinted for doing any kinds of study and inquiry for dealing and managing the behaviors of students. All the information like keeping the records of behavior data, looking and finding evidences of different incidence of behavior problems, getting information from friends and other school staff etc. related opinions and views of the school principals would be explored linking with literature and theories. This theme is somehow related with the tier III or world views of positive behavior support plan (Walker et al., 1996) and the functional assessment tool of behaviors of students which advocates that we need to gather and create stock of information as and when such behavior disorders were observed and not observed; as and when such behaviors occurred and exploring how and why they occur (Sugai et. al, 2000). This requires thorough analysis of information using and defining behavior related events and the overall process that stimulate for the occurrence of problem behaviors. Most of the educators and school principals claimed that they keep the records of all the behavior related data of students and they have justification as to how and why they come to decide to deal that particular matter of behavior in such a way. But reflecting upon my own schooling experience I feel that they adopt an ad hoc approach of dealing with behaviors of students. If I reflect that horrible experience of being deviated when I was studying in school, I remember of being treated with dominance and aggression by the teachers. None of the teachers and principals came to me and tried to listen and understand about my problem as to what

was disturbing me. They rather started making their own judgments and dominating and punishing. In this regards, the narratives of Shyam are worth mentioning. He said:

> *We do keep the record of the students. We keep notice of each and everything. If we find any student doing something unwanted we ask the student to write an apology letter just to keep the record. It helps us to analyze the situation and give the evidence in case we have to take action to suspend or remove from school. So, this supports us to make the decision. It is very import. I have one case of student. It was like he used to leave home for school but he remained absent at school and instead he used stay outside watching movies or visiting different places. Because we had kept the record of his absence, we could talk to his parents and present as evidence. When we talked with his parents and did counseling to him, he realized his mistake and promised not to repeat. If students know that we record everything, this makes them more conscious and discourages to involve into behavior problems. When we have record of students, it also helps in providing proper guidance and counseling and in case worst scenario when we can't change his/ her behaviors, we do suspend.*

Here, Shyam said that they have been keeping the record of students but that was not for supporting the students having behavior problems. Rather it was to collect the information and present it as an evidence to suspend or remove from the school. Although the use of record of absentees in the case of the boy he shared in the story was used for informing the parents and making him realize his mistake, the intention throughout the narratives reflected that their sole purpose was using it for punishment to the students rather than finding the causes why those problemss were occurring. It was more like interrogation. This raises the big question: Why they just use evidences

for punishing and suppressing the students? Why they don't try to use it for reaching to the root causes and making support plan? This reminds me the statement of Rice and Doglin (2005) that most of the educators overlook the facts that specially at the onset of adolescence students want to experience new thing because of their physical, emotional and psychological change and they are more inclined to challenge the existing rules and regulations and display behavior problems which can be dealt positively (Charles, 2008). To consider all the cases of behaviors alike and prefer to control them through suppression and suspension makes the students feel discriminated and school authority being unfair. So, school principals seemed to overlook the fact that students only like the school authority if they became democratic, transparent and fair (Gregory et al., 2010). If I reflect upon my schooling experience and teaching experience, I can say that this is what happens in most of the cases in the schools of Nepal. We collect information and maintain records for negative purpose of punishing than supporting and helping the students to come out from the problems. Hari also expressed similar views like Shyam when I asked the same question to him. Although he shared so less in this area, whatever he shared was worthwhile. He said:

> *Students use different tricks to prove them right and weaken the evidences. They believe more on what they get from different online/ social media platforms then parents and teachers. In some cases they even falsify the fact and post it in social media and take help of other media to go against the school administration and teachers. So, to be on safe side we collect the evidence and maintain records of punishment and other disciplinary matters before suspending and removing students from the school.*

This further substantiated the major points of Shyam. He clearly said that they also keep record and collect information of the students related with behavior problems mainly for the school and school principals to be in safe side but not with the positive purpose of helping and supporting them. This made me question: Do the school principals become sensitive and serious to deal with the behavior problems of the students through investigation? Reflecting upon their narratives I agree with Charles (2011) that behavior management is totally dominated by the dogmatic practices of punishment where most of the educators practice punishment over praise and insult over inspire. They do not study the behavior problems of the students and make case and individual specific support plan. I was a little bit surprised after hearing this although my knowledge and experience from my schooling time and teaching supported this idea. So, I again asked the same question to both of them. Hari repeated the same thing but Shyam shared a new story with me. He said:

> *Let me share one incidence related with one of our students studying in grade 11. From the very beginning of the session one of the girls became quite irregular for her classes. So we gave a call to her mother just to know what was going on. She said that her daughter was sick and she would join the classes very soon. She was gazetted second class officer. We had to believe her. After some days she came and attended her classes but she was mostly quiet with her college friends and used to prefer staying alone. After 2/ 3 days of being regular she again remained absent. Same thing repeated. We again did call her mother and she said the same thing. We had doubt. She joined the classes after a week and we called her mother and requested for medical report. Then mother started crying in our office and said the truth. She had only one daughter and her daughter had emotionally blackmailed her of*

committing suicide if she disclosed about her daughter to anyone. They had a family problem and after long battle she got divorced. Since then her daughter started staying out, travelling and having fun with her boyfriend. So instead of studying she was more into other things and threatened mother not to say anything to anyone. So, we talked with her daughter in person and counseled for a long period of time to make her realize.

Shyam said that he was more concerned about one of the girls being irregular for her lessons. He started inquiring just to find why she was being irregular and where she used to go during that time. This concern and initiation indicated something positive but very basic of investigation regarding the girl being irregular for her lessons. He seemed to be concerned about why the girl was irregular. Calling the parents and informing them about the absentee and inquiring further for the causes showed he was practicing a little bit of research. This reminded me the common culture of schools in Kathmandu. Most of the institutional schools do so to show the parents that they care and pay more attention to all the students and they are strict in disciplinary matters. However, the case he shared here was somehow different. He seemed to identify the root causes and settle the issue through counseling which could be taken as very much positive approach of dealing and managing behaviors. Le Tendre (2000) also said that the progressive school gather and analyze behavior related data and implement the behavior support plan. But if I have to reflect upon my own experiences, the cases like this are very rare. They did very little of investigation or no investigation in many cases which was proved by the narratives of Shyam and Hari previously

mentioned. This was further supported by the extract of the narratives of Ram. He said:

> *Many schools still practice corporal punishment to deal with behavior problems. They have an ad hoc approach of dealing rather than keeping the record with the belief that they can discourage the students from showing behavior problems by punishment.*

Ram expressed his views clearly that most of the educational institutions do not have the practice of record keeping so as to study the behavior related data and deal with the behavior issues of students. His assertion of most of the schools practicing of corporal punishment in dealing with behaviors indicated the dark picture schools of Nepal in terms of using behavior assessment plan for supporting the students having behavior problems. This made me to reflect upon the statements of Dodge (2011) that school should keep the record of behavior data with clear description of when and why students behave that way; office referral data, suspension and expulsion related data specifying why somebody was suspended and expelled. However, all the participants' in their narratives mentioned that they just keep the record of absentees. The story shared by Ram about his practices in the institution he has been working added some optimism and hope. He said:

> *We experienced one noble case of serious negative behavior in one of the students this year itself. During the pandemic and online classes she was sexually harassed by her own relative about which her parents do not know. Parents were much worried when they see sudden changes in her behavior. She was very good in studies before but after that incident she started staying away from friends, family and social gatherings, showing aggression, frustration, piercing body parts, etc. When she came to school after we*

resumed physical classes all the teachers were shocked by seeing such sudden changes in her behaviors and academic degradation. When, we explored the issue building trust with her with full confidentiality, she disclosed all including her attempts of committing suicide. So, we have been providing special psychological counseling to her through professional counselor. In case of such serious condition, we get inputs from her friends, her involvement in different social media, her posts etc. we are very much concerned to deal with all sort of common and serious behaviors of students in a positive way rather than punishment. We have been doing it professionally and till now we do not any such serious cases which we have not been able to sort out. So, we follow the process of identifying problems, analyzing them and finding the solution to deal with such students.

Ram here shared one incident of girl who all of sudden showed abnormal behaviors like piercing her body parts and attempting suicide. He also expressed his serious concern to find the facts and support that girl. He further mentioned about building good rapport with the girl to gain her trust and make her feel comfortable to share her story with him. So, he said that finally he came to know about her horrible experience of being sexually harassed by her own relatives. Through the exploration of the story of Ram it can be said that they practice a kind investigation to sort out the behavior problems of the students. Here, in the case of this girl, they seemed much concerned about the sudden change in the behavior of the girl and started studying her behaviors in depth. This indicated that Ram seemed to be guided with little bit of searching for knowledge with the thrust that students in this particular age go through rapid physical, mental and emotional change (Rice and Dolgin, 2005) which needs to be handled through positive behavior assessment plan as a sense of requisition for

investigation. So, the process that they followed from maintaining confidentially to building the trust by making the girl ready to share her true story which she even had not shared with her parents and offering full support through professional psychological counselor, and to help her to come out of this trauma could be taken as a kind of inquiry. Unlike the Hari and Shyam, Ram seemed to practice something of investigation while dealing with the behavior problems of students. But Ram also did not mention that they always follow this practice in their institution. This might just be an accidental or else he might have more stories to share. He just shared this one even after asking him the sub question that he could share more of that like incidents if any. This made me to reflect upon my student's life. I hardly came across the situation where the behaviors of the students were studied, incident related data were kept and in-depth inquiry about the students showing behavior problems was done. If they had done it, I would not have experienced the trauma and torture for almost 4 years immediately after the demise of my father because of rejection, humiliation and unfair means (Kauffman & Landrum, 2009) of teachers, principals and peers. They would have understood my problem by identifying the causes as to why I started showing such behaviors all of sudden. It made me to agree that school has power to make students life happy or sad; it can force the students to live the life under torture or as a means of inspiration or it can hurt or heal (Fraser, 2001).

So, to help the students to be free from behavior problems and be happy and successful the root causes of problem behaviors need to be explored and analyzed (Sugai et. al, 2000). However, this raises the serious concern for all the school principals that whether or not they study the behaviors of the students intensively and devise support plan. Here, I agree with the statement of Sugai et. al (2000) that Investigation and in-depth inquiry in the form of behavior assessment should be

practiced to gather and create stock of information as and when such behavior disorders were observed and not observed; as and when such behaviors occurred and exploring how and why they occur. To find true meaning of investigation it is necessary that we link it with the premises of the theory of my study which is positive behavior support plan developed by Walker et al. (1996) and its tool called behavior assessment plan. So, this further raises the questions: Do all the school principals and educators understand and practice proactive and positive support plan based on empirical evidences of behavior related data? In the connection I agree with the statement of Dodge (2014) that behavior related data collected through the systematic process to identify the causes and effect of behavior problems of students help to foreseeing the occurrence of such behavior in future. It was believed that those who practice investigation in the form of behavior assessment plan foster the culture of research in identifying, improving and reducing the chances of violent and behavior problems of students (Horner et al., 2004). However, the participants shared less on prevention and investigation as the means of managing the behavior problems of students which hinted that intervention was more in practice by school principals at school. Reflecting upon my own experiences and exploring the meaning from the views and perspectives, it was revealed that counseling was most commonly practiced means of behavior problems. However, none of the principal mentioned that they had professional and trained counselors.

Chapter Summary

Under this chapter I examined the vignettes of my research participants related with all the means and methodology that they practice while dealing and managing the behavior problems of the students. For this I categorized the main essence of stories of the participants on different themes that had something to offer with

managing behavior problems. I reflected on different themes, stories and literature available in this field to form and find their connection with my theory of study called positive behavior support plan and also to get more insights in this field through critical review. In this chapter I have developed three broader themes named prevention, intervention and investigation which were emerged from the narratives of the participants and then they were linked with the Positive behavior support plan.

In the first theme called prevention I explored the vignettes of all the participants on how far the school principals do work on creating positive and supportive school environment which can encourage and engage all the students to do more of productive things and stop them from being distracted from their core values and show behavior problems. This is a preventive and proactive technique of behavior management which shares the core values of tier I or world views of my theoretical referent called positive behavior support plan. The essence of this practice of prevention and managing the negative behavior of students' matches with the premises of noninterventionist model of behavior management strongly believes that intervening the behaviors of students is not sustainable and better solution while dealing with the behavior problems. Rather, we should believe foster the inherent power and energy of students to create their own destiny and combat with their all behavior problems. After reflecting upon the narratives of all the participants it was found that most of the school principals were not much aware about the prevention as one of the most powerful behavior management practices. They seemed talking less about creating good school climate as prevention but focusing more in intervention. It was also revealed that they seemed overlooking on building good relationship between students and teachers, fostering positivity, addressing all the concern of students meeting their needs and curiosity, practicing open and fair means, involving

and engaging all students, practicing the shared vision etc. as the means of creating welcoming and positive school culture in order to prevent students from exhibiting behavior disorders.

The second theme that emerged and developed was intervention. The essence of intervention as the means to manage the behavior of students was related with tier II or word views of my theory called positive behavior support plan. Under this I incorporated and explored all the views and voices of the participants that they employed to inject and minimize the impact of behavior problems after students started showing problem behaviors and they are in the initial stage and have not gone down to severity. All the participants seemed more comfortable to share their opinions related with what they employ as the intervention while managing the behaviors of students. They all mentioned counseling as the most common means of intervention. However, they did not mention about the need and necessity of professional counselors who are trained. Through the exploration and discussion of narratives of all the participants it was revealed that school principals' and educators' preference was more into punishment than reward and reinforcement. Although they all mentioned behavior issues of the students should be managed positively, the cases of behavior problems they shared and approaches they followed as intervention contradicted with their shared ideas. They all seemed much comfortable using coercive force to manage the cases of behavior problems like beating, torturing, insulting publicly, giving warning letters, making them confess their mistakes and emotionally blackmailing later on to make that public, suspending, expelling etc. The third and the last theme that emerged and developed was investigation which tried to incorporate the ideas that when we fail to control and change the behaviors of students through intervention positively, we should do the thorough investigation of

all the cases of behavior problems and explore the hidden factors that dragged the students to behave that way. This was linked with the tier III or world views of positive behavior support plan which also advocates for assessing the behaviors of students through behavior assessment plan: A thorough investigation of behaviors of students. When asked the question about how they deal with the serious cases of behavior problems, they all agreed that they do investigation. But their understanding of investigation was limited to keeping the record of absentees of students and doing interrogation to collect the evidences. After reflecting upon the narratives of the participants it was revealed that they have the practice of keeping the record of students but it was not for supporting the students having behavior problems. Rather it was to collect the information and present it as an evidence to suspend or remove from the school which was found against the premises of the positive behavior support plan. So, their narratives throughout indicated their negative intention using information for punishment to the students rather than finding the causes why those problems were occurring and how could they deal with them positively. So, it was revealed that they practice investigation and in-depth inquiry in the form of behavior assessment to gather and create stock of information as and when such behavior disorders were observed and not observed; as and when such behaviors occurred and exploring how and why they occur. It also indicated that they foster the culture of doing research for identifying, improving and reducing the chances of violent and behavior problems of students and also foreseeing the occurrence of such behavior in future.

CHAPTER VI

KEY INSIGHTS CONCLUSION AND REFLECTION

This chapter begins with envisioning of my research journey. It presents my feelings about as to what ignites my interest to decide to explore the behavior problems of students from the perspectives of school principals and their practices of dealing with them. It also captures my experiences of developing it as main issue of the study and the whole process of reflecting and creating the ideas about it to travelling through journey of drafting this thesis. I then present the key insights of my study through the exploration of my research questions as a new knowledge induced from theoretical references and scholastic discourse. This supports me to draw the conclusion and articulate the knowledge of dealing with the behavior problems of students as possible implication.

Developing Research Problem

I myself underwent the horrible experience of being deviated when I was studying in basic level. Unlike some students who used to torture, trouble, bully and beat others without any reasons I was very good in academics and behavioral aspects for initial few years which teachers and school administration used to appreciate. However, after the sudden demise of my father, I turned out to be violent and completely disoriented from academics and involved in other stuff like bunking the classes and not doing the given work, tease and trouble others and damage and destroy the things of friends and fight with them. The teachers and school who used to appreciate before turned out to be dominating and punishing with more of physical and mental torture. If I reflect upon those days, I never got any positive support from them and none of them tried to listen and understand us. I came out from this after I

received support and counseling from one of my relatives and social worker. So, later I did well in higher education and started teaching in institutional schools in Kathmandu. While teaching I witnessed many cases of behavior problems among the students which deteriorated their academic, social and personal life. Parents, teachers and principals also started showing the concern about such problem behaviors of students but the cases of behavior problems of students were on rise as of now. So, this engrained my interest in this issue, and I decided to explore the problem from the lens of school principals as to how they perceive these behaviors and deal with them

Although I decided to explore this issue, I had so less of conceptual and theoretical understanding except my lived experiences. So, I started researching on this topic and reading and envisioning. For this, I read different books related with behavior management and educational psychology. I read and reflected more of research articles of various scholars and importantly I researched and studied positive behavior support plan of Waker et. al and behavior assessment tools developed by them which made me get connected with this issue and gave valuable insights on different cases of behavior problems, factors affecting behavior problems and means and methodology commonly practiced to deal with them. This gave me conceptual and theoretical base for literature. I also reviewed empirical studies conducted on behavior management by Dodge (2011), Augustine (2014), Asiyai (2019) and so on. It took so time to get the clear concept and ideas on how to structure out and initiate the discourse under literature review. After the reflection, contemplation and the inputs and guidance of my thesis supervisor, I drafted it under different themes and topics.

All the concept and ideas I got after reading the books and articles that helped me to understand the basic concept, its causes and consequences and existing

practices to deal with behavior problems from past to present were documented and recorded under the theme called thematic review. This process was so tough that time and again I had to read and reread, as much as I read and write I got more confused due to the diverse cases, multifaceted and intricate nature of behavior problems. This was followed by reading and reviewing the theory of positive behavior support plan along with its assessment tool called behavior assessment plan. This made me to understand my issue in depth after exploring the linkage and connection of the basic premises of this theory with the issue of managing negative behavior. The main three essences of this theory were to create the positive and supportive school climate to minimize the chances of behavior problems, interfere the behaviors through direct monitoring and engaging after students get deviated and do the behavior assessment of seriously deviated students through the systematic process of research to manage the problems of behaviors. This helped me a lot to explore the preventive, intervening and investigating mechanism of school principals while dealing with behavior issues. All these were recorded under theoretical review.

I also reviewed the existing polices and different binding legal documents including United Nations (UN) and its different organizations working in the field of education, human rights, etc.; Education for All (EFA); Millennium Development Goals by 2015; School Sector Development Plan (SSDP), 2016-2022 (Ministry of Education [MOE]) and sustainable development goal (SDGs) 2030. The provision made by the constitution of Nepal regarding safety, care and support to be given to all students was also reviewed. These plans and policies helped me to be aware about the provision of bringing equality, equity and access to all the school going children irrespective of their personal, social, cultural, economic backgrounds creating safe, sound and conducive teaching learning environment.

After this the issue of my study was explored through the lived experiences of my research participants. It was also tough to get the consent of the participants and make them ready to have both formal and informal discussion over the issue and record and review their stories, transcribe and codify them and develop different themes. This was all done through the narrative inquiry as an exploration and interpretation of their subjective, relative and contextual knowledge that included their perceptions and practices while dealing with disruptive behaviors of the students. I recounted, reflected and relearnt upon those stories to infer the meaning through the lens of different theories, scholar's views and available literature which was a herculean task for me as I had to search and research, go back and forth and get lost in the world of finding relevant knowledge related with the themes that emerged out of their narratives. However, this is just an attempt to develop this as a researchable topic, it awaits for many more reflection, retrospection and exploration in future.

Key Insights

The exploration of my research journey on behavior problems enriched me with very basic but most important fact that behavior problems are common and natural. This was well substantiated by the meaning drawn from narratives of all my research participants, retrospection and induction of my own schooling and teaching experiences and also through the knowledge and ideology presented by different scholars working in this field, different empirical studies conducted previously and the positive behavior support plan which I used in my study. Most importantly, it educated me to realize the need and necessity of following reflective practices in education to learn from experiences and events over books and content. This study on behavior problems further taught me how our culture of overlooking the power of positivity and being proactive and practicing modern approaches of managing

behavior problems has further worsen the cases of behavior problems in schools where we prefer to use negative instructions, compare, complain and criticize, use punishment over praise and strive to change the nature of students rather than building their nature. It also made me to realize and appreciate the diverse need and nature of students, their feelings and emotions rather than making subjective and similar judgments for all the students alike and being guided with dominating and suppressing mentality of managing behaviors. I also learnt that the external approach of dealing with behaviors of what behaviorists call as reward and punishment is short lived and the development of inward and inherent capacity of students called healing as a positive approach is more effective. The wisdom given by Frasher (2001) regarding the role of teachers and school was a true eye opener for me. He said that the climate of school determine whether students will have sad or happy life, get torture or inspiration for learning and feel hurt or heal during and after the school time. This engaged me to reflect and question the philosophy and practices of our school principals which in way seemed less concerned in creating positive and supportive school climate. Those insights were general and overall summation of my study. However, I have got so much of knowledge, understanding and insights related with my research questions and themes I developed from the narratives of my participants.

I got so much of wisdom and knowledge in terms of the themes emerged pertaining to my research questions. My first research question was for the exploration of perception and understanding of the principals about behavior problems. This made me get closer to the participants and see and view behavior problems from the lens of their narratives which were reflective of their philosophy and understanding. Here, I learnt about three different versions and vision of school

principals which reflected their negative connotations and ideology about behavior problems that I considered first theme and termed as behavior problems: a pejorative term. The common sharing of the all the participants here resonated with my experiences and ideology that educators and school principals hold the negative attitude towards the deviated students. This was realized when they all agreed to use negative terms to name and humiliate students having behavior problems. This gave me knowledge that principals need to come out from their dogmatic feelings who are mostly guided with traditional approach of suppressing and dominating nature over influence and appreciation. We also need to offer full support and mentorship to the students having behavior problems. Second theme was derived out of their stories which showcased them being incomprehensive to understand the intricate layers and linkage of behavior problems. This also gave me the key message that principals need to have knowledge about the minor and major cases of behavior problems where one size fit all approach does not work. I also got to know about their philosophy of imposition of restrictions when their narratives hinted that behavior problems among the students are the byproduct of more freedom given to them and lack of practice of corporal punishment. However, their understanding of behavior problems was more of supportive to make me understand that it is of being against set culture, common practices and established norms, for instance, sexual assault, taking drugs, showing criminal thoughts, damaging and destroying other's property through the illustrations of different cases further enhanced my knowledge.

The third theme under first research question incorporated their views expressed through narratives regarding the different factors affecting behavior problems. All the ideas expressed in and around this theme seemed to have better understanding about the role and function of family, parents and society on behavior problems which

educated me to get in-depth understanding as and how they affect the behaviors of students and how can we create supportive and conducive environment. Their repetitive and common remarks like children should be given good culture and environment at home and parents should spend quality time with them substantiated this. However, they all seemed less concerned and overlooking about school climate and teachers as being equally contributing factors of behavior problems which I got to know after going through the scholars' ideas. This further gave me the insights that behavior problems of the students can be prevented by creating positive and supportive school culture where they get unconditional support, respect and trust and practice the democratic means of co-ordination and friendly co-existence. I also got to know that teachers' attributes and personality, the way they perceive and approach to the students can have strong impact upon the behaviors of students which all the school principal need to understand. So, the exploration of three themes related with first research question truly gave me the evidence based insights to reflect upon the perception and understanding of the principals related with behavior problems.

My second research question was to explore practices of school principals of managing behavior problems. While reflecting upon the narratives of my research participants related with their practices of managing behavior problems I got the insights to capture their views under three themes of prevention, intervention and investigation which were also linked with the positive behavior support plan. This helped me to link the theory with practice and explore this area further. Although the vignettes of all the participants reflected so less of this proactive and supportive plan of behavior management, I got so much of valuable knowledge after linking it with theory and scholars ideas that this is one of the best means of behavior management which is also related with the tier I or world views of positive behavior support plan.

It made me quite clear that creating positive and supportive school environment as a preventive measure encourage and engage all the students to do more of productive things than showing behavior problems. This also enriched my understanding that building good relationship between students and teachers, fostering positivity, addressing all the concern of students meeting their needs and curiosity, practicing open and fair means, involving and engaging all students, practicing the shared vision etc. as the means of creating welcoming and positive school culture are some of the best ways of practicing preventive measures at school which all the participants seemed overlooking to practice in their institutions.

Intervention was my second theme under second research question that emerged and developed while exploring the practices of managing behavior problems of students. The essence of intervention as the means to manage the behavior of students was similar to tier II or word views of my theory called positive behavior support plan. All the participants seemed more comfortable to share their opinions related with what they employ as the intervention while managing the behaviors of students. They all mentioned counseling as the most common means of intervention. However, they did not mention about the need and necessity of professional counselors who are trained to deal with behavior issues of students. Through the exploration and discussion of narratives of all the participants, I got the insights that punishment is not the best means to intervene the behavior problems of students rather we should focus on reward and reinforcement which my participants did not fully agree. This also made me realize that the participants' focus and preference of using the external coercive means of intervening the behavior problems of students like beating, torturing, insulting publicly, giving warning letters, making them confess their mistakes and emotionally blackmailing later on to make that public, suspending,

expelling etc. were ineffective and counterproductive which all the participants agreed to have been using in their institution. Through the study of existing literature I also come to know that this is a least practiced by the educators following progressive pedagogy, which the proponents of positive behavior support plan also agreed. However, this seemed to be most commonly practiced means by the participants in their institution. The wisdom expressed by the scholars also made me to be more concerned to value positive means of intervention like reward and reinforcement, listening and healing their emotions, monitoring and mentoring over punishment.

The third and the last theme under the exploration of my second research question was investigation where I reflected upon their narratives which were reflective of their practices to control and change the behaviors of students when they fail to address through intervention. This exploration of their narratives along with theory and literature gave me invaluable ideas that we should do the thorough investigation of cases of behavior problems and explore the hidden factors. This was linked with the tier III or world views of positive behavior support plan which also advocates for assessing the behaviors of students through behavior assessment plan: A thorough investigation of behaviors of students. After reflecting upon the narratives of my participants I got to know that their understanding of investigation was limited to keeping the record of absentees for doing interrogation and collecting the evidences not to support and help the students to come out of the problem behavior, but to suspend or remove from the school which was found to be against the premises of the positive behavior support plan. So, this taught me good lesson and enhanced my knowledge that we should do the investigation not for negative intention of using information for punishment to the students. Rather we should do it for finding the causes why those problems were occurring and how could they deal with them

positively which my research participants seemed overlooking. After going through the narratives and available literature I also came to know that we need to practice investigation and in-depth inquiry in the form of behavior assessment to gather and create stock of information as and when such behavior disorders were observed and not observed; as and when such behaviors occurred and, exploring how and why they occur. It also indicated that my research participants need to foster the culture of doing research for identifying, improving and reducing the chances of violent and behavior problems of students to foreseeing the occurrence of such behavior in future.

Conclusion

After the thorough exploration of the narratives of the participants (Ram, Shyam and Hari) of the study it is concluded that the school principals seem to have good conceptual understanding about behavior problems of students at school. It was illustrated and substantiated when they shared the diverse cases of behavior problems of students such as sexual assault, taking drugs, showing criminal thoughts, damaging and destroying other's property which are violent in nature and challenge set culture and established norms. It is also revealed that they have better knowledge about the role and function of family, parents and society on behavior problems. So, it is concluded that children need be given good culture and environment at home and parents need to spend quality time with them. Similarly, principals and educators need to be equally concerned about creating positive and supportive school culture where students get unconditional support, feel respected and trusted and be part and parcel of the democratic means of coordination and friendly co-existence so as to discourage them from getting deviated which they seem to be less aware and concerned about. It is also concluded that we need to mentor and support teachers to be child friendly, encourage them to build good relationship with students and listen their pains and be

part of their pleasures to minimize the risk of students' being seriously deviated and develop the feeling of dislike to the teachers and the school. It is also revealed that giving more freedom to the students rather than imposing restrictions and penalizing creates more favorable school climate and encourage them to get engaged and involved, build their inherent nature and be positive and productive. This narrows the chances of students showing behavior problems.

Enforcing the strict rules and giving punishment to the students having behavior problems is not just the short lived traditional approach but it is ineffective and against the existing rules and regulations which envisioned for the safe and secure school climate for children. Using different negative name tags to the students showing behavioral problems such as monkey, druggist (gajedi) and alcoholic (Jadyaha), psycho, Silly (Khusket) and publicly criticizing, scolding and punishing them with the perception that it would help to discourage students showing behavior problems is also counterproductive. So, it is also concluded that humiliation, ignorance and public insult to students lead to trauma, terror and depression where students develop more negative feelings towards the school, teachers and principals. Students are social beings and they seek personal identity and deserve respect irrespective of their nature.

Prevention is one of the supportive and positive behavior management practices. The principals and educators need to work on creating good school climate as prevention rather than getting more focused in intervention. Literature and scholars ideas support on building good relationship between students and teachers, fostering positivity, addressing all the concern of students meeting their needs and curiosity, practicing open and fair means, involving and engaging all students, practicing the

shared vision etc. as the means of creating welcoming and positive school culture in order to prevent students from exhibiting behavior disorders.

It is revealed that principals employ different means and methods of intervention while managing the behaviors of students. They mentioned counseling as the most common means of intervention. So, it is concluded that educational institutions work on managing professional counselors who are trained. Similarly, we also need to give more emphasis on reward and reinforcement over punishment. Although behavior issues of the students could be managed positively, the cases of behavior problems are diverse and intricate where negative interventions of behavior problems like beating, torturing, insulting publicly, and giving warning letters, making them confess their mistakes and emotionally blackmailing, suspending, expelling etc. are counterproductive.

Similarly, principals and educators need to do case specific intensive and thorough investigation of the behavior problems of the students rather than doing it more like interrogation   by keeping the record of absentees and other behavior related data in their schools with the negative intention of using the evidences to penalize and punish the students. After reflecting upon the narratives of the participants and meaning derived through the literature, it is concluded that the practice of keeping the record of students is for supporting the students having behavior problems but not to just present it as an evidence to suspend or remove them from the school which the proponents of positive behavior support plan also agrees. The true meaning of investigation is to use the information and evidences of students having behavior problems for finding the causes why those problems are occurring and how could we deal with them positively. It is the form of behavior assessment to gather and create stock of information as and when such behavior disorders were observed and not

observed; as and when such behaviors occurred and exploring how and why they occurred. So, this study further raised questions: Do the schools in Nepal foster the culture of doing research for identifying, improving and reducing the chances of violent and behavior problems of students? Are the behavior problems among the students in institutional schools increasing?

Implications of the Study

Teachers, principals and school as a whole have great impact upon the behaviors of the students. Culture and environment of home and the quality of time parents spend with their children also play great role in the behaviors of students. Behavior problems of the students can be prevented by creating positive and supportive school culture where they get unconditional support, respect and trust and practice the democratic means of co-ordination and friendly co-existence. Similarly, teachers' attributes and personality, the way they perceive and approach to the students can have strong impact upon the behaviors of students. So, it is implied that teachers and principals work on creating positive and supportive school climate where they practice positive instructions, reward and reinforcement over punishments. The government of Nepal has made the constitutional provision of free and compulsory education and secured the freedom and right to learn for all the children. However, no specific rules and regulations and plans and policies have been formulated as to what and how of addressing the behavior disruptions of the students. This also implied for the need of formulation of such plans and policies.

After reviewing the existing literature, it was revealed that there is paucity of studies in Nepal in the area of managing behaviors of students. There are many studies in shaping behaviors, managing school behaviors, managing discipline etc. in overseas. However, managing the disruptive behaviors of students in urban schools of

Nepal could hardly be seen. After narrating and analyzing the stories of the principals, it was indicated that serious behavior problems among the students in urban residential and semi-residential schools are on rise affecting their personal and academic life. So, this study opens the learning platform for all the researchers interested in the field of managing students' behaviors in school setting and encourages them to conduct more studies.

Reflection: An Unforgettable Journey of M.Phil.

I was thinking about pursuing MPhil right after completing my master's degree but I was undecided regarding the university and the program to join. One of my friends was pursuing his master's degree from Kathmandu University School of Education. So, one day he called me for meeting at KUSOED and I went there where we spent almost 3 hours together talking and gossiping. He told me about the progressive and research based pedagogy of KUSOED and different programs available. I was impressed by the program of Educational Leadership since I started working in institutional school and I was also given the role of handling administrative task besides teaching. This made me to be more interested in this program and I decided to join it in the very next intake of spring batch. With long awaited dream and genuine interest I appeared in the entrance test and got selected which made me feel like I was the happiest person in the world.

The first day of orientation for the M. Phil and PhD degree held together and we got to know about the faculty members and friends. The friendly and welcoming nature of the faculty members and the staff was beyond imagination. My happiness knew no bound when I saw Prof. Dr. Mana Prasad Wagle coming to the class for the first time because I grew up reading his books in Bachelor's and Master's degree and heard a lot good about him. I vividly remember his first lesson which he started

posing a question about research with an incredible sense of smile. Although I did research in Master's degree but I felt like everything was new for me. He taught us almost three hours with 15 minutes break in between and made us understand the basics of research with different examples. It was kind of new practice for me because for the first time I got chance to study one subject for three hours from the same teacher. But I did not get bored rather felt like the time passed so fast. For the few days I enjoyed all the classes of different faculty members but from the next week all the faculty members started giving the assignments with deadly deadline and engaged all of us to do presentation. This made me more engaged and created a little bit difficulties to manage time for work and study. However, I got used to it later on and in no time first semester ended.

Second semester was also much of fun and involvement. I decided to go for qualitative study and Prof. Dr. Bal Chandra Luitel taught us. His lessons were full of criticality, reflexivity and new insights which further took us to the new world of research. I loved his lessons very much. First semester ended more like learning to prepare the slides, drafting assignments where I could not spend more time on reflecting and learning. However, from second semester, I got used to all technical aspects and I started enjoying learning through discourse, classroom presentations, various case analysis and reviews. Slowly, my thrust for research and analysis started growing as I got to know about qualitative study where we can study through narratives, documents, images, lived experiences, etc. I had bitter experiences of struggling to understand the statistics and various tools for quantitative study. Comparatively, I spent more productive time in terms of learning, unlearning and relearning in second semester. However, it also ended without the realization that we were coming to an end of the semester.

I also enjoyed a lot and learnt in third semester of seminar issues taught by Mana sir again. We had debate and quiz which made so easy to know different educational acts, policies and directives. We also had academic writing which further supported us to write research paper, APF formatting etc. We were also taught to write research proposal and asked to submit for presentation. I did it on knowledge management and after submission and presentation; I came to know that one of the PhD scholars was also doing research on the same topic. So, I was suggested to draft another proposal on different topic and submit to KUSOED for proposal defense. From this particular point I could not focus more on study and after sometime the semester was over.

I was planning to work on drafting the research proposal but I could not explore new topic and related literature because I started thinking about new and unique topic. Although I studied research I could not get the realization that research topic may start with our own lived experiences. It is in and around the field we are working and problem we have been facing. It doesn't come from another world and all the topics of the study are equally important. This is where and when I made the biggest mistake. Formal classes were over and I started engaging more own my office work and family chores. Time passed. Unfortunately, the earthquake of 2072 B.S affected badly to all of us including my family members. This also distracted me to get oriented and continue the research. After some time, the specified time given to our batch was over. I got to know that we had to pay again to the university to continue the research work. When I went to the university, it was confirmed. I had hard time financially and mentally and emotionally disturbed due to those circumstances and I gave up the hope. So, the time for completing the work even after repaying the University for Research Work was over. My dream to get graduated with

M. Phil degree was shattered. This made me feel so guilty and humiliated. I questioned myself many times. I was restless. When I got to know about reregistration facility for the students like me, I became very happy and without second thought I registered.

After reregistration I came to know that I should attend the research methodology classes since I had not submitted the proposal before. Dhanpati sir, Head of Educational Leadership Department gave orientation full of positivism and motivation to all of us. He has been so much supportive to me since then. So, I attended the research methodology classes online which were conducted by Dr. Basu Subedi sir. This was the turning point of my academy journey. I got so many insights from his classes. They were so much productive. He helped and supported me.

At the mean time Dhanpati sir, provided me Dr. Meenakshi Dahal as my proposal and thesis guide. She was more like my mother. I got more strength and energy from her supportive and friendly nature. Her mentorship proved so supportive to me that I finally defended my proposal on the common but most concerning issue of behavior problems which I developed through my own lived experience. I persistently worked on drafting the proposal with her support in terms of instant feedback to providing related literature and most importantly, the positive power of her wisdom and motivating words, *" Gopal Jee, you can write and do it... if you have any concern you can call me, send me message through messenger and we will meet virtually."* I will always be grateful for her unconditional support and invaluable and prompt inputs. After proposal defense, she supported me to draft the questions for interview and encouraged to do that earliest the possible. So, I finalized the participants with more hurdles, good and bitter experiences of getting their consent to get their time after numerous attempts and multiple field visits. I finally recorded their

stories of dealing with behavior problems of students. It was very tough time to listen their transcripts multiple times and transcribe. Before I started working on it I thought it would be easy but it got the toughest. The process of coding and developing the themes was also felt more like riding the horse for the first time into the downhill. Finally, I did it but again it took so long time to carry out the work further due to my personal and family problems. I was on the half way of reading literature and inferring the meaning from the vignettes of the participants but again I got disturbed to take it further as my wife and children got COVID- 19 in series and sequence. After they got recovered I caught it and at the mean time I got a time call and soft reminder from my guide, Dr. Meenakshi, *"Gopal ji how you doing?"*

This reminded me about her same positive statement, "*Gopal jee, you can do it…you can write it."* So, I again started working on it with her blessings and encouragements. And now, I am here with the final form of the dissertation. I am done with it. However, I am waiting for the very next call for admission of KUSOED for the continuation of research degree.

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APPENDIX

Research Questions and Interview Guidelines

Research Questions	Crosscutting Question
How do school principals perceive/understand behavior problems of students?	• Could you please tell me the story about your childhood and academic journey in detail? • Could you please share some characteristics of the students …most common behaviors…… (probing)? • Are there any specific behaviors of students you have ever noticed? Are they uncommon? Or are any event/ time/ situation specific? • Are there any differences on the behaviors of students nowadays and at our time? • How did the principals perceive the common behavior problem of that time? How were those students dealt by the principal? Please share your story. • Please tell me story about your professional life? • How do you understand/ perceive & define behavior problems of students? • How many different cases of behavior problems have you experienced in your professional life till today? • Based on your experiences why do you think students show some serious behavior problems?

How do school principals narrate and record behavior problems of students?	• As a school principal how do you and your institution keep the record of serious behavioral related problems of students? Please share your story. • How do you narrate your good or bitter experiences of dealing with the behavior problems of students, if any? • Could you please tell your own experience and practice of dealing with any one of students who show behavior problems multiple times regardless of any support or warnings provided? • You may tell/ add anything more related with your own experiences of dealing with behavior problems of students.
How do school principal manage behavior problems of students?	• What prevention or proactive measures do you practice to minimize the risk of behavior problems of students in your institution? • What particular or general system do you have to deal with the common behavior problems of students? • What particular or general system do you have to deal with the serious behavior problems of students? • What do you think about providing personalized behavior support system to the student exhibiting serious behavior problems?