STEINERHØYSKOLEN
Rudolf Steiner University College

Master Thesis

Perspectives of teachers on disruptive behaviors of students in Norwegian Waldorf schools

By Surya Prasad Subedi

May, 2017

Master Programme in Waldorf Education

Rudolf Steiner University College, Oslo, Norway

Acknowledgements

I would like to enunciate my heartfelt gratitude to my supervisor Morten Stene, who guided me throughout this research project. His valuable time, whenever I needed his mentoring and motivation, made me come up with this research study.

My sincere thanks go to the programme head, Arve Mathisen, Marianne Tellman, Caroline Bratt, Fabio Bento and other faculties for their constant inspiration to reach this project meaningful conclusion.

I am deeply indebted to the informants of my research, who gave their valuable time and let me observe their class to generate the data for the study. Their timely response to my emails made me wrap up this thesis on time.

I never forget the cooperation of Sudha Sharma, who showed her readiness to translate the Norwegian texts to English for me. Also, I am thankful to all my friends who implicitly or explicitly helped me in this regard.

Finally, I can never compensate the loss of my chatty four-year-old son, who is spending his childhood without the affinity of his father (that he deserves); and always happy in a distant land. My seventy-old-mother's patience to be with me after completion of my study is deeply pathetic.

I can never take for granted the role of my life-partner for her shoulder-to-shoulder company in my long journey of abroad study.

Thank you.

Dedication

To

My beloved son,

who is exploring this world

without his father's guidance in a distant land

Abstract

This research project has explored and interpreted the perspectives of the secondary level Waldorf school teachers about the classroom disruption in Norway. Their in-depth understanding about student disruptive behaviors in the classroom and their prevention and intervention strategies are the main area of this investigation.

The reviewed literature about classroom disruption from broader perspective to narrowed down onto the Norwegian Waldorf context gives a funnel-shape to the existing body of knowledge in this field through this research. Teachers may apply various strategic methods to prevent classroom disruption based on the context; however, no classroom is completely disruption free. Neither disruption free class is recognized as best class. Therefore, the classroom teachers need both prevention and intervention strategies against disruptive behaviors in the classroom. This research has tried to encompass the area, where very sparse empirical researches have been undertaken.

Basic qualitative interpretation has justly explored multiple themes vested in the data generated from three in-depth, open-ended interviews and class observation of the same teachers for one week from a secondary level Waldorf school. The informants had teaching experience for more than ten years. The interpretation resulted in the following major themes: teacher-student relationship, teachers' views on the reasons of disruptive behaviors, *loved-authority*, on-task and classroom ecology. Nel Nodding's *'care'* and Rudolf Steiner's *'loved-authority'* have been applied as conceptual framework to interpret the findings.

For the caring of the students, the teachers need to know them individually. Personally knowing their temperament and nature can work as tool to prevent and intervene the student disruptive behaviors in the class. When the teachers take move against disruption, they should have love, *care*, respect and authority, at a time, to the students. Male and female teacher might execute these things in different ways. In this delicate teacher-student relationship, students also try to pursue authority but the teachers are ahead of the students because of their seniority, knowledge and experience. Besides, on-task and classroom ecology play important role to prevent and intervene classroom disruption.

Content

1. Introduction

This research study explores the perception of secondary level Waldorf school teachers teaching in Norway, about the disruptions students create in the classroom. It offers basic qualitative interpretation of the themes stemmed from the three semi-structured interviews and notes taken during class observation of the same teachers, who gave interview. Disruptive behaviors in this research study refers to general misbehaviors or misconducts of the students that often interrupt the instruction given by the teachers and hampers the conducive environment in the classroom.

This chapter introduces how the research issue stemmed up, my background as a researcher, general understanding about the issue and my prior assumption about the student disruption in the classroom. Also, it includes research questions, objectives of the research and the overall structure of the thesis.

1.1 Background

There is no human community or group, which is unscathed of collision regarding personal interest and individual activities of each other. Having disagreement and problem of compliance among the students themselves and with teachers regarding the ways the students behave and their other activities is a common phenomenon in the classroom.

The behavior problems or the disruptive behaviors of the students is not a situation of a single country or a single school. It is a global phenomenon. Illuminating this fact, Pitsoe & Letseka (2014) claim, "Globally, school disciplinary problems and challenges have long been some of the most dismaying and unsettling aspects of education" (p. 1525). As the school going students are in the growing age and in the process of exploring the world and the society, they have high possibility of showing disruptive behavior.

From this it is clear that all the countries, irrespective of their social and economic prosperity, face the problem of student disruption in the school. So, the wise thing is to discover most appropriate ways to resolve such behavior of the students on time, so that, they cannot hamper the academic and conducive environment of the school; and the objectives of the curriculum can be achieved.

In different countries, the teachers might administer different strategic measures against the disruptive behaviors of the students, under the prevalent legal provision, cultural perspective and general perspective of the concerned people who are responsible to address the student disruption in the school. These measures might range from very harsh to reasonable. In some less-developed countries corporal punishment is also used. Stating the reasons, the teachers choose punishment to discipline the students, Pokharel (2010) writes

> Despite the "No punishment Policy of the school administration", each individual teacher is free to choose the disciplinary actions/technique due to the lack of certain basic guideline about how to handle children. Moreover, the parental expectation and pressure to make their child more obedient, studious and good-mannered make teacher free to choose the action type they like. (p. 12)

This research report has indicated that the professional efficiency of the teachers and the expectation of the parents are responsible for the use of punishment to discipline the students at schools.

Lack of explicit legal provision is also one factor for the use of punishment at schools. "There is no explicit prohibition of corporal punishment in schools in The Education Act 1971 or the Education Regulation 2003" (Report prepared by the Global Initiative to End All Corporal Punishment of Children, 2015, p. 3).

On contrary, the situation of Norway is different from the one mentioned above. The Norwegian act pertaining to school education has clearly banned any kind of corporal punishment for the students. "Corporal punishment or other humiliating forms of treatment must not be used" (The Education Act, 1998).

This situation, eventually, raises a question how the teachers perceive the measures against the disruption of the students at schools because they are the ones, who directly face it in their daily life experience.

A recent research has explored the current situation of disruption in Norwegian schools. "In Norway, as in all societies studied, disruption is a challenge in schools. However, for reasons that are not obvious, teachers in Norwegian classrooms struggle more than their colleagues in many comparable countries" (Vaaland, 2016, p. 104).

In the same research, Vaaland (2016) investigates the intervention model against the disruptive behaviors of the students and:

> …identified two main strategies for turning highly disruptive classes around. One was called a cognitive strategy and prioritized step-by-step training and implementation of good classroom organization and management. The other, a system approach, introduced several changes at a time with the intention to rearrange the distribution of social power in the classroom. (p. 92)

These strategies were prescribed by, "…the only informants (who) were the chosen experts" (p. 52) but not the classroom teachers who have hand-on experience about the day to day dealing with such disruptive students. The opinion of the teachers can give more appropriate and accurate findings for the research because they are the real practitioners of the measures against the classroom disruption.

But, my main concern is the way the teachers respond to the students´ behavior problems and techniques they use to resolve them in Norwegian Waldorf school context as guided by my research questions. I posed these questions because I often wondered how the teachers maintain order in their classrooms particularly in the context, where the punishment is legally banned. My interest grew towards the practices of the Waldorf schools, which are established with the philosophy of Rudolf Steiner as I studied Master's in Waldorf Education. What does Steiner say about the way of discipline and maintaining order in the school premises and particularly in the classroom context? To my knowledge, very few empirical research articles available in English language on this issue made me more interested in this area. Thus, my research interest stems up from the state of classroom disruption, in present-day Waldorf schools; and how the Waldorf teachers perceive about it. Thus, eventually, the perception of the Waldorf teachers about classroom disruption emerges to be an interesting issue for the research.

So, it was natural to raise a question how the combination various factors in natural relationship between teacher and students could help maintain discipline at Waldorf schools. Therefore, I designed research questions that anticipated the opinion and real-life practice of the Waldorf school teachers to be answered. Furthermore, research-based knowledge about the preventive and curative measures of Waldorf school teachers for classroom disruption is still sparse. The empirical research says that the problematic student behavior to the authority of the teacher is more likely to occur in grade nine (Woods, Ashley & Wood, 2005). This made me concentrate on this issue in this level of Waldorf school.

Randoll, Graudenz & Peters (2014) make it further clearer in their explorative research about the difficulties the students face when the class teacher system ceases:

By class 8 at the very latest the class teacher's ability to attend to the students' learning needs and to attain the requisite standards of achievement is no longer adequate–at least from the students' point of view. Furthermore, the transition to the high school is not well enough prepared, which is why if it works, it only does so in spite of serious student difficulties (main points: inability to cope with academic pressure, lack of direction from class 9 on).

The effects of transition from having class teacher to not-having class teacher appear in grade nine and on. Students are not well prepared for that. As a result, the students face different difficulties: from academic to inability to catch right direction. Therefore, I decided to conduct research on grade nine and the following grade (grade ten) because there could remain more or less effects of the behaviors from grade nine till they reach grade ten.

1.2 Researcher's background

I worked as a school teacher (and coordinator) for sixteen years in Nepal. I taught in different levels ranging from kindergarten to higher level, from the capital city to remote village. This job gave me good opportunity to have hands-on experience about different trends and practices in the classroom context. Although my schooling gave me experience of rural classroom, my work as a teacher broadened the horizon of my experience of classroom practices: from rural to urban.

Of course, I observed different types and levels of classroom disruption in this journey, as a student first and then as a teacher. Long time had elapsed creating huge gap, in terms of educational policies, trend and practices, between the time I started my primary education and the latest days of my teaching career before I joined Master's in Waldorf Education in Oslo, Norway in 2014. In this long run, the legal system regarding the dealing ways of the teacher with disruptive students changed to a greater extent. The thinking of the teachers and other stakeholders also changed in terms of principles and practices. But the use of punishment to intervene the problematic behaviors of the students and maintain discipline is still more or less similar though the intensity has diminished in the place where I worked.

Disruptive behaviors of the students caused by uncomfortable classroom climate were common, too. My roll number was ninety-one when I was a student in grade six. It means that there were around one hundred students in a classroom. Unnecessary noise was commonly expected in such classroom. The windows of school building without curtains would let the sunrays penetrate into the classroom where there used to be the 36° Celsius temperature

outside. Therefore, the request of the students to go to outside to wash face and drink water in the middle of the class and teacher's strict instruction always could be in collision course. The teachers had to maintain discipline at any cost maintaining their authority for having conducive environment. Therefore, the teacher figure was always accompanied with a stick. It indicates the execution of corporal punishment.

Having a son and experience of his mischievous activities gave me a unique experience of dilemma between love and regulating his mischievous activities. This experience added more interest in this issue for the investigation.

This experience aroused a question in me when I read about legal ban on any form of punishment in any place like school, home and so on in Norway. Particularly Waldorf school drew my interest because when I visited one of them in Norway, the classrooms were very spacious, well-furnished and airy. I questioned myself when I saw no teacher carrying stick in their hands because I was accustomed with the combination of teacher and stick in the past.

1.3 Disruptive behavior and researcher's prior assumption

I have used the term, 'disruptive behavior' in this research project as general activities, which are not compliant with and disturbing to others. Then, I have narrowed down the disruptive behavior onto the classroom context. The disruptive behavior, in this research, only deals with the disruptive behaviors of the students inside the classroom. This term is often replaced with 'problematic behavior' because both of them denote and serve the same, hampering the learning process in the classroom.

Bru (2009) also agrees with this concept, "Classroom disruption…can threaten the well-being of pupils and reduce learning outcomes because pupils have difficulties concentrating on the learning tasks or simply because of the loss of learning time" (p. 462). And the response of the teachers to such behaviors or the measures they adopt against them are the central issues throughout this project. Therefore, disobedience, non-compliance, disturbing activities and disrespect related misbehaviors and the teachers' opinion on them are assessed.

The activities or behaviors of the students and their effects to others sharing the same place is in the flux as per the time, context, socio-economic background and so forth. The behaviors, that are common for the students of one context, might be bizarre and disturbing to others. When a student greets his or her teacher at the door of the classroom might be considered

obedience and respect in one context. But at the same time, a teacher greets his or her students at the door before they enter the classroom as a part of daily rituals. A girl student applying lipstick in the classroom can be common and have normal effect to others. But it can evoke uncomfortable situation causing disruption in the classroom. Therefore, the study of the student behaviors and the teachers' response of particular context and particular time frame is worth investigating.

1.4 Research questions

The overall objective of this study is to assess the perspectives of Norwegian Waldorf school teachers on students' disruptive behaviors. This research study is an attempt to further understand and open up the dimensions of the Waldorf school teachers' perspective on classroom disruption. Therefore, the following research questions guide this research project.

    a. How do the secondary level Waldorf school teachers experience and reflect upon the student disruptive behaviors in the classroom?

    b. What experience do they have regarding the preventive and curative measures to handle the students having disruptive behaviors?

I have tried to illuminate and assess the various measures the teachers use in connection with the way they perceive the students' disruption.

As the research questions anticipate the in-depth understanding of the participants, I have employed qualitative research design, so that, their personal and subjective perception can be investigated in this research study. The data corpus consists of open-ended semi-structured interviews and class observation. Analysis of the themes emerged from the data has contributed to answer these research questions.

1.5 Aims and contributions of this research study

Gaining in-depth knowledge about the way Waldorf teachers experience student disruptive behaviors in the classroom was set as the main objective of this research study. Another aim was to assess different approaches and strategies used by the classroom teachers for the prevention and intervention of the classroom disruption in the secondary level of Waldorf school.

The findings of this study are a contribution with empirical research-based knowledge in the research field of Waldorf education and beyond. The implication of the findings in other similar classroom context, where the teachers think they are worth applying, is a practical contribution in this field. Therefore, it is anticipated that all the stakeholders like: researchers, educational administrators, teachers, parents and students can be benefited from this research report.

1.6 Delimitation

This research focuses on the teachers' understanding about the disruptive behaviors of the students in the classroom while the teachers are present there in order to teach them. It does not encompass the behaviors of the students beyond the classroom; for example, the playground, cafeteria and other areas in the school premises. Neither does it focus on the behaviors of the students and its impacts on their learning outcomes and on their friends' circle (community) because it only assesses the teachers' perceptions about their students' behaviors in the classroom.

Although it seems that this study is about the behaviors of the students, it is basically about the teachers' perception and response to the disruptive behaviors of them. Therefore, it does not examine students' disruptive behaviors irrespective of teachers' opinion on them. The fundamental concern of this research project is the general classroom behaviors of the students, but not special behaviors-for which they need special attention and care.

1.7 Summary of the chapters

In this introductory chapter of the thesis, I have introduced disruptive behaviors of the children in the context of school setting. I have presented the disruptive behavior of the students in general and from the perspective of the teachers. Also, this chapter includes my background and pre-assumption about the research topic as a researcher and aim of the research study. Research questions and the delimitation have given explicit direction to this research project in this chapter.

Chapter two includes review of the existing literature about the classroom disruption and the measures the teachers apply about it. I have narrowed down the disruptive behavior from broader context to school context; then from Norwegian context to Waldorf school context.

The literature about what Rudolf Steiner and Nel Noddings say about the measures regarding the student disruption is also part of the reviewed literature in the second chapter.

Chapter three deals with the methodology and methods applied in this research project and their rational behind it. Basic qualitative interpretation is employed as the approach for the analysis. It also includes procedures of appointing the informants and choosing the observation sites for generating qualitative data. Further, it encompasses the ethical considerations and efforts used for making the research trustworthy and validated.

Chapter four is about overall findings stemming from the data corpus. After the analysis of the data, I came up with major themes like: teacher-student relationship, teacher's *care* for the students, teacher's perception about the reasons of classroom disruption, *loved-authority*, on-task and classroom ecology. Informants' quotation as verbatim and their analysis and interpretation in a balanced way outlines the chapter in a holistic way.

In chapter five I have discussed the findings in relation to the reviewed literature. The discussion has tried to explore experience of the Waldorf teachers about classroom disruption in relation to existing literature on this issue.

Chapter six is a conclusion of the overall research study. It draws the core, concluding, major points from the research findings. It includes the limitations or constraints and recommendations for the teachers and for further research.

To sum up, in this chapter I have tried to lay down the foundation stone of this research study. I have introduced the issues that I investigated posing suitable research questions with the appropriate research design. I have delimited the issue, so that, the research report can be rigorous, specific and goal-oriented. The research questions have given the readers indication which way the research is directed. My personal background and prior-assumption about the issues help the readers be cautious about researcher's position and possible biases in the research. The overview has given the readers an opportunity to understand the whole research in a quick glance. I have reviewed the relevant literature in the following chapter.

2. Literature review

2.1. Background

In this chapter I have reviewed the existing literature that deals with classroom disruption, the reasons behind it, and the strategic approaches of the teachers for the prevention and intervention against it in their daily practices.

This research project mainly focuses on the experience and reflection of the Waldorf teachers about the disruptive behaviors of the students inside the classroom. It tries to explore their views about the ways they apply various preventive and curative measures against such disruptions. Bru (2009) investigates the secondary level students' disruptive behaviors in connection with their academic outcomes in Norwegian context. Bru (2007) examines the relationship of students 'on-task orientation' and their opposition to the teachers. Anderson & Terra (2015) investigates the overall challenges, the teachers face, putting them in a single basket and conclude with the need of teachers' voice and participation for the improvement decision.

They interpret the disruptive behaviors from various theoretical lenses. However, the perceptions of the Norwegian Waldorf school teachers, working in the secondary level, regarding the disruptive behaviors of the students in the classroom, to my knowledge, is not investigated yet; and it is still a virgin issue in this field. Therefore, I felt the necessity to assess the perception of the Norwegian Waldorf school teachers exclusively, using qualitative research design.

In order to explore this issue, I have designed following queries as research questions:

(a) How do the secondary level Waldorf teachers experience and reflect upon the student disruptive behaviors at school?

(b) What experience do they have regarding the preventive and curative measures to handle the students having disruptive behaviors?

I have mainly focused on the way the teachers maintain rule and order controlling the disruptive behaviors of the students in the classroom. So, this study tries to trace out and assess the space between the misbehaviors of the students and teachers' response and measures against them. My main concerns are how the teachers try to fill up this space between the teacher and the students, where there is disruptive behavior between them. Therefore, my focus invites the review of the literatures that deal about the prevention and

intervention of classroom disruption. Before proceeding to what the existing literature says about different standpoint and teachers' perception about the disruptive behavior in the classroom, it is appropriate to discuss what the disruptive behavior is.

2.2   Meaning of classroom disruption

In general, the behavior that is not socially accepted and that hampers the smooth running of others' activities in a particular context is considered as disruptive behavior. On the one hand, such behavior does not let the persons, who show such behavior, make any progress in their field or they deviate from their goals; and on the other hand, they disrupt or hamper others' peace and harmony violating the codes of conduct. As a result, it is challenge to maintain rule and order in that particular context.

As my research questions are guiding me to the classroom context of the secondary level school, I want to narrow down this concept to the school classroom. The following literature has given an overview about the latest thought and concept about this issue.

Illuminating the meaning of disruptive behavior of the students in the classroom. Suleman, Hussain & Ambreen (2013) opine:

> Classroom disruption refers to the behavior that a reasonable person would view as substantially or repeatedly obstructing and frustrating the environment of the classroom. Usually, disruptive behavior shows down and negatively affects the instructor's capability to conduct the class, or the capability of other students to profit from the instruction. (p. 237)

In other words, they say that the behaviors that make the classroom environment or learning environment problematic and frustrating for a rational person are disruptive behaviors. A teacher has to deliver or transmit certain knowledge to the students in the classroom. If the students' behaviors repeatedly obstruct the conducive environment there, on the one hand, students cannot learn; on the other hand, the capacity of the teacher is questioned. Further, the students cannot get expected fruits from the classroom teaching.

Szulevicz1, Eckerdal1, Marsico, & Vaalsiner (2016) say:

> Disruptive behavior is basically conceptualized as individual problems that affect the 'climate in class'…. At the same time, the events that take place in the classroom are collective in their nature—aside from the main actors (i.e. the 'disruptive' pupil(s) and the 'disciplining' educator) there is always an audience of other pupils, the impact of the 'disruption' in the given class to the whole

macro-atmosphere of the whole school. An act of 'disruption' in a classroom by a particular pupil is thus a social event for all… (p. 450).

In one sense, classroom disruption is a personal problem of a students; but in a broader sense, it is an act happening in a context that consists of collectively. As a result, it turns to be the problem of every individual who are associated with that classroom. This characteristic feature of disruptive behaviors draws the attention of all. At first, it draws the concern of the teacher because they are the authority who are responsible to maintain harmony and order in the classroom by making the students comply with them and by making them comply with other fellow students. It is their responsibility to manage the disruptive students, who interrupt the conducive environment of the classroom.

To sum up, classroom disruption refers to the activities which are conducted in the classroom by the students yet not acceptable to others. The viewers cannot accept it because it has negative effects to them as well as the ones, who behave disruptively. In other words, it is an activity or behavior of an individual student, that hampers other people and their activities who share the context. Once the disruptive student creates disruption, it no more remains personal problem because of its effects to others. It becomes a social event or problem of all the concerned people, who are implicitly or explicitly affected by it.

Because of its negative impact in the social context, where it takes place, the management or prevention of student disruptive behavior is crucial components in education and worth researching for achieving optimum benefits from teaching-learning in the classroom. In the next sub-chapter I have reviewed the literature about the student disruption and its relational measures.

2.3   Relational strategy against classroom disruption

There is common saying that, 'prevention is better than cure.' So, what the teachers do in order to prevent the possible disruptive behavior of the students inside the classroom is an important issue in the field of pedagogy. However, the strategies to prevent such disruptive behaviors of the students can be different as time, place, social-economic context, cultural background, legal provisions, personal attitude of the particular student and teacher and so on.

Slavin (1997) presents focusing on the prevention of the discipline problems:

The most important issue is to prevent the discipline problems before they

erupt,…most frequently used strategies are principle of least intervention: prevention (display enthusiasm, vary activities, keep students interested); nonverbal cues (eye contact, gestures, physical proximity or touching used to communicate without interrupting verbal discourse); praise of correct behavior that is incompatible with misbehavior; praise for other students; verbal reminders; repeated reminders and consequences. (as cited in Ozben 2010, p. 593)

It is very important to prevent such disciplinary problems before they occur. Showing great interest, making the students interested in the study, staring them when they are not paying attention, bodily gesture, being near to the students and patting them even during the lecture without stopping the flow of it are some common ways to prevent possible disruption. Likewise, frequent counselling about the consequences of the disruptive behaviors also can be effective way to prevent such problematic behaviors.

Some more suggestions to teachers about teacher-student relationship and other social adjustment related issues of the students in the classroom are as follows:

> Have high expectations from all the pupils; have confidence in the pupils; have positive contact with all pupils; allow humour in the classroom; stimulate positive contact between the pupils; teach both disruptive and depressed pupils the social skills needed; teach the pupils responsibility for one another; adjusted training gives all pupils beneficial task and training; adjusted physical environment organizes the environment to stimulate both concentration and the desired social contact. (Midthassel, 2006, p. 380)

Expecting higher, having confidence and positive contact with students and allowing them humour also helps avoid unwanted practices. The teacher has to teach the students about the social skills. Physical environment also needs to be adjustable to the students. These above-mentioned concepts/ways of preventing the disruptive behaviors in the classroom, are all teacher-centered. Whatever efforts are made to prevent the disruptions are only from the side of the classroom teachers. It is appropriate to review this issue putting the students in the center as classroom disruption is about the behavior of the students. For Larenas (2012):

> …it is observed that most of these strategies are teacher-centered and more inclined toward a behaviorist model of teaching that does not give space to students' contribution to the learning process. The understanding that students are also responsible for building up the learning atmosphere is central to getting disciplinary strategies to work in the classroom. The establishment of disciplinary strategies should be a collective and democratic exercise between teachers and students. (p. 140)

The effectiveness of these strategies might be worth comparing with the strategies which directly manage or address the students' own activities among themselves. Most of the strategies to address the disruptive behaviors are teacher-centered and students are not focal persons. The students are also accountable for maintaining the learning environment in the classroom. A teacher has to understand that the students have responsibility to maintaining order in the classroom, too. This reciprocal realization of the accountability can be very effective. And it is a feature of democratic practice in the classroom, too. This point is important in this context because the classroom disruption and teacher-student relationship are inseparable part of classroom teaching.

Ozben (2010) has also focused on the relationship between the teacher and the students, and among the students themselves:

> To prevent misbehaviors mutual respect among the students and from the teacher to each student is absolutely necessary. It is essential for teachers to adopt the preventive discipline and constructive strategies. During these coping strategies students should feel good and see that they are cared for. (p. 594)

Respect among the students themselves and from the teacher is another key to preventive strategy against disruption. 'Preventive discipline through' 'constructive strategies' is inevitable. Reciprocal respect among the students plays an important role to prevent the possible misbehavior among the students. Another important factor in this relationship that helps prevent disruption is *care* for the students. They should realize that they are noticed and cared for by the teachers. Therefore, a triangular relationship is a need for a classroom.

Teacher

(Respect)   (Respect)

Care   Care

Student   Student
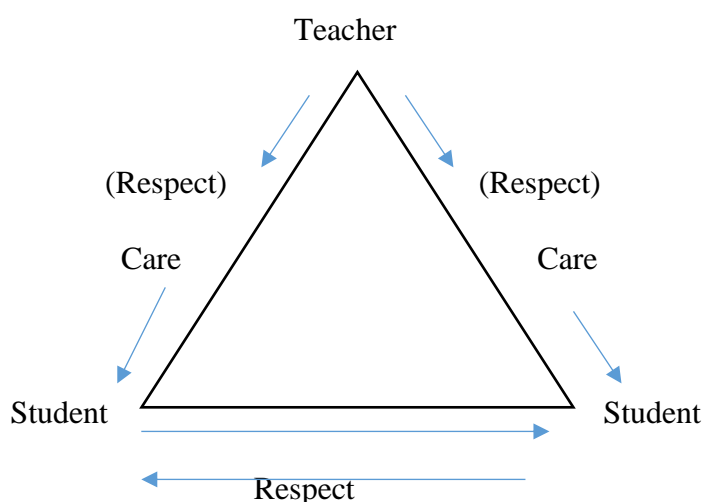
Respect

The teacher remains on the top at this triangular relationship. But the students are at the bottom. From the top, the teacher maintains caring relationship with all the students. The

teacher also respects the students. At the same time, the students respect each other. In fact, this type of relationship seems very ideal for a conducive classroom, where there is very less chance of disruption among the students.

On the same ground but with different terminology, Gest, Mandil, Zadzora, Miller, & Rodkin (2014) say, "…teachers' accurate understanding of classroom friendship patterns and their self-reported use of strategies to manage students' social relationships contributes to students' social, academic and behavioral adjustment" (p. 107). In an implicit way both Ozben (2010) and Gest et al. (2014) agree that there should be good rapport among the students in the classroom; and the teacher has to understand it. Furthermore, Ozben (2010) also gives focus to teacher's care to students. At the same time, the perception of the students about whether the teacher respect them or not; and whether they are really cared for or not is a question of paramount importance.

It is a challenge to ensure all the students that their teacher loves and cares for them because the consciousness of the children about the way they are treated and behaved is drastically changed in this age of media. Focusing on this concept, Lake (2004) says:

> No other time in history illustrates such a dichotomous view of children. The expansion of children's popular culture-including the media, video games, commercial products and a pervasive amount of television-has changed the way children experience their world, and has changed the way society views children (as cited in Ozben, 2010, p. 594).

That is why, "there is a great need for the development of new strategies and appropriate behavior change programs parallel to the changing conditions of the changing world" (Ozben, 2010, p. 594), so that, the students are assured that they are cared for by the teachers and disruption can be addressed.

Cullingworth (2014) adds teacher's 'authority' with *care*:

> This can best be understood as an 'authoritative' relationship: caring, nurturing, and accepting, but also demanding. As for knowing when to enact which dimension of this authoritative model, such as when to be demanding and when to be accepting, teachers had to watch their students carefully for signals and to engage in continual dialogue with them. (p. 134)

It can be seen that teacher-student relationship is based on the modality of *care*, love and authority. This is probably the best model for this relationship. The most important factor in such relationship is the timing of being authoritative and caring or loving. It is the

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responsibility of teacher when he or she tries create this balance and rhythm in the relationship.

According to theoretical standpoint of Nel Noddings, the *care* exists in the relationship between the one, who cares and the one, who is cared for. There should be actions and behaviors in the one who cares on behalf of the one who is cared for. These actions may not always visible to the ones who watch from outside. The third person may sometimes explicitly see the caring behaviors. The ones, who care, can feel it from inside, or it is subjective. And, it is caused by and accompanied with the feeling of regard. (Noddings, 2013).

Further defining caring she says:

> Caring involves stepping out of one's own personal frame of reference in to the other's. When we care, we consider the other's point of view, his objective needs, and what he expects of us. Our attention, our mental engrossment is on the cared-for, not on ourselves. Our reasons for acting, then, have to do both with the other's wants and desires and with the objective elements of his problematic situation. (Noddings, 2013, p. 24)

In other words, the ones, who care have to come out of their personal frame of interest and enter in to the others. They give more preference to others' thoughts and needs rather than their own. They give focus on what the 'cared-for' anticipates from them. Therefore, the reasons for the behaviors of the 'one-caring' depends on problematic circumstance of the 'cared-for'.

According to her, as we analyze the first person, one who cares and the second person, who is cared for, we need to analyze the caring acts and the views of the third person about the caring that takes place in the relationship between the 'one-caring' and the 'cared-for' (Noddings, 2013).

> There exists in all caring situations the risk that the one-caring will be overwhelmed by the responsibilities and the duties of the task and that, as a result of being burdened, he or she will be ceased to *care* for the other and become instead the object of 'caring'. (Noddings, 2013, p. 12)

The caregiver might be at the risk of having unnecessary stress caused by caring. He or she might cease to because of over sense of responsibilities of *care*. As a result, he or she turns to be a tool for caring.

To sum up, the relationship between the students and the teacher is reciprocal and structured with love, *care* and authority. Further, in the context of the classroom it is triangular among the teacher and the student to student because the teachers' consciousness about the relationship is also an important factor in this relation. Students have respect with each other, and respect and trust upon the teachers. Similarly, the teacher has authority, filled with love and *care*, over the students. Most importantly, the teachers have to assure the students that they are cared for by the teachers. And finally, this sort of relationship helps maintain orderly environment in the classroom, preventing and promptly intervening the disruptive behaviors of the students.

Unless the teachers go to the root cause of the disruptive behavior of the students, it is almost impossible to prevent, minimize and intervene this. As my concerns, in the thesis, are based on an investigation the perspective of the teachers about strategic approach for diminishing and intervening the disruptive behaviors of the student, I want to proceed to review these reasons behind disruptive behavior of the students in perception of the teachers.

2.4 Reasons for disruptive behaviors in the classroom

It is a common understanding that there is an apparent reason behind every action. We do or show certain behaviors because of some reasons. Therefore, the behaviors-the students performed at school-are also not exception of it. Presenting the reasons behind the disruptive behaviors Manly, Kim, Rogosch & Cicchetti (2001) say, "The first is the idea of 'causality', the idea that, human behavior is caused. Causality is implied, in the belief that, environment and heredity affect behavior" (as cited in Al-Qaisy & Turki, 2011, p. 3).

Environment and heredity are responsibility for affecting the human behavior. In this causal implication, I focus on the environmental aspect. How the school/classroom and family environment is responsible to cause the disruptive behavior of the students is the issue I want to discuss here because the teachers are responsible to find different ways to resolve the disruptive behaviors of the students. If they are known to the reasons of such behaviors, they can promptly find appropriate and long-lasting resolution.

That is why, "education researchers have been able to understand much about the conditions under which problems occurred, and have refined their understanding of how best to implement interventions" (Dodge, 2011, p. 28). Therefore, it is important to discuss the

fundamental reasons behind the disruptive behaviors of the students in the school setting because without knowing the reasons of the student disruptive behaviors it is difficult to resolve these problems.

According to Gorden (1974), disruptive behaviors of the students are secondary problems of the students because they have something else as problems and they exhibit disruptive behaviors because of it. They are just symptoms of the problems, which is underlying their disruptive behaviors (as cited in Porter, 2000).

The main objective of the education is to obtain knowledge of high quality; therefore, "…to ensure that the quality of education is not jeopardized it is necessary to examine to the causes of such behaviors" (Thompson, 2010, p. 42). Until, we explore the root causes of the problematic behaviors of the students, it is impossible to find permanent solution of such behaviors. This is how, the investigation of the causes behind the disruptive of the students is worth discussing.

To sum up, the behaviors of the students, whether they are disruptive or not, are caused by something else. They are by-product of some different problems they have. They are secondary things or symptoms of those problems. Therefore, it is appropriate to understand the root causes of disruptive behaviors for the ones who are concerned about the measures against such behaviors.

2.4.1   Student behavior and ecology

Ecological factor is also crucial to affect the behaviors of the students. Illuminating the causes of the disruptive behavior of the students, Conway (2012), "draws on an ecological approach to explaining and managing both productive and unproductive student behavior" (as cited in Sullivan, Johnson, Owens, & Conway, 2014, p. 46). The behaviors of the students in the classroom are the result of the various factors associated with them like environment in the classroom and family and so on.

According to this approach, "The classroom is thought of as an ecosystem involving interactions between the physical environment, teacher characteristics, curriculum including pedagogy and resources, and a multitude of student variables in examining specific productive and unproductive behaviors and teacher responses" (Sullivan et al. 2014, p. 46).

All the factors may cause both type of behaviors negative and positive for that particular context.

Further, they make it clear that the behaviors of the students cannot remain completely unlinked from the various factors of the surrounding environment. The factors might be associated at the whole school level, with the internal elements and outside links like home, socioeconomic, political, cultural/racial/religious and so forth. All these factors have the effects on the overall ecology of the school. This model indicates that there are various factors to influence the behavior of the students. Therefore, the students are not solely responsible to the behaviors they perform (Sullivan et al. 2014).

Some research reports go beyond the physical environment of the classroom. Sullivan et al. (2014) say, along with classroom climate, engagement of the students contributes a lot for their behaviors:

> …disengaged student behaviors have more to do with factors within a teacher's control than with those located within the student. We argue that this view of behavior offers a sense of hope. Teachers can consider aspects related to the physical environments, the curriculum and resources, and their teaching to engage students in learning activities…. That is, a focus on engagement rather than punishment is likely to lead to better learning and behavior. (47)

In other words, when the students are not engaged in the study or productive works, the controlling measures of the teacher can be less effective. There is more influential role of external factors than the factors within the students themselves. External factors become highly effective with the students who are not engaged in learning. That is why, giving emphasis on the engagement is more fruitful than focusing on the punishment.

The behaviors of the students in the classroom are affected by various factors related to the classroom environment. It ranges from the physical condition to behaviors of teacher and fellow students.

Some research reports show that the family status is responsible for the students' behaviors at school. Al-Qaisy & Turki (2011) discovered that the children with severe behavior problem are from the family with different types of conflict. On contrary, the children with less behavior problem and no-behavior problem belong to the family having harmony and peace in themselves.

But Martino, Hernandez, Paneda, Mon & Mesa (2016) discovered that, according the perception of the teachers, at first, lack of rules and limits at home and then lack of rules and limits at school are the main cause of the disruptive behavior of students.

Presenting about family related reasons of disruptive behaviors she discovered, "Parental corporal punishment was associated with all child constructs, including higher levels of immediate compliance and aggression and lower levels of moral internalization and mental health" (Gershoff, 2002, p. 539).

Besides, Martino et al. (2016) strongly brought another view that they discovered in their research, i. e. generation gap in the digital age. The new generation, whose natural environment is comprised of technologies, have different mechanism of socialization and have developed different value, and the parents and the teachers are like 'digital immigrants', who have to deal with completely different values. This is what creates problem in the classroom. In addition, this issue appears to be latest reason of the disruptive behaviors of the students in the classroom.

The social adjustment is also a reason for students to show the disruptive behavior in the classroom and the school premises. From social point of view, they do not know right and wrong and the negative consequences. For Gartrell (1987b, 1998) the disruptive behavior of the students is an exploration of the social world just like exploring physical world. They behave disruptively because they cannot predict the negative outcomes of what they do and its impact upon others (as cited in Porter, 2000).

To sum up, students might have different reasons behind performing disruptive behaviors in the classroom ranging from home factors to school factors or personal factors to social factors. And it is almost impossible to prevent or intervene such behaviors of the students without knowing the causes behind the scene. And getting familiar with the root causes of the students' disruptive behaviors is appropriate for the intervention. In the up-coming sub-chapter I have presented a review about the remediation of such disruptive behaviors of the students.

2.5   Cure (remediation) of disruptive behaviors

No matter how much a teacher tries to prevent the disruptive behavior of the students, some of the students show such behavior that interrupts the smooth running of the classroom. There

is no standard and all-accepted modality for the classroom management which is full proof. Neither a classroom without disruptive behaviors is called a perfectly managed classroom (Slavin, 1997; Ozben, 2010). Therefore, the promptly and contextual cure or remediation of the disruptive behavior is an important aspect of the classroom management.

In the beginning, I present a general overview of the way teachers maintain order and harmony in the classroom. They find various ways for this.

> Just as tightrope walkers have a bar to help them balance, teachers also have a supporting tool in the effective strategies that they use. Creating an environment where reflection, a focus on the positive, and a process of evaluating provides teachers with a structure that will support them as they move along the many fine lines every day. (Battalio, Dalhoe & Shirer, 2013, p. 194)

Their personal view, developing specific environment, positive ways of dealing with the students and assessment of their own ways of dealing with them help find out different approaches to remediate the classroom disruption.

The Good Behavior Game (GBG) is a classroom approach to intervene the misbehaviors. In this approach, the students are divided into some groups; and the group, that show disruptive or unwanted behaviors are given marks on the board. The group, that get fewest marks is rewarded. If no group receive marks more than five, they get qualified (Tingstrom et al., 2006, as cited in Nolan, Houlihan, Wanzek & Jenson, 2014,).

Though it is difficult to develop full proof modality against classroom disruption, the Good Behavior Game is gaining success in different cultures. The GBG has been extensively used in the United States of America and beyond. It has become a successful tool for intervention of classroom disruption in international level irrespective of language, culture, economic class and educational background because it "is based on well-understood rules of behavior theory…" (Nolan et al. 2014, p. 200). Therefore, it is an exceptional tool for intervention.

In general sense, the intervention of the classroom disruption comes under the classroom management. Vaaland (2016), in a recent research, says "Classroom management appears to be the master key to enhance teacher authority and diminish disruptive pupil behavior as well as aggression in school" (p. 105). In order to manage the classroom a teacher needs authority and with the help of the authority he or she can control disruptive behavior and aggression. Therefore, the teacher has to maintain authority over the student for the remediation of the classroom disruption.

But Kirkhaug, Drugli, Lydersen & Mørch (2013) discover the need of intervention as a broader approach:

> Schools and teachers need to adopt a comprehensive approach to help prevent child conduct problems and co-occurring problems. The implementation of intervention programmes to promote social competence, emotional competence and school readiness skills, and to prevent conduct problems in ordinary classrooms generally gives good results. (p. 230).

Schools and teachers need to jointly design a 'comprehensive approach' in order to intervene the misbehaviors of students. Such approach can even help the students perform good in the educational and social aspects. Also, it prevents further occurrence of such problematic conduct or behaviors.

Joyce McLeod, Jan Fisher and Ginny Hoover give detail strategic approaches to intervene the student disruption in the classroom in their book, *the key elements of classroom management: Managing time and space, student behavior and instructional strategies*. They say around ten percent of student misbehaviors are not preventable and they need intervention. And they call this intervention, 'backup system'. This intervention or the backup system must bring positive change in the behaviors of the disruptive students. According to them, "Intervention strategies must be used with great care, and only after a trusting relationship is built and a firm foundation is in place" (McLeod, Fisher, & Hoover, 2003, p. 111). The teacher has to be very sincere to before they intervene the student disruption. At first, they need to make good relation with the students, so that, the students trust what the teachers do for the intervention.

McLeod et al. (2003) categorize the strategies into two categories, 'demand' and 'individual intervention plan'. At first the teacher has to make demands on the students when all the prevention strategies do not work. It should be carefully planned and used, so that, confrontation can be avoided. The teacher has to tell the student assertively, but not angrily, what they 'should do' instead of what they 'should not do'. In the next step, the disruptive students should be told the consequences of their misbehaviors. It is different from punishment. It helps them know how they make choice of their behaviors and the consequence of it. When the 'demand' and the 'consequence' do not work, such students need to be corrected through 'individual intervention plan'. For this individual plan that best suits a particular student should be made. It is more focused, particularized and systematic. The teacher talks to the individual students in different places and levels. The last one is 'outside

referral'. It is decided, with the involvement of the parents, by the teacher. Such decision is taken by group. And, this is the last and toughest method of intervention.

To sum up, there no standard and full proof tool for intervention of the classroom disruption. However, the intervention tool like, Good Behavior Game is very successful in the classroom from different language, culture and economic background. Further, the teachers develop personalized strategies by themselves. Classroom management with clear authority is closely linked up with settling the disruption in the classroom. In this course, the intervention has two categories for execution, 'demand' and 'individual intervention plan'. And they are followed by 'consequence' and 'outside referral' respectively in the extreme cases. In the following sub-chapter, I have narrowed down the issue onto the Norwegian context.

2.6   Disruptive behavior of students in Norwegian school context

The Norwegian schools are also not unscathed of the students' behavior problems as it is a globally pervasive problem (Pitsoe & Letseka, 2014). Many researches have indicated that the situation of the discipline of the Norwegian students is also not very satisfactory. "In a recent study comparing Norway with other Organization for Economic Co-operation and Development (OECD) countries, Norwegian students were identified as among those reporting the poorest discipline" (Stornes & Bru, 2011, p. 426). Among the OECD countries the discipline situation of the Norwegian students is not satisfactory. The situation of discipline in itself might be okay but in relation to others it is low in Norway, too.

But in another research conducted exactly after one year the result is different. In their research report Kirkhaug, Drugli, Mørch & Handegard (2012) write:

> Overall, our findings show that teachers in Norway report relatively low levels of behavior problems among day care unit and school-aged children, and that Norwegian teachers evaluate their students as having fewer and less severe behavior problems than their US counterparts. (p. 151-152)

However, the situation of student discipline is better in Norway than in the United States of America. Here it is important to remember that USA is also an OECD member country (OECD Home page). Thus, among these two different reports the previous one is underpinned by the perception of the teachers in the following concept.

The school teachers often indicate the necessity to find some ways, besides teaching the students, to cope with the disruptive behaviors like teasing, talking out of turn, moving around the classroom inappropriately, disrespecting others and so on (Stornes & Bru, 2011). The time the teachers spend to deal with the disruptive behaviors of the students is much more than the time they spend to teach them. Further, they report the necessity of establishing link between learning climate and emotional behavior problems in their research article. In this course, they give emphasis to develop a positive relation between the teacher and the student in order to familiarize themselves with the school norms and prevent the disruptive behaviors because the relation with the teachers helps establish link to the learning climate in the school setting (ibid).

Vaaland (2016) writes, "…PISA 2012 indicated a positive trend in Norwegian schools regarding learning climate and disruption. Still, PISA's comparative perspective clearly shows that this trend must continue for Norway to reach the standard set by the mean level of OCED countries…" (p. 27). It means there is positive trend in the improvement of this problem but it has not met the standard set by the mean level set by OCED countries yet. Roe & Kjærnsli (2013, as cited in Vaaland, 2016) discovered that in 2012 in comparison to 2000 and 2009, the principals reported that the disruptive behavior of the Norwegian students is decreasing. However, they reported that 50% students (including much and little disturbance) are disturbed in their learning by the disruptive behaviors. These above-mentioned studies clearly show that there is still a lot to do for diminishing the student disruptive behaviors in Norway.

In the recently published interpretation of the PISA 2015 report Kjærnsli & Rohatgi (2016) mention, "In 2015, 25 percent of Norwegian pupils replied 'At most hours' or 'All classes' to the question whether there is noise and disorder, while in 2003 there was as much as 41 percent who reported the same" (p. 174). This also clearly indicates that there is significant improvement in the classroom disruption in the Norwegian school context.

Edvin Bru, the professor of educational psychology, highlights in his research article that the disruptive behaviors of the students are mainly pertaining to the relation between the teacher and the students and how the students are motivated to their tasks. In this regard, it is very important how the students are oriented to 'on-task' and 'off-task'. Further, orientation to the tasks and the feelings of opposing the teachers are highly affected by what learning competence the students have perceived. "On-task orientation and opposition to teachers are

influenced by perceived cognitive competence as well as perceived relevance of schoolwork and the belief that going against school norms increases peer status" (Bru, 2007, p. 15). If the students think that they have good 'perceived cognitive competence', they are easily motivated to their task and do not oppose the teachers. Thus, on task also has implicit connection to the disruptive behaviors of the students. Thus, it also turns to be an important factor that can be used against classroom disruption.

He further writes, "Teachers are prone to intervene when pupils show off-task behavior. Off-task orientation can therefore become an important source of conflict between pupils and teachers, and disputes over off-task orientation might lead to opposition to teachers" (Bru, 2007, p. 2). If the students are not oriented to the assigned tasks, the teachers might intervene the students and the students may oppose the teachers. As a result, it can cause the conflict between the teachers and the students. Therefore, on task orientation of the students can be strategic approach against classroom disruption. He has investigated the disruptive behaviors of the students from the psychological and motivational standpoints that subsequently leads to analyse teacher student relation. Here, again the question of the relation the teachers maintain with the students arouses. How is their role, and how do they present themselves to the students in order to intervene them? We can assess this on task orientation of the students with giving them responsibility for their own learning, too.

In the context of Norway, the following researchers do not favour the idea of giving more autonomy or the responsibility to the students.

> In their interpretation of the PISA 2003 results, Kjærnsli et al. (2004) argue that Norwegian schools have given pupils too much responsibility for their own learning to the extent that they are not capable of handling it. They also assert that there is a need to restore the Norwegian teacher as an authoritative leader to avoid the learning environment being dominated by pupils who do not necessarily have learning as their primary source of motivation (as cited in Bru, 2009, p. 463).

In other words, the research report recommends that the teachers need to be authoritative. If the students are given more responsibility, which they are unable to bear, for their own learning, the learning environment is manipulated by them, who do not have motivation for learning in themselves. In the name of exercise of more responsibilities the students might leave the track that they need to go through as a student. The teacher, who has lots of experience of the skills necessary for the life, need to be an authoritative leader in the classroom, so that, students can be benefited by the teachers' experiences. If the teachers

cannot be a leader who can impose certain rules in the classroom, the whole classroom environment might be unfavorable for the teaching and learning.

But in the name of being authoritative the research report does not advocate to segregate disruptive students from the classroom. His research underpins that there is not negative influence in the learning outcomes when the students with disruptive behaviors are included with other fellow students in the classroom. However, the students having rather disruptive behaviors are still segregated from the classroom (Bru, 2009). Though the above-mentioned research reports are in favor of prevention of the disruptive behaviors of the students, the following research reports about curative measure of the problem behaviors.

Drugli, Larsson, Clifford & Fossum (2007) say:

> …aggression among young children occurs together with both peer and teacher interaction problems. This should have implications for support and interventions offered young children with conduct problems in day-care and school. These children need high quality relationships with their teachers and they need support regarding their social interactions with peers in the pedagogical settings…for children with pervasive conduct problems, intervention may be needed in more settings, both at home and in day-care/school... (p. 17)

In other words, if a student has disruptive behavior, he or she exposes it while having interaction with their peers and the teachers. Such student needs support; and they should be intervened regarding their misbehaviors. Good relationship between the teacher and the student is always a key factor for the resolution of this problem. Furthermore, they need support about the social interaction with their friends in the settings where they learn. Besides, highlighting the case of inefficiency of school-wide intervention program Drugli et al. (2007) says that intervention as curative measure is necessary for such disruptive students in broader settings. If the disruption is of pervasive type, the intervention at educational setting is not enough; it is necessary at home, too.

Realizing this fact, in the course of discovering new strategies in a research project carried out for two years in Norwegian schools, focusing on the social aspect of the classroom that directly deals about the disruptive behavior of the students, Midthassel (2006) recommends to develop a shared and common understanding among the teachers for classroom management among various school with school principal's cooperation.

Also, Midthassel (2006) has drawn the conclusion of the research that "the teacher is a model for the pupils' behavior" (p. 380) is noteworthy because on the basis of the perception they

build up about the teachers, they behave in the class of the concerned teachers; and it lays a significant base for teacher-student relationship.

Reflecting upon the reviewed literature in the Norwegian school context, a debate among the researchers can be seen on the surface about the intensity of the disruptive behaviors of the students in the Norwegian school context. Likewise, there is no unanimity among them for implication of the preventive and curative measures against the disruptive behaviors of the students. Stornes & Bru (2011) say that the condition of the discipline of the Norwegian school students is poorest among the OECD countries. But this report is not fully confirmed by Kirkhaug et al. (2012), who report it is comparatively better than American context. Similarly, this issue is not unscathed from the debate about the ways to curb the disruptive behaviors of the students. Stornes & Bru (2011) support the preventive measures of the student disruptive behavior of the students by establishing positive relationship between teacher and student and by familiarizing students with school norms and code of conduct.

Bru (2006) also urges the preventive measure but here the approach is different. According to him, if the teachers motivate the students through 'on-task' in order to establish good relationship with them, the problem behaviors of the students can be prevented. Showing the relationship between the on-task orientation and classroom disruption Stornes & Bru (2011) discovered:

> …in order to stimulate on-task orientation, teacher should…ensure that individual students perceive that individual progress and learning is valued…a competitive classroom where not all students feel valued is a risk factor for disruptive behavior, whereas the student perceptions that her/his progress is valued makes disruptive behaviors less likely. (p. 434-435)

When the teachers value learning and progress of individual students, it encourages them to be on-task. And when the students' progress and learning is valued, there is less possibility of occurrence of disruptive behaviors in the classroom. Thus, on-task orientation of the students works as a tool to prevent the possible eruption of classroom disruption.

Following the same path Kjærnsli et al. (2004, as cited in Bru, 2009) also underpin the preventive measure but with completely different technique and strategy. For them Norwegian students are given more responsibilities, which is not necessarily appropriate; the teachers should be authoritative leader, who can create learning environment through maintaining peace and order and curbing the unnecessary responsibilities of the students.

I have narrowed down these perspectives of teachers about various aspects of disruptive behaviors of the Norwegian school students onto the Waldorf school context in the following sub-chapter as the research questions guide towards that direction.

2.7   Disruptive behavior of students in Waldorf school context

To my knowledge, there are very few empirical research articles available on measures against classroom disruption in Waldorf school context made me more interested in this area. First, I have tried to review as many as the available empirical articles before reviewing Rudolf Steiner's theoretical standpoint on this issue.

Then after my quest was which level or class in the Waldorf school students are likely to be relatively more disruptive. Woods et al. (2005) discovered:

> Problems were said to occur in relation to the authority of subject teachers in 71% of schools. This was described as being most likely in Classes 9 particularly, then it is seen as equally as likely in Classes 6, 7, 8 and 10 (Table 5.20). Class 9 is the first year in which pupils cease to have a class teacher and have, instead, a class guardian. (p. 73)

It is clear that they are likely to be more disruptive in grade six to ten. As the above-mentioned literature indicates when the students have no more class teacher, they tend be more disruptive. Even after the grade eight every class has a class guardian; however, the eight-year long relationship of the students with a teacher (as a class teacher) comes to an end. This reality guides to the relationship between the teacher and the students to determine the behaviors of the students on the classroom.

In their research report, Woods et al. (2005) write about practices in Waldorf school that, "…a sense of a mutually supportive community is created in the school which lessens (though does not eliminate) the need for disciplinary measures. To oversimplify, *care* replaces discipline" (p. 33). *Care* is the main strategy that is used in the Waldorf schools as disciplinary measure. This strategy is executed with the help of mutual support between the teacher and the students. In this way, implicitly they indicate the relationship among the teachers and the students.

For the *care*, the relationship plays a key role. The relational strategies against the disruptive behaviors of the student in the classroom is more relevant and worth researching because of the class-teacher system and long-term affinity of the students with the same teacher in

Waldorf school context. "Today the system of a single class teacher from the first to eighth school-years is found almost exclusively in Waldorf Schools" (Ullrich, 2008, p. 209). From year one to eight the same teacher remains as the class teacher. Therefore, the way teacher-student relationship is maintained and its role to address the disruptive behaviors in the classroom is crucial. This "…eight-year class teacher-pupil relationship, which demands an extraordinary pedagogical love from teachers, can provide support and be a sturdy working relationship built on trust for pupils with behavioral problems" (ibid, p. 203).

Waldorf schools think that this sort of relation is very important for the overall personality development of the students. 'The pedagogical authority of the teacher' is loving authority against the 'guiding the authority'. They focus on "…the necessity of a hierarchically structured generational relationship characterized by authority and love" (ibid). Teachers should have an authority over the students in the classroom but this authority is filled with love. The important feature of Waldorf school is the teacher maintain loving authority instead of 'guiding authority' in the hierarchical relation of teacher and students.

As the research questions are about the classroom disruption in the Waldorf schools, it is appropriate to review the theoretical as well as practical aspects of the interventions of student misbehaviors in the Waldorf classrooms.

What does Steiner say about the ways for discipline and maintaining order in the school premises and particularly in the classroom context? It is worth deepening my search on what Rudolf Steiner says on the disruptive behavior and discipline of the students in classroom setting because the Waldorf schools use the educational pedagogy propounded by him and my research questions guide me towards the Waldorf classroom. Before reviewing what Steiner says about the measures against the disruption, I want to assess what he says about the reasons behind the student disruption in the class because he makes connection between knowing an individual student, outbreak of student misbehaviors and measures against them. Making it clear Steiner (1995a) says in his lecture:

> …what the teachers themselves learn from their meetings, week by week, is derived first and foremost from this consideration of the children's individualities. …When a teacher is not inwardly permeated by what lives in the children, as is sometimes the case, then the children immediately get up to mischief and begin to fight when the lesson has hardly begun. (p. 62)

His claim is that if the teacher does not understand the individuality of each child, that can be the cause of the misconduct of them at school. That is why, it is necessary to discuss the individual characteristic of each child in the meeting of the teachers. In this way, he indicates to the relationship between teacher and student.

Shedding light on the significance of personally knowing the students Steiner (1995a) says, "The treatment of children according to temperament has such an important place in teaching" (p. 63). Until a teacher understands the temperament of the students, he /she cannot deal with anything related to students; and unless a teacher knows the students individually, it not possible to understand their temperament.

That is why, "The teacher must gradually develop an inward perception of each child's mind and soul, for this is what will make it possible to see at once what is going on in the class" (Steiner, 1995a, p. 63). If a teacher can reach the inner heart of the chid, it is easier to feel the class and frame the overall aspects of the classroom. Therefore, the important thing is to "find its way into the children's hearts" (Steiner, 1995a, p. 62). Finally, it helps the teacher observe what is the overall situation of the classroom and treat the students accordingly.

As Steiner presents the significance of teacher-student relationship in teaching, he further sheds light on this issue. When the teachers make way to the hearts of the students reading the temperament, they can manage the sitting place of the students in the classroom in such way that the students can be easily handled. It helps the teacher maintain superior authority among the students. As a result, due this unquestioned authority of the teachers, the students maintain order and comply with the teacher naturally. Thus, on the one hand, discipline is maintained; on the other hand, teacher's authority is maintained among the students (Steiner, 1995a).

Putting forward the opinion about practical issues and intervention of the disruption in the classroom Steiner (1998) says:

> They (students) must be quiet at your command. You must be able to get them quiet with a look. You must seek to maintain contact from the beginning to the end of the period. Even though it is tiring, you must maintain the contact between the teacher and the student under all circumstances. We gain nothing through external discipline. All you can do is accept the problem and then work from that. Your greatest difficulty is your thin voice. You need to train your voice a little and learn to speak in a lower tone and not squeal and shriek. It would be a shame if you were not to train your voice so that some bass also came into it. You need some deeper tones. (p. 20-21)

He suggests practical strategies against disruption. Teacher must have a good command over the students so that he/she can maintain orderly environment in the classroom. In order to attain this command, the teacher need to make consistent contact with the students from the beginning to the end of the class. They need ability to make them quiet with their glance at them. Another key factor is the teacher's voice. Teacher has to train themselves not to speak with shrill voice. The discipline that is imposed upon the students from outside does nothing to maintain orderly environment in the classroom. According to him, it needs to come from the bottom of the heart of the students. So, the teacher maintains his or her position in front of the students in terms of their relation is very important for maintaining orderly situation in the classroom.

Rudolf Steiner has presented his view on what constitutes the relationship between teacher and students. Illuminating the characteristic features of teacher-student relationship in Waldorf pedagogy, Steiner (1995b) says, there need to be humanly love between the teacher and the pupils. It is constituted on the basis of trust and *care* and becomes strong pillar for the Waldorf schools.

In this teacher-student relationship, the teacher possesses authority over the students. Steiner (1996a) categorizes the basis for such authority according to the age group of the students:

> Between the age of seven and puberty it is most beneficial for students if their attitude toward the teacher results from a natural authority. Just as, until the age of seven, the ruling principle is imitation, so also between seven and fourteen the ruling principle is the teacher's authority. At this stage, much of what is as still beyond the student's comprehension is accepted in the soul simply through trust in teacher's authority, through a respect and an attitude of love toward the teacher. This kind of love is one of the most important educational factors. (p. 140)

In other words, advocating the authority of the teacher he says that the students' attitude should be guided by teacher's authority. According to him, there are different 'ruling principles' for different age groups of children. Between one to seven years of age the students copy what their teachers do; and this imitation becomes basis for teacher's authority over them. Between seven to fourteen 'natural authority' becomes ruling principle. Similarly, whatever the students do not know; and the teachers tell them to do, they accept from the inner core of their heart. They have trust on the teacher's authority, with reverence and love to the teachers. As the students grow, they want the teacher's authority to be assured and more justified as 'natural authority'. And this authority is very important in the teaching learning

process. "In childhood, they respected a loved authority with religious veneration" (Steiner, 1996a, p. 141). A child honors his or her teacher (*loved-authority*) being just like a devotee to the god. The following figure better explains this concept.

(Authority, love and care)

Teacher ⟶ ⟵ ⟶ ⟵ Student

(Trust, respect and love)
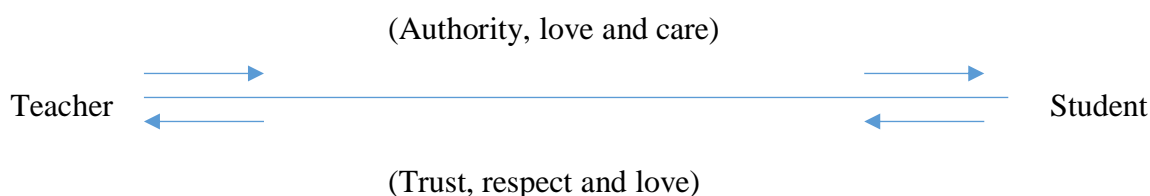
This teacher-student relationship stands on the foundation of reciprocity. Teachers possess *authority, love* and *care* for the students; and students have *trust, respect* and *love* for the teachers.

Intervention and prevention of classroom disruption is explicitly linked up with the way teacher-student relationship is maintained. Therefore, it is worth reviewing what Steiner says about this issue. Mathisen (2015) writes about what Steiner says:

> To further support an understanding of rhythmically sustained relations between teachers and pupils, Steiner refers to how he envisions the act of communication, where rhythmic alternations between speaking and listening engender something like a sequential waking up and falling asleep among those talking to each other… (58)

The relationship between the teacher and the students is maintained in rhythmical manner. It is compared with the communication: speaking and listening or waking and falling asleep. The relationship cannot remain constant; it goes through changes but in a rhythmic pattern. According to Steiner (1996b), there are two polarities in the relationship. These two polarities interact with each other. The teachers rhythmically maintain their relationship with the students between these two polarities.

Steiner (2003) gives the same concept about the problematic behaviors of the students through this example: "He had committed all kinds of misdemeanours, and none of his teachers could deal with him. I asked for the boy to be sent to me, because first I wanted to find the root of the trouble" (p. 130). He recommends that knowing the root cause of the misbehaviors is possible through rhythmically maintained close relationship, which is the key to dealing with the disruptive students.

Teacher student relationship plays important role to maintain order in the Waldorf classroom. In this relationship, the role of the teacher is always important as they are the authority and the leader or commander. They maintain this relationship through knowing the students personally and making the students realize that they love and *care* for the students. When the students realize this fact, and trust the teacher, the authority of the teacher over the students becomes 'natural authority'. Consequently, the teachers prevent and promptly intervene the disruption (if any) in the classroom in a successful way.

To sum, a teacher in the classroom is a leader and commander of all the students present there. He/she has to have a control over all of them because transmitting knowledge and educating them is not possible until the environment of the classroom is appropriate for learning. Every individual student has his or her own type of nature and temperament and the teacher has to respond accordingly. The teachers might have different strategies for preventing and coping strategies for the disruptive behavior of the students.

In different context, the teachers are compelled to apply different strategies as they have various legal and social constraints to manage the behavior of the students in the school premises. Likewise, the way classroom is managed plays important role to determine the way students behave in the classroom.

Students' disruptive behaviors often have some reasons behind them. And a teacher has to investigate the causes of the disruptive behaviors of the students once they occur. Because without identifying the root causes of the problematic behavior, it is difficult to intervene them. Therefore, the understanding of the teacher about the reason behind the disruptive behavior of the students is a key factor for the implication of curative strategies. It helps for the prevention of future occurrence such behaviors, too. Further, the teacher cannot discover and understand the students' problem unless he or she has close relationship with students. *Care* plays an important role in the relationship of the teacher and students. The concept of caring deals about the behaviors of the caregiver or 'one-caring', 'cared-for', the relationship between them and how it operates between them. How do the teachers, who care for the students, take the task of *care*? It is a crucial question.

This research investigates the understanding and experience of the teachers in a secondary level Waldorf school on the concepts which evolve through above-reviewed literature. The

following chapter is about explanation and justification or the rational of the methodology and methods applied in this research study.

3. Research design and methods

In this chapter I have described about my choice of research methods and the rationale behind the choice. Then, I have tried to justify procedures for sample selection and the tools for generating data as significant component of this chapter. Finally, I have written about ethical issues concerning the research and the approach to analyze the generated data.

3.1 Qualitative methodology

I have best tried to imply basic qualitative or interpretive approach to answer the research questions under qualitative methodology. The aim of this study is to investigate the perception of the teachers teaching at Waldorf school, so that, in-depth understanding of the teachers about this issue comes up with the implication of basic qualitative approach.

I chose descriptive and non-experimental design for this study as it a qualitative investigation of informants' perception. This method best investigates the understanding and perceptions the people involved in the study. Elaborating the way of research study on the individuals Savin-Baden & Major (2013) say, "…when studying individuals, the best the researchers can do is learn about, describe and explain them from the perceptions of those involved" (p. 6). This study aims to assess the perception of the teachers about the disruption of the students. Therefore, it is rational to investigate their perception using this method because teachers are the ones who have to explicitly involve with the classroom disruption of the students and deal with it.

This study employs interpretive approach that deals with "the learning how individuals experience and interact with their social world, the meaning it has for them" (Merriam, 2002, p. 4) as an approach of qualitative research because my research questions guide me to the interpretation of the perception, experience and the ways the teachers interact with the classroom disruption.

How the teachers construct the meaning about disruptive behaviors of the students might be different than other times and place. This research study has tried to put forth the teachers' perception and interpret that through interpretive approach as it is said, "Objective reality will never be captured. In depth understanding, the use of multiple validities, not a single validity, a commitment to dialogue is sought in any interpretive study" (Denzin, 2010, p. 271). I have

tried to open up a new dimension in the discourse of disruptive behaviors of the students in Waldorf schools in Norway through this interpretive study because it deals with the in-depth understanding of the teachers about disruptive behavior of the students in the classroom.

Braun & Clarke (2006) say, "Through its theoretical freedom, thematic analysis provides a flexible and useful research tool, which can potentially provide a rich and detailed, yet complex account of data" (p. 5). In other words, this approach has no theoretical constraints to work with the data; it is independent from any theory. Its flexibility enriches the data; it is suitable for the exploration multiple dimensions of the perspectives of the teachers about the classroom disruption.

Every research approach and method might have some loopholes. Therefore, I admit that the approach I have employed also may have some flaws regarding the strict and exact use in this research project, too.

3.2   Sampling procedures

Since the study is qualitative, it applies purposive sampling under the non-probability sampling procedures. The rationale behind selecting purposive sampling is to make the researcher flexible in terms of time and access as well as financial constraints. "Small-scale research often uses nonprobability samples because… they are far less complicated to set up, are considerably less expensive, and can prove perfectly adequate…" (Cohen, Manion & Morrison, 2007, p. 113). And this study, being a master's thesis, is also a small-scale research. Furthermore, this study has used 'opportunistic sampling' strategy of purposive sampling that "takes place after the research begins, to take advantage of unfolding events that will help research questions" (Savin-Baden & Major, 2013, p. 315) because when I saw an extra teacher assisting the main teacher to control the unwanted, disruptive behaviors of the students and learn during the lecture, I decided to take interview with her, too. Experience of the teacher is also one parameter for the selection of the samples. None of the informants have less than ten years' experience in their concerned fields. Similarly, I decided to change one of the interviewees (whom I initially contacted with) as it was more appropriate for me to take interview with English teacher. Because I observed the class of the same

teacher after taking the interview and the medium of instruction in the classroom was Norwegian that I could not understand. [1]

I chose a single site to generate data for this study because it "can have an advantage, as doing so typically allows a researcher to gain deeper information about a single institution" (Savin-Baden & Major, 2013, p. 307). But I have been very sincere for not to generalize the limited findings as they say, "It will be essential to avoid unwarranted generalizations" (ibid, p. 309).

3.3 Sample population

The sample population of this study is the teachers teaching in Waldorf schools in Norway. They are the teachers teaching at lower secondary school (*Ungdomsskole*) to the students with age group 13-16. I set criteria of having at least ten-year experience for the informants, so that, I could get rich information from them.

I used purposive sampling because it helps to get the in-depth knowledge about the issue from the informants (Waldorf school teachers), who have long experience and expertise on their field or in order to have access to 'knowledgeable people' (Cohen et al., 2007). Their long experience of various ups and downs, trends and recent changes in the educational field and Waldorf pedagogy in Norway could give me rich information and insight of this field. Among the teachers I chose for interview, interviewee A has worked for ten years; interviewee B has worked for twenty-six years; and interviewee C has worked for seventeen years. According to Waldorf school/curriculum structure, among these three teachers, teacher A is a *main lesson** (Mathisen, 2014, p. 9-10) teacher; teacher B is a subject teacher; and teacher C is an assistant teacher. Teacher C works as assistant teacher in order to assist particularly the disruptive students in the classroom.

During the class observation, I noticed two teachers involved in the classroom at a time, one main teacher teaching the lesson and next assisting to maintain order and calmness in the classroom. My initial plan was to take interview with only two teachers, one main lesson teacher and one subject teacher. But eventually, I took interview with the assistant teacher,

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*Main lesson: Main lesson is the first period of the Waldorf school. It lasts for 1½-2 hours.

too. The active involvement of the assistant teacher in dealing with disruptive behaviors of the students justifies my decision of taking interview with her, too.

Choosing the gender of the teacher was a challenge to me in the beginning. Finally, I decided to choose one male and two female teachers, so that, the data could be comprehensive. The rationale behind this is, a study has explored that the percentage of the male teachers is bigger than female teachers, who are in favour of punishment as disciplinary measure (Cheruvalath & Tripathi, 2015). Female teachers are more loving and caring to the students as their perception is reflected in this research study. That is why, I think my choice of both male and female teachers is appropriate and justifiable for this research. Interviewee A and C are female; whereas, interviewee B is a male teacher.

After interviews, I chose to observe the classes of the same teachers, whom I took interview, for a whole week. But the observation for consecutive five days was not possible because they did not teach in the same class every day. However, I managed to observe their classes for five days taking the time of three weeks. They used to teach in different grades; but I chose to observe their class in grade nine and ten for the convenient time table provided by them.

3.4   Tools and instruments for data generation

3.4.1   Interview

"Interviews are the most common method of gathering data for qualitative research and are an integral part of the research traditions" (Savin-Baden & Major, 2013, p. 357). Therefore, I applied interview as main tool for data generation.

As interview is the "major sources of data for a qualitative research study" (Merriam, 2002, p. 4), the in-depth interview with these three teachers working at a Waldorf school in Norway is justifiable for this research project. It is not only common rather a mostly used tool for generating the qualitative data.

"…the more one wishes to acquire unique, non-standardized, personalized information about how individuals view the world, the more one veers towards qualitative, open-ended, unstructured interviewing" (Cohen et al., 2007, p. 354). Therefore, I chose to use open-ended interviewing method because my research questions are about the personal experience in the classroom setting.

Depending upon the research questions as stated, I prepared interview-guide. The interview-guide comprises nine open-ended questions. It was semi-structured, so that, respondents could feel free to express their view and perspective on the issue. But in the response of the informants some additional questions were also asked during the interview. It does not mean that the ethics and formalities of an interview was negated during the overall interview as Savin-Baden & Major (2013) say:

> In a semi-structured interview, the researcher not only follows some preset questions but also includes additional questions in response to participant comments and reactions. The interviewer relies upon an interview protocol, asking questions and covering topic in a particular order, and from time to time strays from the guide as appropriate. (p. 359)

First of all, I established contact with the interviewees through email which was provided by the school principal in my first visit of the school. In the first meeting, I had some informal talks with them, so that, they could open up their experience and views freely during the interview.

I used semi-structured interview to obtain the empirical data also because "it facilitates rapport/empathy, allows a greater flexibility of coverage and allows the interview to go into novel areas, and it tends to produce richer data" (Smith & Osborn, 2008, p. 59). That is why, it is justifiable to have semi-structured interview guide due to its flexibility, that better suits for acquiring 'thick description' about the disruptive behaviors of the students.

After one week, as I requested, they allocated one hour during their leisure period for the interviews at school. Also because of this limited time for long and repeated interview I chose semi-structured interview as they say, "Semi-structured interviews are a good approach when the researcher has only one opportunity to interview someone…it allows the researcher …to use the limited time available and keeps the interaction focused" (ibid).

Thus, the three interviews ranging from twenty-five minutes to one hour long garnered sufficient and rich reflections on disruptive behaviors of the students in the classroom for the research. Although I used the same interview-guide to take interview with all three teachers, the duration of the interviewee varied because of the language difficulties in speaking. In order to triangulate the data, I also observed the classroom teaching of the teachers interviewed.

3.4.2   Class observation

"Observation is a way for a researcher to document every day practices of participant and to better understand their experiences" (Savin-Baden & Major, 2013, p. 392). Therefore, in order to gain the experience of the teachers about the disruption in the classroom, I observed the classes of the same teachers, who gave interview, for five days. It was a focused observation. As a researcher, my observation was focused only on the disruptive activities of the students and the reaction or handling of it or the preventive and remedial endeavors the teachers use during the class. Observation was designed and guided on the basis of the responses of the participants during their interviews before. The advantage of this type of observation is that the researcher does not have to collect minor details and can follow up the information given during the interview if anything missed (Savin-Baden & Major, 2013).

"Most observations by educational researchers will be undertaken in natural settings: schools, classrooms, playgrounds, lessons and suchlike" (Cohen et al., 2007, p. 408). It helps to collect realistic data from the natural setting.

I chose to have participant observation because, "…the subject matter of the world in which the educational researcher is interested is composed of people and is essentially meaningful to them" (ibid, p. 260). Here my interest is the behaviors of the students and teachers' response to them. Thus, this approach becomes more appropriate to investigate the behaviors of the human beings.

Furthermore, "…researchers can develop more intimate and informal relationships with those they are observing, generally in more natural environments…" (ibid). In this research project also, I needed to have close and natural relationship with the ones, whose activities and behaviors I observed, so that, I could notice the natural behaviors of the students and the response of the teachers towards them.

Therefore, I chose passive participation approach for the observation, so that, the students would take my presence for granted and their behaviors and the teachers' response to them could remain intact, without more influence from my presence. As my participating observation helped me garner detail contextual information, it was strength of this type of observation. However, I was conscious about the possible influence my presence could cause in the behaviors of the students and the teachers along with the overall environment of the

classroom. Despite this rationale, I was sincere about the possible skipping of watching the activities of the observed-ones incessantly.

I noted the almost all the detail activities of the classroom which were implicitly and explicitly connected to the behaviors of the students and teachers' response to them. For this I made a table in my notebook and filled up the information using phrases and single words. Afterwards, I developed these notes as formal and detail writings.

Particularly, selection of grade nine and grade ten for the class observation was appropriate because my research questions lead me towards the secondary level teachers of the Waldorf school. And I could more closely observe the teachers' response to the students' disruption in the classroom rather than other places. Thus, the selection of teachers of grade nine and ten for interview and the observation of their class is justifiable.

3.5   Ethical considerations

Ethics is a way of doing work in an all accepted manner which is morally good. But it is a complex issue to maintain ethics in the social science research because it is changeable in nature. Therefore, the social science researchers need to be sincere to ethics (Savin-Baden & Major, 2013).

In order to maintain the ethical norms of academic research I have maintained anonymity regarding the name of my interviewees and the school they have been teaching. I have not mentioned any indicators that could make my informants vulnerable by tracing back and recognizing them through their personal details. I have named the informants as interviewee/teacher/informant A, interviewee/teacher/informant B and interviewee/teacher/informant C. I have not mentioned the name of the city/town, where I generated the data from.

Before going to the field, I contacted the school principal, who helped find the teachers who were interested to be interviewed and class-observed. Later on, the principal provided me their e-mail addresses. I contacted them through the e-mail addresses for informal meeting, so that, I could be familiar with them and take in-depth interview.

After informal meeting with them, I gave them information about the research project and got signed the consent letter by them in order to maintain ethics in this research project. I

informed them about their rights and responsibility as informants for the research process through this consent letter. "…the consent must be a freely given, specific and informed declaration. This entails that the person requested to participate in the research project must understand what the consent is concerning and what the consequences of participation will be" (NSD, web page). I got informed consent from the teachers but not from the students and their parents. Because though I observed the class, where the students were present, the sole concern of my research questions was the 'response of the teachers' towards the students' behaviors but not the behaviors and the activities of the students explicitly and irrespectively. However, I addressed their questioning eyes, giving my short introduction and my objective to be in their classroom on the first day of class observation.

Then, I sent them interview-guide through e-mail and asked them to be familiar with my questions from the interview-guide. It was necessary because I was conscious about the possible misunderstanding about the essence of the questions asked by the researcher, caused by our contextual pre-assumption, accent and other factors. It helped me generate rich data.

The consent letters that I got signed by them for the interview have been attached in the appendix of the thesis but I have deleted the signature of the informants because it could trace back the identity of them. As mentioned in the consent letter the data was stored in the computer, which was password protected and anonymized in the final version of the thesis.

3.6   Validity and reliability

Validity is a key to any piece of research project because "If a piece of research is invalid then it is worthless" (Cohen et al., 2007, p. 133). I have given special sincerity on the following aspects to minimize the challenges of validity. I have tried to have appropriate time span for data generation, apply appropriate methods, and appropriate tools for data generation. Although these challenges cannot be completely removed, it can be mitigated throughout the research project (ibid).

I might have some biasness regarding the choice of the research topic, informants and the research questions on the basis of the context, where I worked as a professional, and my personal experience. However, in order to ensure the reliability, I have tried to be conscious about all the possible biasness for the choice of research topic, research questions and

informants, so that, there is no difference between the gathered data and what is actually in the natural setting. For this I triangulated the data.

3.6.1. Triangulation

I have used methodological triangulation. This triangulation deals about the use of two or more than two methods of data generation particularly in the research on human behaviors (Cohen et al., 2007).

In the course of data generation, first of all, I took interview with the informants. Then, I observed the class of the same teachers so as to confirm if they do the same in the classroom as said in the interview. Besides, it was necessary to ensure the validity of the research because "triangular techniques in the social sciences attempt to map out, or explain more fully, the richness and complexity of human behavior by studying it from more than one standpoint" (ibid, p. 141).

Further, I conducted the interview before the class observation because there was a risk that the informants could tell the same things in the interview what they would have done in the classroom. And their opinions could be guided by their performance in the class rather than a free interview. This approach enabled me to triangulate the data and maintain validity.

3.6.2. Reflexivity

As a qualitative researcher, I tried to be conscious about reflexivity because the visibility of the researcher may influence the findings of the study. Schwartz-Shea and Yanow (2012) write:

> Reflexivity refers to a researcher's active consideration of and engagement with the ways in which his own sense-making and the particular circumstances that might have affected it, throughout all phases of research process, relate to the knowledge claims he ultimately advances in the written form. (p. 100)

I have tried to remain conscious about my own role as researcher, so that, the findings of the research remain intact from the influence of the subjectivity of mine. As a result, the result of the research could be reliable, balanced and realistic.

The theme analysis is inductive in nature. The coding and categorizing of the data is independent from pre-existing frame. However, I am conscious that "…researchers cannot free themselves of their theoretical and epistemological commitments, and data are not coded

in an epistemological vacuum" (Braun & Clarke, 2006, p. 12). Although, there might have some theoretical pre-assumption on me about the issues, I have tried to be conscious about it.

3.6.3 Member check/ respondent validation

After completing the presentation of the data, I emailed it to the informants in order to confirm that I have not-knowingly or unknowingly-distorted the intentionality of the informants. And two of them confirmed that their intentionality is accurate, validated and credible; but one of the informants did not respond to my email.

3.7 Working with the data and findings

I used basic thematic analysis approach to work with the findings in the data. This commonly used approach in qualitative research has potential to open up novel dimensions about the issue from the vague data. As Braun & Clarke (2006) state that the thematic analysis "…can generate unanticipated insights" (p. 37). It may shed light in new and unexpected side of the issue. I searched possible pattern in the meaning of themes and interesting issues in the data corpus.

I audio recorded the interviews of the informants using two devices to prevent it from possible technological failure. "If you are working with verbal data such as interviews, television programmes or political speeches, the data will need to be transcribed into written form in order to conduct a thematic analysis" (ibid, p. 17). Then, I transcribed it using transcription software. The transcription has tried to depict even the emotion of the speakers as I have noted the gestures, body language and facial expression in the parenthesis as far as possible.

After printing the text, I read the data corpus until finding codes and categories in order to generate possible themes and sub-themes. Use of various colours to highlight the codes helped sort out the themes. Finally, I described, finding patterns of meanings and interpreted them.

> Ideally, the analytic process involves a progression from description, where the data have simply been organised to show patterns in semantic content, and summarised, to interpretation, where there is an attempt to theorise the significance of the patterns and their broader meanings and implications (Patton, 1990, as cited in Braun & Clarke, 2006).

It was a progress from the description through summary to the interpretation of the data and tried to align it with concept drawn in the review of the literature.

To sum up, the research design of this thesis employs the qualitative methodology. The qualitative interviews and class observations are the tools for generating data. Purposive sampling has become a key factor for the thick description in the data. Anonymity and other ethical considerations have protected the informants from being traced back to their personal details. Methodological triangulation, consciousness about reflexivity, and respondent validation has laid broad foundation for the validation of the research study. The detail and step by step analysis of the raw data, eventually, develops to concrete and processed research findings.

4.   Findings

4.1 Introduction

This study deals with exploration the perception and the experience of the secondary level Waldorf teachers about the disruptive behaviors of the students in the classroom. I have done basic qualitative interpretation of their perceptions reflected through the interviews and the notes taken from the classroom observation. I have presented and analysed the data generated from the in-depth qualitative interview with three teachers and class observation of the same teachers for one week in this chapter. The thematic categories that I have drawn from the whole body of the data have become basis for the analysis process. Then I have analysed them trying to maintain balance between the verbatim of the informants and observation notes and my own words. I have used basic qualitative thematic analysis approach for this.

My research questions raise the issues about the perceptions and experience of the secondary level Waldorf school teachers about the disruptive behaviors of the students in the classroom. Further, they guide the research towards what the teachers think about the preventative and curative measures of such disruptive behaviors of the students.

Some themes are interconnected; and some of them have some sub-themes, too. They include (a) Teacher-student relationship, (b) Teachers' views on the reasons of disruptive behaviors, (c) *Loved-authority*, (d) On-task and (e) Classroom ecology.

4.2 Teacher-student relationship

In this sub-chapter I have presented how the relationship between the teacher and the students plays a key role pertaining to the disruptive behaviors of the students. The views of the informants make it clear how important it is to prevent and handle such behaviors of the students. Interviewee C gives utmost importance to the teacher-student relationship and says, "The relationship is *really, really, really* important. The teacher, who doesn't manage to build up good relationship, it comes to the students very hard job to do on this level of age." The repeated use of *'really'* makes it clear how much importance she puts on the teacher-student relationship. If the teacher cannot maintain healthy relationship with the students, it is very difficult to handle the students of this age. Her focus is particularly to the age of the students because the students of grade nine and ten are in the middle of adolescence.

In the same manner, in the very beginning of the interview, illuminating the role of teacher-student relationship, the interviewee A presents the teacher and the relationship as tool against the disruptive behaviors of the students and says, "I have myself and the relationship with the children or the pupils" are means to deal with such problems. She uses her relationship as a tool which she can work with to maintain order in the class dealing with the disruptive students.

4.2.1. Teachers' *care* for the students

In this sub-chapter I have presented about the view of the teacher about *care* and its role to prevent and deal with the disruptive students. Interviewee A says knowing each student makes it easy to handle the students. According to her:

> In my class, in my pupils it is much easier because I know them, I can do it with more for them. I can work for them. Actually, I do care for them. And I can…they know me…with the ninth grade I have been with for many years. They know me. (Interviewee A)

As she has maintained a close relationship with the students, she can easily maintain order in the classroom. It is quite easy for her. Every student personally knows her; she also cares for them a lot. She has been teaching the present nine graded students for a long time. Consequently, she can easily handle (if any) disruption in the classroom.

Interviewee B also agrees with her. According to him:

> From the teacher, you have to go in detail of each child's learning process and follow up and see how they are doing. You have to let them know, you see, what they are doing and know they are making progress.

As a teacher, it is his or her responsibility to have detail information about every student. Until they have such detail information, they cannot give formative feedback to the students and follow them up to check whether they are making any progress in the study or not. The teachers have to let the students know what and how they are making progress in their study. And it is possible only due to the close relationship with them.

Interviewee A further defines the relationship, particularly loving relationship, with the students, which can be expressed to them by touching them if they like it. She thinks:

> …some pupils, when I know them *really* well…like my class now. I know who likes to be…have little touch on the shoulder or may be on the back. ...who does like it. It can be very effective. The most important thing is the relationship. And I

have a good relationship like, in my class I can *really* correct them individually with much *love* and *care*.

Researcher: Loving and caring relationship?

Informant: Yeah, I *really love* them.

When a teacher personally knows the students, he or she also knows their likes and dislikes. It helps solve any problems related to them and prevent possible challenge they might create in the classroom for maintaining smooth running of the classroom. According to her, loving touch on the back or the shoulder of the students is quite effective when they are in difficulties. When I asked her whether it was loving relationship, excitedly she told 'yes'; she *'really loves'* them. The stress she gave on the word *'really'* meant a lot to me. From her facial expression, it was clear how loving and caring relationship she maintains with the students. I found that *love* and *care* are interwoven with each other. She loves her students; so, she takes *care* of them. Their well-being is her utmost concern.

Reflecting on a case of a disruptive boy student she claims that she has a *motherly love* with them.

Researcher: Motherly relation?

Informant: Yeah, I think. I have *a lot of love* for him. So, I have to be…so I can give him too much, you know. He is not my son. (Interviewee A)

When I raised the matter about the *motherly love* to the students, she agrees that she has *motherly love* for these students although they are not her biological children, either.

The relationship is always two-way. The informant (Interviewee A) is also sincere about how the students think about the teacher-student relationship and how the students behave with the teacher. Elaborating the way students behave with the teacher she says:

They test the teacher. Does he like me? I think that's very important for the pupils that all have this question. Does the teacher like me? And they want so much to be liked. So, it's important that they feel loved, that I like them. And I have had lot of pupils who think I don't like them. Then it's my job to reassure them that I like them.

If the teacher is new and he or she does not know the students individually, they also want to test the teacher. The students have a curiosity about the behavior and attitude of teacher towards them. The most important thing is their love and like seeking attitude. They want to be loved, liked and cared by the teachers. According to her, it is necessary that they feel they are liked, loved and cared for. Despite the fact that she likes and loves them, there are many

students, who do not feel that they are loved and cared by her. It is a challenge for her. However, she realizes that it is her responsibility to make the students feel they are loved by her. Her *care* to them helps the students realize she likes and loves them.

During the class observation, I noticed what she said about patting the students to appease the problem they have. "In the beginning of the class a girl is found crying. The teacher goes up to her and tries to soothe her massaging her arm and back" (from the notes of class observation of teacher A). She is successful to make the girl quiet by doing so. This patting and massaging the student is possible because they have good relationship. The observation notes confirm what she said about patting the students during her interview.

But the teacher B has different opinion about disruptive students. According to him, some students are too stubborn. Three or four students, in the grade ten, don't respect the teacher. He says, "…They don't respect the adults." It shows that some of the students do not have fair relationship with the teacher because when the students do not respect the teacher, teacher also may not like them from the bottom of their heart. Describing about those few disruptive students in the class, he reiterates, "They have no respect for adults." He expresses distress to "having fun disturbingly" by these students. He thinks these boys are really challenge to him.

But the contrast between the teacher A and the teacher B is, teacher A tries to assure the students that she likes them and loves them just in case, the students feel they are not loved by the teacher. On contrary, the teacher B simply wants to ignore such students, who create such disruption and he says, "That's sad but what can we do?" For the solution of this problem he says, "So, I think I can do now is focus on the children who really want to learn and support them and ignore these guys" (Extracted from the interview of interviewee B). Ignoring the disruptive students, he focuses on the students who are interested in learning. This sort of response was visible during the class observation of teacher B; my notes read:

> A student, who is at the last bench of the class, is not motivated in the study yet. All of sudden, he bangs on the desk; but though he seems out of control, the teacher ignores him. Except that boy all of them work quietly on their assignments.

A student is not easily motivated to study; rather he bangs of the desk and tries to disturb the class but the teacher pretends as if nothing has happened. And the student pays no attention for some time but the teacher shows no response to this student. I observed such ignoring another day, too.

> All of sudden one boy starts coughing. His coughing sounds artificial. His artificial coughing distracts others from the study. Some of them smile and look at him. But it does not last for long time; and the teacher also does not pay any attention to him. He still seems restless without speaking so much. After some time, he keeps quiet. (Extracted from the class observation notes of teacher B)

The student, who is not interested in the study, intentionally disturbs other students, too. The whole class is disturbed due to the noise he makes. But the teacher does not react to his disruptive behavior as the student does not make noise.

Interviewee A tries to show *love* and *care* to the students. But the strategy of interviewee B is something different. No matter how disruptive the students are he does not try to confront with the students harshly. Rather he ignores them. After some time, the disruptive student also happens to pay attention. And this do not let the relationship between the teacher and the students be cool.

Interviewee B thinks friendly relationship can help in this regard. So, he tries "to be friendly, be nice to them and not let them bother me. And it's a tough work." Though it is hard to maintain good relationship and be nice to the students all the time, he keeps on trying for this. He thinks that it is very hard to improve them.

But sometimes, ignoring the mischievous activities also turns to be worthy-way to correct the students. The interviewee A reflects on a bizarre and interesting event about a student she has experienced in the following narrative.

> When I was teaching in the front, he went up; and he took my coat, put on my coat; and he took all my clothes (which she had taken off while teaching); and he sat there. I didn't say anything. I just continued as normal…. I think I had them like three or four months…. So, he started to know me. I had been working on him. He had been very difficult, very special boy. And when he did this, I felt accepted by him. I felt this was really a strong moment. He now shows me a kind of accept. And who want to put on other's clothes? I mean the smell of other people. It is very intimate…. But we have now established a relationship. And he started to listen to what I said to and he did what…and he did my work….

This is a very unique experience she has gone through. This student does unaccepted works of putting on the clothes of the teacher and sitting on the class during her whole lecture. It might have caused some humour in the classroom. As a result, the lecture could have been disrupted. However, the teacher did not take any action. In the long run, they got chance to know each other and establish such a relationship, that finally helped both of them for good classroom environment. It is a beautiful and interesting example of overlooking the

mischievous activities of the students and developing close and healthy relationship with them in order to address the disruptive behaviors in the classroom.

This event shows that hard and fast reaction to the students' misbehaviors may not always solve the problem. The most important thing is to know each other and develop good relationship between the teacher and the students. This might be quite time consuming and need great patience of the teacher as well as the students.

Reflecting up on the relationship interviewee B opines, maintaining balance between being close to the students and being away from them is a key factor for having good relationship with them. He says:

> They (teachers) have to get involved with the children. They (students) have to know you are really working for them and with them. And then they take your support but you also have to take a distance from them and let them learn themselves. Shift to getting nearer and getting really close to them and then you have to pull back 100% and then get close again and pull back…

The teacher has to work with the students, so that, they realize that the teacher is devoted to their learning; the teacher is working for them. As a result, the students also try to take the help from the teacher cordially and easily learn the targeted lesson. But at the same time, the teacher has to stay back, letting them work freely and independently. Elaborating this oscillation of the relationship interviewee B further says:

> It's sympathy and antipathy. Sympathy: I get close to them and figure out what's going on and show them I like them and get their trust. Antipathy: I take a distance and let them figure out themselves because in teenagers they learn themselves. Then I use my sympathy and get closer and then pull back. That's my antipathy. Not antipathy, not in term of not-liking somebody but antipathy in term of taking a distance. So, you have to keep that breathing process. Getting closer, pulling back, sympathy, antipathy…. Because they don't always want to be sympathetic and being close to them…. They don't want you always being far way.

He defines these two different situations of relationship with students as 'sympathy' and 'antipathy'. The teacher has to be close to the students and find out what their real problem is, so that, he or she can win the trust of the students which helps the teacher ensure the learning of the students. But at the same time, he does not believe to be close to them all the time. According to him, in the teenage they learn by themselves. Continuous intimacy cannot be fruitful for their learning and eventually, for the behavior of the students. The teacher has to show antipathy, too. But it does not mean that the teacher has to dislike the students. But they

have to let the students work independently. Thus, a kind of balance in the relationship, just like a 'breathing process', is necessary.

It is very important to maintain orderly and conducive environment in the classroom. The teacher-student relationship plays vital role for this. The teacher has to be actively involved with the students in the learning process. The students realize that the teacher is really working for them. The teachers *love* and *care* for the students. All the students may not think that the teacher likes and cares for them. Teacher's role is to make them realize that all of them are liked and cared for by the teacher. The relationship between the teacher and the students is an interplay between 'sympathy' and 'antipathy'. Only rightly balanced relationship between them can promote good learning environment addressing the disruption of the classroom. Always being very close to the students, in the name of having good relationship, may not help for healthy relationship. In the course of maintaining this balance in the relationship, exploring the reasons why the students show such disruptive behaviors in the classroom is a milestone. In the coming up chapter I have presented the views of the informants on the reasons of the disruptive behaviors of students.

4.3 Teachers' views on the reasons of disruptive behavior

Highlighting the significance of finding out the reasons of disruptive behaviors, the interviewee C puts forth her opinion that "…this is important that the teacher sometimes tries to find out what is the reason; why the students don't want to do what they are supposed to do." It is very crucial for the teachers to try to find out the reasons behind the disruptive behaviors of the students. They need to know why the particular students are not doing what they have to do and are showing misbehaviors in the classroom.

4.4.1. Home related reasons

In their perception, the informants pin-pointed various reasons behind such behaviors. At first, the children are supposed to learn how to behave in an accepted manner at home. The interviewee A points out this matter and says, "They don't always learn at home how to behave. So, there is a lot of disruptive behaviors in the classroom." The students have to learn how to behave with others at home. Some students do not learn such things at home; as a result, they become disruptive in the classroom.

Giving the example of a boy, she illuminates on another reason for the disruption, which is related to the way they are brought up at home.

> Actually, he is *very* spoiled, the youngest in the family; he is *very* loved. He is *very* bright; he knows everything; he is *very* good with school works. But he is *very* humoristic boy, nice boy. So, I just think he has not been corrected. He didn't *really* know that he was like this.

She (interviewee A) shares her experience about one of her students, who is spoiled. He is the youngest member of the family and loved the most by all the family members. He is a talent student. He does the school works smartly. He has great sense of humour. But the problem with him was his humoristic behaviors could hamper others. Nobody made him realize that his behaviors could be unacceptable to others. The repeated use of the term, 'very' makes very clear how spoiled the boy was. But at the same time, the informant tells that he (the student) was never corrected by any one. Thus, the findings of the reasons behind this student's behaviors helps the teachers to correct him.

When such students are told what they do is not good, they change by themselves. Giving the example of the same student she says, "Now he starts to see himself" (Interviewee A). They become introspective when they are told about their behaviors.

Similarly, interviewee B also thinks that this lack of realization is one of the reasons of disruption in the classroom. He says, "One part of it is unconscious. They don't even know they are doing it. They just do it. Which is automatic instinct. Their instincts are their habits." The students show this sort of disruptive behaviors unknowingly. They do not know that their behaviors are disrupting the classroom environment.

As interviewee B says it is an 'automatic instinct', interviewee C also agrees with this reason and says, "They don't have control over their behavior." They do it intuitively. At this point, all three of them-interviewee A, interviewee B and interviewee C-agree that the students cannot judge what-they are doing-is right or wrong. Consequently, they develop disruptive behaviors.

Telling further details about the link between family background and the conduct of the students at school she reflects on the case of a student:

> …also his parents divorced not so long ago. And I think he had very sorrow for this. He is living with father. Very nice father but maybe he misses his mother. He really needs my attention. And in the beginning, he did bad things to have

attention I think…. And, also, he needed attention to be seen and loved.
(Interviewee A)

Sharing the case of a student, she opines that split family situation is also one of the reasons of the disruptive behaviors. The divorce of the parents turns to be cause that they are deprived of parental *care* and *love*. Situation of the family, as mentioned above, may be hindrance to give *care* and *love* and affection despite the fact that the family members try their best. This is how, the kids become attention seeker; and when they do not get it, they become disruptive.

The connection between split family and the misconduct the students in the classroom is very clear in the case of another girl student as well. "She (student's parent) is also there divorced, the parents" (Interviewee A). Thus, the informant A thinks that divorced parents are also one of the reasons of the disruption the students show in the classroom.

The informants think that the children, basically, learn how to behave at home in the first stage. Children do not know what they are doing can hamper others. All three informants agree upon this concept. Furthermore, interviewee A gives more emphasis on the situation of the family that implicitly and explicitly affects the bahaviors of the students in the classroom.

4.4.2. School related reasons

Focusing on the issue of 'being seen and cared' she reflects on a student, who had come to this school and had some disruptive behaviors. "…I think he has been in a very big school and hasn't been seen." When a student feels he or she is disappeared in the crowd of the other students and not seen, focused and cared, there is high chance of students getting disobedient and disruptive. It is often the case in big schools. According to her, there are many reasons students develop disruptive behaviors and transfer from another school and come to this school; but the major reason is "they were not seen" (Interviewee A). These cases confirm the role of *love* and *care* to influence the behaviors of students in the classroom. *Love* and *care* and attention to the students can diminish the disruptive behaviors of the students.

After home when they (students) come to school for learning, they have to stay in the classroom for long time.

> They get easily tired of being in the school because of their behavior to each other
> also. So, in the classroom it can be exhausting…also for the pupils because of all
> the interruption…but also in the social life. (Interviewee A)

Students get monotonous sitting in the class and reading for long time and due to the behaviors of each other. Also, they feel bored and turn to be disruptive in the classroom because of various things in the social life.

If the students feel pressure at the school, that also becomes reasons of problems students have in the classroom. I observed it in the class of teacher A, "The reason of her crying is lots of pressure she feels at school… (as informed by the teacher during the class)." If the students do not feel free, instead feel burden at school, it exerts pressure upon them. Consequently, they can even be emotionally disturbed and class is interrupted.

Interviewee B points out lots of reasons behind the disruptive behaviors of the students. According to him, "There are also some children; they do intentionally for entertainment." Some of the students take the disruptive behavior as a way of making fun in the classroom. Other reasons are related to the emotional aspect of the students, too:

> And some of them are very unstable, emotionally unstable and have some personal problems; for example, hard time concentrating or they have hard time learning from their mistakes. Or they don't think they have good self-image. Or they don't think they are smart. Lot of…to get attention from the girls and show-off the other boys…some children have real, real learning problems…if they want to go along then they don't learn enough and they keep same stupid behavior.

Different students have different reasons behind having disruptive behaviors. Some of them are emotionally restless. They cannot concentrate on their study; neither do they learn anything from their past mistakes. Some think that they possess bad image among the friends and become disruptive. Some of them think that they are not smart in comparison to their friends; and this humiliation makes them help disruptive. Similarly, some boy students try to influence the girls through show-off and some of the boys try to show their heroic personality, which turn to be problematic and costly to the teachers in order to maintain order in the classroom. But some students have critical learning problems; and if they do not want to change it voluntarily, they do not give up their problematic behaviors.

The interviewee C has experienced that if the students feel the lesson very hard to understand, they create problems. She says, "It is the tough or the lesson is too difficult." They do not understand the lesson; and they are distracted from it and do something else, which they feel more infatuating. In order to focus more on this reason, she restates, "And when I observe students doing somethings else or I have the impression that they don't understand or they are

not quiet because something else is more interesting." According to the interviewee C, this is one of the reasons for disruptive behavior.

In order to give more focus on this issue she (Interviewee C) reiterates this issue later in the interview again and says, "And of course, subjects or the teachers are very important." The subject is understandable or not? Likewise, the teacher's role, as they are presenter, is also crucial for this.

Finally, she confirms that whenever the students are not clear on the lessons, they turn to be disruptive,

> Researcher: When they are mess with their study, they might be disruptive in the classroom?
> Informant: Yes, yes (Interviewee C).

Thus, she is very clear that unclear and uninteresting lesson is one of the main causes of disruptive behaviors in the classroom.

While inquiring the interviewee C about the reasons of disruptive behaviors, being very specific, she says the reasons might be connected to the small events on that particular day, too:

> It depends on the students' behavior this special day or the special lesson. And of course, their behavior is not only depending from how they slept the night before; how they have woken; they have experienced at home before they left. Maybe they were fighting with the parents. Maybe they didn't eat breakfast. Maybe they missed the bus.

The nature of the disruptive behaviors the students show is not always the same. Every day they might be different. So are the reasons behind them. Their misbehaviors might have been caused due to unsound sleeping and untimely waking up. Likewise, having row with the parents, not eating breakfast, missing the bus to school and so on.

Giving stress upon the exploration of the reasons behind the disruptive behaviors of the students and its interconnection with the teacher-student relationship she says:

> …that is important that the teacher tries to find out because if he or she doesn't understand and find out, the teacher doesn't understand what is going on with pupils, tries to force them, it will be negative for the relationship between the teachers and the students. (Interviewee C)

It is very significant to figure out the reasons why students are not complying with the teacher and disrupting the class. If the teacher does not find out what is going on with the students, there is high possibility that the teacher forces the students for what they are reluctant to. As a result, the relationship between the teacher and the students might turn to be cold. Thus, there is interconnection between the teacher-student relationship and the exploration of the reasons of disruptive behaviors of the students and the teachers' attempts against such disruption.

Basically, a child has to learn right way of behaving with others at home. When they do not learn this at home, their misbehavior is reflected at school, too. The family situation is also responsible to cause the disruptive behaviors of the students. If they have split family, they can be deprived of parental love and affection. Therefore, they misbehave in the classroom in order to seek attention of the teacher and others or to be seen by others. Some of the reasons are related to school and school environment which are unavoidable. Students are bored of being in the classroom for long time and show misconduct. Inability to learn the lesson or tough lesson is also one main reason of disruption. In this age, the way the students maintain relationship among the class-mates also has key role to influence their behaviors. The teacher needs to personally know what is going on with each single student because every individual student might have different reasons for such behaviors on different days. It helps the teachers maintain balanced relationship with students. So, it is explicitly pertaining to the teacher's relationship with students, which plays vital role for the healthy and conducive learning environment in the classroom. In the next chapter, I have presented about the interplay between love and authority, the teacher has over the students.

4.4. *Loved-authority*

In this sub-chapter I have presented and analysed the perception of the informants about the inter connection between love and authority; and how they use it for maintaining order in the classroom. In this course, the informants have different understandings about its use. Although it is a general phenomenon among the teachers and the students, the way the teachers maintain balance between love and authority consciously is very interesting.

While talking about the love and relationship with the students, the interviewee A opines that she loves the students very much although they are not her children, either. This love has played great role in her teaching. It helps even find the reasons behind the disruptive

behaviors of the students. Finally, it contributes for better teaching and learning with orderly environment. Her love towards the students is reflected on her opinion about her *care* for them. The students' misconduct and disruptive behaviors can be corrected easily with *love* and *care*.

But the interviewee B has different experience about loving and making the students feel that they are loved and cared. Giving the example of some particular boys he says that they do not have respect for adults three times throughout the interview. But it does not mean that he does not have loving relationship with the students in general. He is also sincere whether the students feel they are loved or not. According to him, despite the fact that they like the teachers or not, it is inevitable the teachers have to assure the students that they are liked by the teachers.

But the important concern is dealing with the disruptive students only with love may not always solve the problem. For teachers, it is necessary to be authoritative, too. The teachers possess this authority in order to maintain order in the classroom. The informants point out the necessity of being authoritative for smooth running of the classroom. Justifying the necessity of an authoritative teacher interviewee B says, "…they need somebody who's holding the thread of the learning process." They are not completely independent. They need teacher's guidance and sometimes authoritative guidance, too. The students need the guidance of the teacher in the learning process because they cannot always maintain the coherence in this regard. And if the teacher is not authoritative, the students might not obey the teachers' guidance.

In order to support this view, interviewee B gives further justification and says, "You have to be authoritative in a positive way and give them good things to do. Otherwise, nothing is going to happen." He advocates for having such authority over the students that works for the betterment of the students. It is good to have authority for the betterment of the students.

Sharing her experience, interviewee A confirms the same concept of being authoritative and says, "So, sometimes I will raise my voice. And I will be harder to them. And…very strict, yeah, strict." She speaks loud and clear to command the students. Her loud and strict expression helps her maintain her authority upon the students.

She can be authoritative because she is matured and senior to the students. "Even if I don't know them, I can…because I am the teacher; and I am a grown-up person. I can go to them;

and I can tell them…" Although she does not know the students personally, she can approach the students and tell them what they are supposed to do and what not to. She can impose soft order to the students.

The experience of the interviewee C confirms the views of other informants regarding the use of teacher's authority. She thinks, "They need that the teacher is the guide… Sometimes, the teacher has to force to do what the teacher wants because the teacher's the leader." The teacher is a leader in the classroom. He or she can force the students about what to do and what not to. But their role should be like that of a guide's. They have to go along with the students in both easy and tough times because "teacher is responsible for the learning process and guiding along the learning process" (Interviewee C).

Although all the informants agree upon the basic use of authority to maintain orderly environment in the classroom and guide the students in the process of learning, there are some implicit or explicit strategical variations among them. In the name of being authoritative, interviewee A does not impose any thing to them explicitly. She says, "…I cannot force them. I know I cannot force them. But I try to tell them it is important to work." She is clear that though she cannot force the students for doing anything; however, she admits that she can implicitly make the students do the intended works.

Her practice of authority is reflected even on the classroom management, which she uses for ensuring that the students do not make disruption in the class. She says:

> The thing about the desk is…that's a tool. That's one of my tools to put them where I want them. Where I have to control. Where they are not together and not talking too much and not disrupting too much. And also, this is my privilege to change them. I can say 'now you can change the desk. Then I think I have power. That's one way of showing power. Also, yesterday when Kate (name changed) coming, she wanted to sing in the class…. I could easily say, yes, yes, ok. But I wanted to show I am in-charge; I am the one deciding here…. I wanted them to work and be silent…. They want to know that I am in-charge that I have power to make them silent…. Can she manage...to keep the class in order and teach me anything? (Interviewee A)

The authority helps manage the classroom. It is one of the tools for the classroom management. Through this tool, she can control the class. The talkative students may sit together and interrupt the class very often. Ordering the students to change the bench they sit, when they talk more, is one way to show power or authority to them. She does so in order to let them know that she is authorized to have control over the class. In the beginning of the

class, the students also want to test the teachers whether they can control the class or not; whether they can maintain order and teach them in the classroom. Thus, she justifies the need to be authoritative in front of the students.

Despite the fact that all the informants reflect on the way of showing *love* and *care* and being authoritative using different terminologies, they have common opinion about maintaining the balance between them: love and authority. Interviewee B agrees with my guided question in this matter when I asked:

> Researcher: …you establish close relation being liberal and go back little bit and be authoritative. Am I right?
>
> Informant: Yeah, yeah.

According to situation, he becomes close to students showing love and being liberal and authoritative maintaining distance with them. And it is a continuous process. Interviewee A also expresses her agreement with this idea of having balance in being loving and authoritative saying, "So, it is a balance between being nice, friendly and strict." Also, she agrees to define this interplay between love and authority as *loved-authority* of teacher over the students. She agrees on my view as I asked this question.

> Researcher: I remember one phrase, *loved-authority*. So, finally you came to the same point?
>
> Informant: Yes. Good (Interviewee A).

According to her, it is good if the teacher is a *loved-authority* in the classroom. She has to be authoritative in the classroom but she need to have love for them in her heart. And most importantly it is necessary that the students realize the teacher loves them. The informants create such authority that the students have less chances of getting disruptive in the classroom and outside and obey what the informants tell them. The view of the interviewee A: the teachers cannot force the students in an explicit way to do anything being authority is a meeting point with the view of the interviewee B about the 'use of authority in a positive way'. Interviewee C is also not so far from the point of interviewee A and B; however, she says that the role of the teacher is like that of a leader, who just leads the students without imposing anything in the learning process. The students accept their authority if they exercise it through love, leadership as well as their seniority. In a nut shell, the teachers' *loved-authority* is needed to maintain order in the classroom; and eventually it helps create conducive environment as the students gets a thread of guidance to be guided in the learning

process. In the next sub-chapter I have presented the perception of the teacher about on-task activities of the students.

4.4 On-task

In this sub-chapter I have presented the perceptions of the informants about making the students engaged in the activities pertaining to the study or some creative works in the classroom and what I noticed during the class observation. They use it for preventing the possible disruption the students may cause as well as intervening the on-going disruption in the class. So, it is a strategic tool for the classroom teaching.

While asking about the way of dealing with disruptive students, interviewee B says that he uses 'issuance of assignment' as a strategic method:

> One method is to have them do a lot of writing in the lesson. Answer-questions in writing about the lesson. So, everyone is busy in the classroom. And then they don't understand the other pupils as much; but one boy, two boys have learnt a lot when they thought because when I made them work in the lesson read, write, and answer questions.

One of the methods he often uses to intervene the disruptive behaviors of the students in the classroom is to make them write a lot about the lesson taught. He makes them write the answer of the questions he gives them about the lesson. Therefore, all the students remain engaged in the study instead of creating disruption. If they do not pay attention, they do not understand lesson. It is loss for them; they realize it. As a result, they are motivated in the study. It has double benefits. First, they understand the lesson. Second, they do not disrupt the smooth running of the class that ensures that everyone is learning in the class. One or two boy students have made good progress due to this approach.

Informant B has developed it as a way of teaching. He says, "I teach in the way the children have to do a lot of work themselves. Rather than standing, teaching or explaining things, I have them learn through doing things in English." He uses student-centred teaching method, so that, he can make them engaged in their task. He prefers student-centred method to teacher-centred method. He gets them to learn through various activities. Students learn by doing various activities in the classroom.

Explaining the way of executing on-task, he says:

> I give them assignment and I go around and see how well they do. 'And when you are done, you show me and you can go out.' So, everybody has to show me what they have done. And if they have one mistake, I say, 'Ok, there is a mistake in sentence five.' But I don't tell what the mistake is. I say, 'Go back and figure out itself.' Because they have to learn from their own mistakes in English in tenth grade level. They need to correct their English themselves. So, I confirm what they know and what don't know. (Interviewee B)

When he assigns classwork to the students, he goes around to check whether they are doing it properly or not and tells them to submit him after completing it. If he finds any mistake in their assignment, he just says that there is mistake but not what and where the mistake is. Consequently, that student again remains busy in his or her work to find out that mistake. According to him, the students are supposed to learn from their mistakes by themselves in this level. This way helps them a lot improve their English. Thus, this way of making them realize their mistakes draws them to be silent, attentive and laborious in study.

As the answer of my question about way of classroom management to maintain conducive environment, he says:

> That's the most important thing you do as a teacher to manage the classroom, so that, everybody can learn…. In Norway, you have twenty kids in a classroom. And if 4/5 are disturbed or are not normal and they have special need. You have to manage the classroom, so that, everybody is learning. And you have to give assignments where everybody can learn. (Interviewee B)

According to him, classroom management is an important part of teacher's job. There is system of having twenty students in a classroom in Norway. Four or five out of them might be disruptive or special in an inclusive classroom. However, it is the teacher's duty to manage the class to ensure the learning of every students. And assigning them some works really helps manage the class and assures that everybody is learning in the classroom. Therefore, he indicates the necessity of developing new methods for this and says, "And the goal is to develop methods and techniques to make sure everybody is learning what they need to learn and those, who disrupt the lessons do not take over and disturb too much or too often."

I explicitly noticed execution of this technique even during the class observation while he was teaching. Whenever he tries to pull the students on to the study, the students would stop making noise if there was any. "There is a little noise in the class; but as the teacher starts lesson, the students get settled and become silent and attentive" (From the notes taken during the class observation of interviewee B). Though there are some students making noise when

the teacher starts the teaching-learning activities, they become sincere and listen to the teacher and do what he says to them to.

After some time the teacher gives some class-works to the students. "A class-work is assigned which was about some grammar practice. Almost all of them actively participate in it" (From the notes taken during the class observation of interviewee B). It is clear that whenever the students are made busy in the teaching-learning activities, particularly engaging them in some assignments, they do not get chance to interrupt the class; they are engaged in something creative rather than disruptive behaviors.

He uses this technique even to intervene the students who disrupt the class. "One boy, who often writes on the wall, is specially marked by the teacher. The teacher often asks him various questions" (From the notes taken during the class observation of interviewee B). If the students do not pay attention to the lecture, he asks various lesson related questions to them.

This repeatedly occurs in the class. "One of them blows whistle even during the lecture of the teacher. In order to intervene to him, the teacher asks him the page number of the lesson in the textbook he has been teaching" (From the notes taken during the class observation of interviewee B).

If there is no precise question to ask the students but the teacher really needs one to stop the mischievous activities, he asks them even the page number of the textbook, so that, they cannot go beyond the lesson he has been teaching.

Assigning group work in the classroom makes the class livelier.

> There is a question-answer session for some time; that makes the students sincerer. Then he assigns group works to them. As the teacher continues the lesson this way; eventually, the class come under his control. The group works make them busy in the learning process. (From the notes taken during the class observation of interviewee B)

The teacher asks questions to the students turn by turn; and the students are expected to answer them. Then the teacher gives some classwork dividing the class into some small groups. At this time, the class become completely silent and busy in the learning. So, the technique of making the students busy in the learning by giving some works seems very effective during the class observation, too. In overall, according to the perception of the interviewee B, that he expresses in his interview, engaging the students in the lesson related activities are very important for effective learning. He frequently executes this as a method in

his classroom teaching. On the one hand, it is useful to prevent possible disruption. On the other hand, it helps intervene the on-going noise or mess in the class.

This method is also seen in the class of the interviewee A during the observation although she mentions nothing about engaging the students in the classroom activities during her interview. My notes about her class goes like this, "As they are assigned something, there is pin-drop silence in the classroom." When she assigns writing work, all of them are busy doing it and there is complete silence in the class.

Orally asking the students from the text also does the same as the writing. "She asks the restless boy, who sits on the last bench, something from the text; consequently, he becomes attentive to the study and to what the teacher says" (Extracted from the notes taken during the class observation of interviewee A).

In fact, it has some qualities for the preventive and corrective measures of the disruptive behaviors of the students in the classroom. Although the interviewee A mentions nothing during the interview about the use of on-task as a method or as a measure against classroom disruption, I noticed her using it.

Also, the interviewee C mentioned nothing about drawing the students onto engaging them in the class assignments during the interview. Neither, was there anything to observe about this during the class observation, which class she was present in because she was an assistant teacher in the classroom, whose role was to help the main teacher maintain order there, diminishing the disruption. Her focus was particularly the students who used to disturb the class. However, from the reflections of the informants it is rational to conclude that they often use on-task as a method against the classroom disruptions caused by the students.

Till now I presented human factors related to disruptive behaviors of the students and teachers' response and perception on them. In the coming sub-chapter I have presented experience and perception of the teachers about student behaviors in connection with the physical environment of the classroom and their strategies pertaining to it under the title, classroom ecology.

4.5 Classroom ecology

I have presented and analysed the student behavior in relation to the physical environment of the classroom they study in this sub-chapter. Physical environment in the classroom also affects the behaviors of the students; and their behaviors are followed by the reaction of the teachers. The informants express their views in their interviews. During the interview and the class observation, I found many examples the teachers giving focus on this aspect of the classroom implicitly and explicitly. Interviewee C, illuminating the importance of classroom environment, says:

> Well, I look for temperature. It should not be too warm. Of course, not too cold. But not too warm because pupils get sleepy when it is too warm…. I have never talked to my colleagues about this. I just feel this is important. Temperature, then the fresh air. So, I open the windows.

She is conscious about the temperature of the classroom. If it is hot inside the classroom, the students feel sleepy; it is not good to be very cold, either. If she feels that it is hot and there is lack of fresh air inside the classroom, she opens the windows, so that, the room can be cool and fresh air can circulate. Although she never discusses about this matter with her colleagues, she thinks that this is important for the management of the disruption in the classroom.

But it may not always help for the refreshment of the students. That is why, she emphasizes:

> I usually insist on getting the students out when the lesson is over. They have to move, stand up and go out because I think the most important thing is just not my need to finish but I think it is important that they move because it's not good for concentration to be, to sit and sit and just day sitting. That's too much. (Interviewee C)

She wants to take the students out when the lesson is over because the students get monotonous sitting for a long time on the same chair. So, they need to move, go out for some time, so that, they can get refreshed. Main concern of the teacher should not only the completion of the lesson but also the movement and refreshment of the students. It plays vital role for the concentration of the students on the study. And if the students cannot concentrate on the study, it might cause the disruption in the classroom.

I observed her opening the windows in the middle of the class. My notes say, "She opens the windows after feeling the temperature of the room" (Taken from my notes during the class observation, where interviewee C was an assistant teacher). When she feels that it is hot

inside the classroom, she goes up to the windows and opens them, so that, fresh and cool air comes in and makes the room fresh. However, there were no explicit and visible effects of the opening of the windows on the students. But I cannot negate the long-term effect of it on the students. Likewise, opening the windows without consulting the students is also matter of consideration. However, releasing the stuffiness of the room, where 20-25 persons are present may have positive impact on the student behaviors.

The infrastructure of the classroom and the open space are also the matter I noticed, which might affect the behaviors of the students. During the class observation, I found enough space at the back and in the front of the classroom. The description of the classroom in the notes says, "A chair, one meter back from the last bench of the classroom" (Taken from the notes from the class observation of interviewee A). It makes clear that there is enough space even behind the last bench. This space has made the movement of the students easy when necessary.

The provision of the shelves to keep extra books of the students on one side of the classroom has made the settlement of the students' stuff on their benches easier. "Students also ask for the permission to go to the shelf to fetch their books" (Taken from the class observation notes in the class of interviewee B). The students do not need to put all the books and other stationeries only on their tables. All the materials may not be necessary for that particular period. This might be messy and might cause problem for the students to get settle in the classroom. As a result, the teacher has to apply various methods to address them. The size of the classroom is spacious enough for them in comparison to the student number. It prevents the possible problems caused by congestion in the classroom. Big windows can make the classroom airy enough when necessary. Thus, the properly maintained classroom ecology has a significant role for the smooth running of the class, diminishing the disruptions.

The interviewee C is much more concerned about the classroom ecology in comparison to other informants during their interviews. However, the structure of the classroom seems appropriate from the ecological point-of-view.

The informants apply various methods and strategies to prevent the possible disruptions the students might cause in the classroom. However, the teachers cannot completely prevent such bahaviors. Thus, this scenario compels the teachers to think also about the remedial measures of the disruptive bahaviors of the students.

In a nutshell, I found from the data that students show various kinds of disruptive behaviors, ranging from minor to critical, in the classroom because of the home-related and school-related reasons. Some of them become disruptive intuitively. Among the measures the informants use against the disruptive behaviors are from preventive measures to corrective measures. Preventive measures appear to be more effective because such measures save the students and the teachers from the possible loss of the valuable time and comfort. All the informants have common understanding about the teacher-student relationship, which plays key role against the student disruption in the classroom. The teachers assure the students that they realize their teachers like and care for them in order to strengthen the relationship. Another important factor explicitly related to the disruption of the students is, whether the teachers know the reasons behind the student disruption. Every individual might have different reasons for showing disruptive behaviors in the classroom. Until the informants know the students' reasons for such behaviors in the class, they cannot address them promptly because some reasons are related to family and some related to school. Sometimes, conscious overlooking of the students' disruption might develop familiarity between the teacher and the students resulting resolution of disruption in the class. Likewise, on-task approach is also effective in preventing and intervening the disruption, at the same time, in the class; and the Interviewee B often uses it and strongly supports for its use in the classroom. But the interviewee A gives more focus on the loving and caring and personal familiarity with the students to handle the disruptive students. And the interviewee C's distinct view, above other commonalities, is about the classroom-ecology in relation to the student behaviors in the classroom. According to her, it plays vital role to prevent the disruption in the classroom. In the next chapter I have discussed about the above-presented and analysed data with the literature reviewed in the previous chapter.

5.   Discussion

This chapter consists of discussion of reviewed literature and findings. This research study focuses on the experience and perception of the Waldorf teachers about classroom disruption. I have discussed challenges and various facets of teachers' experience about student disruptive behaviors during the classroom teaching. Among them I have focused on the positive and appropriate prevention and intervention approaches against such disruption. Thematic interpretation of the teacher perceptions in the secondary level Waldorf school is the main contribution of this research study.

Teachers face more or less disruptive behaviors of the students in every classroom irrespective of culture, region, times and socio-economic background. Disruption can occur even in the group of very good students. The perception of teachers about such disruption and the measure they apply against it is mostly relational between the teacher and the students. Therefore, it is crucial that the teacher knows every single student. In the relationship between the teacher and the student *love, respect* and *care* are important elements. Likewise, it is appropriate to know the root cause of disruptive behaviors of the students. *Loved-authority* of the teacher plays important role to make the students comply with the teachers. On-task orientation and classroom ecology are key factors for the prevention and intervention of classroom disruption. These concepts are in detail under the following conceptual sub-headings: (a) knowing the students, (b) caring for students, (c) respect and love, (d) *loved-authority*, (e) on-task and (f) ecology of the classroom.

5.1. Knowing the students

Knowing the students by teacher is the first step of teacher-student relationship. It might take some time to know the behavior and temperament of each individual student. Though the informant C thinks it is hard job to maintain good relation with the students, she gives higher priority to it.

Informant A experiences that her relationship with the students is the only tool as the measure against the disruptive behaviors of the students in the classroom. This finding confirms the research report of Midthassel (2006) who recommends 'to have confidence' on the students and develop 'positive contact' with them. Having confidence and developing positive contact with the student form close and trust-worthy relationship between the teacher and the students

which can work as instrument for maintaining order in the classroom. The activities of the informants (teachers) are relevant to be discussed because they help develop positive contact with the students. According to interviewee A, she visibly works with (for) the students; and she cares for them. So, she knows them and deepens her contact with them. As she has good contact with the students, she knows who accept patting and other ways of expression of *love* and *care*. Therefore, she does the same when the students are in trouble and need to be corrected. She is successful in this approach to handle the students when they are in trouble. For the positive contact with the students, interviewee B's view is: teachers have to go in detail of the learning process of every individual student. They have to follow up and monitor how their progress is. They have to get involved with the children in their whole learning process. From this the students feel that the teachers are really working for them. Also, they need to let the students know about their own progress. On the one hand, it helps the teachers to establish positive contact with the students. On the other hand, students also realize that they have positive contact with the students as they clearly see teachers' *care* to them and get motivated in the study.

Interviewee A reiterates the importance of knowing each other. She knows the students and so do the students to her as she has been teaching them for years. And because of knowing the students personally it is quite easy for her to handle the students in case of occurrence of disruptive behaviors in the class. According to interviewee B, this knowing deepens in the teaching-learning process; as a result, the teachers know the learning process of the students and see how they are doing and follow up this process. This knowing is reciprocal. Interviewee B believes that the students also need to know the teachers. The teachers know what they do and how they are doing. Ullrich (2008) confirms this finding that in the context of Waldorf school or pedagogy, the system of class teacher or class guardian helps the teacher and the students know each other closely. As interviewee A says mutually knowing each other helps develop a kind of understanding to each other. Woods et al. (2005) agrees with this finding reporting that a kind of community is formed among the teacher and students on the basis of mutual help. For the formation of such community knowing each other is a corner-stone. Steiner (1995a) also confirms that the teacher needs know the individuality or individual characteristic of the students. If the teacher does not know them individually, they might turn disruptive in the classroom. Therefore, until the teacher knows the temperament of the students, it is difficult to treat them according to their needs. If the teachers know the

students individually, they might know the reasons behind the disruptive behaviors of the students as Manly et al. (2001, as cited Al-Qaisy & Turki, 2011) said. According to them, the human behavior is caused by something. It helps the teacher reach the root-causes of the problems. It shows the best way how to apply intervention methods (Dodge, 2011). And Thompson (2010) also confirms that it is necessary to have knowledge about such behaviors of the students in order to ensure the quality of education.

Knowing is a key element of the teacher-student relationship. When they know each other, the bond of the relationship becomes stronger. Knowing is highly appreciated in the context of Waldorf school or pedagogy. And it becomes a strong foundation for the prevention and intervention of the disruptive behaviors of the students in the classroom. Knowing each other in the community of teacher and students lays foundation for *care* that a teacher does towards the students.

5.2. *Care* for students

Caring for the students by a teacher is a significant aspect of teacher-student relationship. As interviewee A and B care for the students, they care for whether the students are doing good in studies or not, their health condition and their overall behaviors. Interviewee B's *care* is more focused on the students' academic aspects, obedience and other mischievous activities. But interviewee A's *care* is more focused on the love and emotional aspects of the students. She pin-points how disruptive students are deprived of *love* and *care* at home and school and interpret it as reasons of disruption. Further, interviewee A gives more focus and says that she has a caring relationship with the students and this caring relationship works as tool against classroom disruption as Woods et al. (2005) says *care* substitutes the discipline. The class observation notes also justify the *care* the interviewee A shows during her interview. Ozben (2010) also confirms this finding and says the teachers need to care for the students; and, also, students need to realize that the teacher cares for them.

Noddings (2013) also confirms that there exist '*care*' in the relationship. Relationship is formed because of caring. There are some actions when the caregiver cares somebody. But the action may not be always visible. The teacher A soothes a crying girl student in the classroom patting on her arm and back; and it is visible action of caring. But the teacher B cares more about the academic progress of the students. However, both of them care the

students. The action of the teacher A is clearly visible for all in the classroom. But the caring action of the teacher B might not be visible; however, he is concerned about the academic and behavioral needs of the student during their problematic situation. During the conscious ignoring when a student was putting on her clothes, teacher A cares the student mischievous activities but she does nothing apparently. In this case, the caring actions are not visible. Noddings (2013) says the behavior of the teachers is also changed because of the problematic situation they face. The teacher B expresses his distress to the students who are disruptive and do not respect the teachers. He ignores such student and poses counter-question "…what can we do?" during the interview.

As the students have fun disturbingly, the teacher B is distressed. Noddings (2013) says this is a situation that a teacher feels overwhelmed due to his or her extra responsibilities towards the students and might stop to care the students. The findings in my research confirms this because when the teacher B feels some students are overtly disturbing he ignores them and focus on the students, who are sincere in their studies and obedient to the teacher. A last bencher-student, all of sudden, bangs on the desk producing disturbing sound but the teacher does not care him. Similarly, artificial coughing of a boy student distracts others from the study but the teacher B pays no attention. It means he does not care (ignores) them.

But I found out from a narrative of interviewee A that this strategy of ignoring the mischievous activities can amazingly give positive result, too. According to her, a student used to put on her coat and others clothes like gloves and muffler and sit on his bench, while she was teaching, which could provoke laughter and chaos in the classroom. But she did not say anything to that boy. She simply kept on teaching; and other students also did not make any noise as the teacher did not respond to it. This behavior was continued for some months. As a teacher, she ignored it. She did not scold the student though she did not like the body-smell of that student in her clothes. However, her ignoring this student was not completely being oblivious towards to him. She was consciously ignoring his mischievous activities. And this conscious-ignoring made the teacher and the student known (familiar) to each other. They built a close relationship between them. They accepted each other. This acceptance helped make the student obedient. He started listening to the teacher and did the assigned works. This narrative shows that slow and steady relationship building to bring the student back on track could be more appropriate than hard and fast reaction or execution of intervention strategy of the disruptive behaviors of the student. MacLeod et al. (2003) confirms this finding and says a

'trusting relationship' between the teacher and the students is necessary for the intervention of such disruptive behaviors.

Further, the interviewee A says the students try to test the teacher. So, they deliberately do some disruptive activities in front of the teacher in the classroom. They want to test whether the teacher likes them or not. Their experience of the teacher's *care* might be different for each student. It is important that the students feel that they are liked, loved and cared for. As a teacher, it is her responsibility to assure them that she likes and cares them. Lake (2004) confirms this finding and says that the experience of the children about the world changes due to various reasons like popular culture, media and games; and so is their understanding about how the teachers treat them.

The comparison between the understandings of these two informants in terms of *care-ethics* leads to different results. The informant A has established trusting relationship with the student, who used to put on her clothes while listening to her lecture. Later on, the student no more put her clothes on. Rather he turned to be obedient student in her class. But in the case of teacher B, the case of disrespectful students caused the frustration to him. He expresses his disappointment and frustration to the situation. As Noddings' *care* is reciprocal in terms of relationship, the frustration of the teacher B might have been caused due the disobedience and disrespect of the students to the adults (teachers). Thus, I conclude that the *care-ethics* is operational more effectively to bring about positive changes in the behaviors of the student in the case of teacher A.

To sum up, *care* is an important aspect of the relationship. It is more important in the teacher-student relationship because the teacher need to care the academic progress of the students which is associated with overall caring of the students. *Care* is reflected in the behavior of the one who cares. But sometimes, it may not be seen in the behaviors of them. However, the teacher always cares the students' academic and other progress. The teacher might ignore some disruption of the students; but it is a conscious-ignoring of the disruption which can work against such behavior. The conscious-ignoring helps make them familiar with each other and form close relationship. Finally, this caring relationship solves the problem of disruption to a greater extent, substituting the discipline.

5.3. Respect and love

Interviewee A reflects that she loves her students. She often urges about her love to maintain positive relationship with the students. Her facial expression and her use of the term *really* many times during the interview make this aspect very clear. She says the students are not her own children; however, she makes it clear that she really loves them. She agrees that she has motherly love to the students. This finding confirms what Rudolf Steiner says in his lecture about the need of teachers' *love* towards the students. Steiner (1995b) says there needs to be humanly love between the teacher and the students; and it is constituted on the basis of *trust* and *care*. Likewise, Ullrich (2008) calls the love between the teacher and the students as 'pedagogical love'. But both of them agree upon the perception of the informant A about the love she expresses towards the students.

The informant B's experience is that some of the students are disruptive in every class; they do not respect the teachers. Particularly, the ones, who do not have respect to the teachers, are disruptive in the classroom. They tend to have fun disruptively in the class. This reflection of interviewee B confirms the concepts of Slavin (1997) and Ozben (2010).

According to Slavin (1997) and Ozben (2010), there is no full-proof modality for the classroom management. Neither a classroom with no trace of disruption, can be considered as perfectly managed classroom. This concept may raise a controversy because it can arouse a question that if no classroom can be perfectly managed, why should the teachers try to better manage the classroom? Although the informants' views confirm that they have some disruptive students in each class; and they, to some extent, ignore their disruptive behaviors, they do not completely ignore it. Reflections of informant A and informant B make it clear that they consciously ignore such behaviors. They do it as a strategy. So, it is a conscious ignoring. And they are amazingly successful to apply this approach in the classroom. There is great link between these troublesome or disruptive students and the teaching approaches and strategies the teachers apply in the classroom. They need to change and adjust it according to the situation of the disruption in the classroom. The opinion of the interviewee B is: the teachers need to have a goal that every student is properly learning in the classroom and the disruptive students cannot take over the control of the classroom with the mischievous behaviors. Ozben (2010) confirms this concept of finding out new methods according to changing condition of the world. This is how, the troublemakers have a role for the discovery

of new and effective methods and approaches for the classroom teaching. It justifies a common saying that: "the smooth sea never made skilled sailors".

He (interviewee B) gives more stress on the disrespect some of the student show towards the teachers. According to him, there is close link between students' respect to the teacher and the disruption they show in the classroom. This finding raises further queries with reference of Ozben (2010), who says that the teacher has to respect each individual student in order to prevent the misbehaviors of the student. And during the intervention also the students need to feel that they are cared for by the teacher. This issue has raised a question that if the teacher respects his or her students why do not the students respect the teacher? Instead they turn to be disruptive in the classroom? It apparently indicates the need of further analysis of the teacher-student relationship in terms of relationship between them in association with respect among them. Teacher has to be conscious whether the students respect each other or not. This relation seems triangular among the teacher and the students as Gest et al. (2014) say that teacher can manage the behaviors and other academic aspects of the students in the classroom if he or she can understand the relationship among the students. But in fact, it is between teacher and students because it deals the respect among the students only from the point of view of the teacher. Therefore, the teacher-student relationship in terms of respect is worth discussing with what Rudolf Steiner says.

Steiner (1996a) says that a student respects his or her teacher with 'religious veneration'. Students respect, love and trust the teachers. Teachers love and care the students. Thus, their relationship expands on the foundation of *love*, *care* and *trust*. As teacher has *love* and *care* towards the students, the students have trust upon the teacher. In different age group the students have different things that more dominantly make them accept the authority of the teachers. Till the age of seven the ruling principle of the teacher is 'imitation'. From seven to fourteen teacher's authority is accepted due to trust, attitude of love and respect. Then after, as the students grow, they want to be more assured on the natural authority of the teachers through the justification of authority upon them. This relationship becomes a tool for managing the classroom disruption. They use it for the prevention and intervention of disruptive behaviors.

Therefore, it is clear that the teachers need to respect each individual student and be conscious about whether the students respect each other or not. They need to love and care the students

in a visible way, so that, their *love* and *care* develops a positive relationship among them which is acceptable to both of them. At the same time, students' trust, respect and love to the teacher makes the students loyal to the teachers. This loyalty to the teachers plays significant role for the prevention and intervention of disruptive behaviors in the classroom.

In the course of having such relationship with the students, Interviewee B illuminates on the significance of the dynamic relationship. He says that the relationship is not constant; the teacher consciously needs be back and forth in this relationship. The teacher needs to work in such a way with the students that they realize teachers' devotion for the betterment of students. Besides, the teacher, sometimes, should be very close to the students; and sometimes, stay back from them, maintaining distance. This shift in the relationship makes them independent and work on their own. He elaborates these two different situations of the teacher-student relationship as sympathy and antipathy. When, as a teacher, he becomes close to the students, he is sympathetic to them and find out what their real problem is. Then he wins the trust of the students. But the students do not want always to be closely monitored by the teacher. Then he stays back letting the students learn by themselves from their mistakes. According to him, it is antipathy. But this antipathy does not mean that he does not like the students. It is a conscious gap he maintains between them. Because the students in the teen-age learn a lot by themselves. A kind of balance is in the relationship between the teacher and the students is clearly visible in the opinion of the interviewee B. This balanced relationship consciously maintained by the teacher is crucial for knowing the students and caring and treating them according to their personal behavior. It helps them manage the classroom when problematic behaviors erupt. It makes the strategic approach against disruption more effective and long-lasting. This finding confirms Mathisen (2015), which builds upon the concept of Rudolf Steiner. This concept of balance in the relationship is reflected in the opinion of another informant, too.

Interviewee A says that she loves the students very much although they are not her children. She feels that this *love* has a positive role in her teaching. It helps her find the reasons behind the disruptive behaviors of the students (if any). Finally, it helps her deal with such disruptive students in the classroom because she knows the root cause of them; and prevention and intervention also becomes easier. Informant A also expresses her agreement with the informant B that it is necessary to maintain a balance in the relationship between the teacher and the students. Sometimes, the teacher has to be nice and friendly; and sometimes, strict to

the students. Interviewee C's opinion about the role of teacher in the classroom as both guide and leader also indicates this dynamic relationship between the teacher and students. Mathisen (2015) illuminates that Rudolf Steiner refers this type of balance in the relation as rhythmical relationship between the teacher and the students. It can be compared with speaking and listening, waking up and falling asleep. And such teacher-student relationship helps maintain conducive environment in the classroom. Steiner (1996b) also confirms this finding and says that there are two different poles in the relationship. They always interact with each other. In the teacher-student relationship, the teacher has to rhythmically maintain it.

To sum up, the respect between each other is very important in the teacher-student relationship. The teacher needs to respect each student and has to know whether the students respect each other or not. In return, the students also have reverence, *love* and *trust* to the teachers. Furthermore, the teacher has to consciously maintain balance between being good and strict to the students in such relationship. Because, on the one hand, the balanced relationship lets the students be creative and independent in the learning process. On the other hand, it lets the teachers promptly and easily maintain order, diminishing the disruptive behaviors, in the classroom.

All the informants (informant A, B and C) express their opinion that just love towards students may not always solve the classroom disruption. It has laid a strong foundation for the use of authority against classroom disruption by the teachers. The up-coming sub-chapter deals about use of authority in the classroom.

5.4. *Loved-authority*

It is a general phenomenon that a teacher has authority upon the students in the classroom he or she teaches. The above-mentioned findings justify that there is *love* of the teacher towards the students, too. So, the execution of loving authority is an interesting part of this discussion.

All three interviewees (A, B and C) have a common understanding that they have loving relationship with the students. Class observation notes also confirm that they are sincere about how the students feel about teachers' treatment to them. But none of them negate the opinion that the students need somewhat authoritative personality as a teacher for maintaining conducive environment in the classroom. Informant B points out the need of 'authoritative

guidance' to the students. According to him, students need teacher's hold in the learning process. They cannot be completely independent. They cannot maintain coherence in the learning process on their own. He says the teacher has to be 'authoritative in a positive way'. He indicates to the appropriate use of the authority for the betterment of the students; otherwise nothing positive happens in the learning process in the classroom. He has given more importance to the teachers' authority because according to him, fruitful learning is not possible without it.

Informant A says even if she does not know the students personally, she can approach the student and tell him or her what he or she is supposed to do because of her maturity and seniority. She can even impose soft order to them. But at the same time, she says she cannot impose anything to the students. But in an indirect way, she makes the students do intended things by telling them what is more important to them. About the ways of showing her authority to the students she says, sometimes, she becomes harder and stricter to them raising her voice. In the same manner, she uses placing of the students at different desks in the classroom as a tool for controlling the students. She finds out where they do not talk too much. If the students are talking much making a cluster in a particular area of the room, she can change their desk. It is an advantage for her. Through this changing she can show to the students that she holds some power to control them. She can show that she is the in-charge, her choice is decisive; and she can make them silent, manage the class and teach them. Steiner (1998) confirms this view of informant A. According to Steiner (1998), teacher should be able to make the students quiet with his or her command and looking at them. Regular and continuous contact with the students helps them make silent. Teachers need to train his or her voice to make it louder, so that, louder voice can help the teacher be commanding in front of the students in the classroom.

But the students may not always want to be submissive; they also want to check and test the authority of the teacher. This is dynamics of the execution of authority in the relationship. Unlike Steiner (1996a) says, the teacher's authority may not always remain unquestioned and untested by the students. The teacher A gives focus on how students try to test them. The experience of her has explored how this hidden aspect of the teacher's authority upon the students in the classroom works on. When a student puts on her clothes and sits on the bench, the teacher authority seems to be in stake. She (teacher A) consciously ignores it because she neither wants to lose her authority nor be *careless* to the student. But her success to bring the

student back on the track is due to knowing and developing a relation with him. The student, who puts her clothes on and sits on his bench tends to have position of the teacher (authority) in term of guise. On the other hand, his intention is not directed to the religious reverence to the teacher; rather it seems that he wants to test the teacher's response to him. The authority of the teacher upon the students prevails in the delicate dynamics relationship in themselves. Teacher B also reiterates that some students do not respect the teachers. This also clarifies how honorary authority of the teacher is sometimes challenged by some students. And authority is not solely rested in the teachers as it is traditionally understood. It is teachers' responsibility to be sincere to this relationship because he or she is assigned to maintain conducive environment in the classroom.

Informant C says teacher is the leader in the classroom who can, sometimes, force the students, too, because the teacher is responsible for the learning process of the students. But according to her, forcing the students needs to be like that of a guide. Irrespective of their understanding about the aim of authority over the students and its ways of execution in the classroom, all of them agree upon the need of authoritative personality of the teacher for the classroom teaching.

This finding is compatible with the interpretation of the PISA 2003 results. In this interpretation Kjærnsli et al. (2004, as cited in Bru, 2009) present their argument that the teachers need to be authoritative. Norwegian students are given more responsibility for their own learning than they can handle. Therefore, the learning environment of the classroom can be manipulated by them, who necessarily do not have motivation for it. The teachers, who have lots of knowledge and skills useful for the students, need to be an authoritative leader in the classroom, so that, the students can be benefited by them. If the teachers cannot be authoritative, good learning environment cannot be maintained in the classroom. Therefore, they recommend to restore the authoritative leadership in the classroom. It might be the effect of this recommendation, Kjærnsli & Rohatgi (2016) report, interpreting the PISA 2015, that the level of 'noise and disorder' has significantly decreased in Norwegian school classrooms in comparison to the situation in the past.

This finding complies with the concept of Rudolf Steiner, too. In the practical suggestion to the teacher Steiner (1998) gives focus to the teacher authority and its role to make the students quiet during the classroom teaching. The teacher has authority upon the students; he or she

needs to be able to make the students quiet with his or her command. The discipline exposed from outside does not work to bring the disruptive students back on the track. In order to maintain this command in the classroom the teacher needs to have bold and loud voice.

Steiner (1996a) says that the teacher is a *loved-authority* for the students. Ullrich (2008) also accepts the need of the having authority in Waldorf teachers, too. He reports that in the hierarchical teacher-student relationship, the teachers' *authority* is intertwined with *love*. Therefore, the authority of a pedagogue is 'loving authority'.

Presenting the ways, for the teacher, to have authority over the students Steiner (1995a) says making ways to the heart of students or knowing the students individually helps maintain superior authority over them. Further, Steiner (1996a) says that because of this authority the students accept what the teachers teach them. So, teacher's authority is crucial in the teaching process.

To sum up, the Norwegian school students possess more responsibilities than they can bear in term of learning process. This responsibility may overshadow the expertise and experience of the teacher. The teachers need to be authoritative in the classroom in the positive way. He or she needs to be commanding to maintain order and conducive environment in the class. Teachers' authority to manage the sitting place, seniority, their love to the students, their skills and experience and personally knowing them work as tools to maintain authority upon them. For the effective prevention and intervention of the disruptive behaviors and maintaining order in the classroom, it is necessary to have positive or *loved-authority* in the teachers for classroom teaching.

5.5. On-task activities

Making the students engaged in the study related activities and other creative works in the classroom is one of the strategic tools against the general classroom disruption. The teachers use this strategy for both prevention and intervention of the disruption.

The research report of Bru (2006) says that if the students are oriented to the on-task, the classroom disruption can be prevented to a greater extent. This concept is confirmed in the following findings. Interviewee B often uses 'issuance of assignments' as strategic tool to bring the class back on the track if any disturbance erupts in the classroom. He makes the students do a lot of writing in the lesson and answer questions in writing about the lesson.

These class-works let them be busy in the classroom. As a result, on the one hand, they do not get chance to create disruption in the classroom. On the other hand, their learning can be more effective. He has experienced drastic positive change in two boys due to this strategy he has applied in the classroom. In this way, it is beneficial for the teacher to control the class and for the students to have effective learning. He has developed this way as method of teaching for the subject he teaches. Generally, he applies the methods which makes the students do lots of work by themselves. It means he uses student-centred method for classroom teaching.

Elaborating the practical aspects of this method, he says when he assigns classwork to the students, he goes around to see whether they are doing it properly or not, and tells them to submit the work after completion. He makes it compulsory for everyone to submit the work. In order to make them further busy in their work and learn from their mistakes, he has unique strategy. If he finds any mistake in their works, he does not say they that have a mistake in specific place. Instead, he says they have made mistake somewhere and lets them find it by themselves. It makes the students further busy in their work and they learn from their own mistakes. He thinks that the students are supposed to learn from their mistakes in this level (grade ten).

He makes connection between this on task orientation of the students and managerial aspect of the classroom, so that, conducive environment can be maintained in the classroom. He has experienced this method effective in the classroom, where there are at least twemty kids. Out of them 4/5 might be disturbing with a need of special attention.

These findings confirm the report of Bru (2006) and Stornes & Bru (2011). According to them when the students are motivated to the study, it helps to establish good relationship between the teacher and the students and consequently works against classroom disruption.

Other findings of this research also confirm the reports of Bru (2006) and Stornes & Bru (2011). They are as follows:

> I noticed this aspect during the class observation of the teacher B, too. When the students were making little noise, all of sudden the teacher started the lesson then the students kept quiet and became attentive. After teaching the lesson for some time, he assigned a work about grammar practice then all of them remained busy doing their assignment actively. This did not let them stay idle and erupt disruption in the class. (Extracted from the observation notes of teacher B)

He often tries to motivate the off-task students to the study using this approach. Observation notes say: one of the students was writing something on the wall and not paying attention to the lecture, sitting on the bench. He goes up to him and asks some questions from the lesson he is teaching. This is how, he tries to pull the demotivated students back to the mainstream of the classroom learning process.

Next day, during the during the class observation of the same teacher (teacher B) a student blows whistle while he was lecturing. He asks the student the page number of the textbook which he is explaining. Then the student is motivated to the lecture, stopping the mischievous work.

He runs a question-answer session in the class. It makes the students very sincere and attentive. They try their best to answer the question of the teacher even by consulting notebooks and friends. It keeps them busy and engaged in the learning process all the time. They have no time to make disruption in the class.

Another strategy the teacher B uses is issuance of group work in the class. He divides the whole class in some small groups and assigns some work to them. This assignment also makes them engaged in the learning preventing the possible outbreak of the side-talking and unwanted activities in the class.

It happens in the class of teacher A, too-but less frequently-though she mentions nothing about engaging the students in the classwork for the prevention and intervention of the classroom disruption during her interview. When she assigns some classwork to the students, they maintain pin-drop silence in the classroom and do their work sincerely.

One student seems very restless and inattentive to the lecture; the teacher A asks him something from the text she is teaching. Then the student remains quiet and listens to her attentively. Although teacher A mentions nothing about the on-task orientation of the students for the prevention and intervention of the classroom disruption, she apparently uses it in the class.

The teacher C is an assistant teacher in the classroom. She has very little to do with the academic part of the classroom activities. That is why, I noticed her doing nothing in this regard. She tries to appease the disruptive students in other ways and helps the main teacher in the classroom. Neither does she mention anything about it in the interview.

These above-mentioned findings confirm the research report of Stornes & Bru (2011) because they also discovered that when the teachers value learning and progress of individual students, it encourages them to be on-task. Similarly, as the students' progress and learning is valued, there is less possibility of occurrence of disruptive behaviors in the classroom. Thus, on-task orientation of the students functions as a tool to prevent the possible eruption of classroom disruption. Further, Bru (2006) also agrees with this concept that if the teachers motivate the students through 'on-task' in order to establish good relationship with them, the problem behaviors of the students can be prevented.

To sum up, engaging the students in different academic/learning activities or motivating them on-task helps prevent and intervene classroom disruption. It is beneficial in two ways because, on the one hand, it works as a tool against the disruptive baheviors and teachers can easily maintain order in the classroom; on the other hand, it promotes the learning outcomes of the students.

5.6. Classroom ecology

Physical environment is also crucial factor in connection with the behaviors the students show in the classroom. The opinion of the informants and the classroom notes indicate this reality in the classroom. The research report of Conway (2012, as cited in Sullivan et al., 2014) is confirmed in the following findings of this study. Interviewee C opines, during the interview, that she is very conscious about the temperature in the classroom. According to her, it should not be very warm, of course not very cold, because students feel very sleepy if it is very warm in the classroom. She feels it is important for the class. In order to let the fresh-air circulate in the classroom, she opens the windows when necessary.

She (interviewee C) thinks that, sometimes, just opening the windows might not be enough for the refreshment of the students. She recommends the students go out when the lesson is over. They need to stand, move and go out. It is not the matter of importance that the teachers just try to finish the lesson. Most important thing is to make sure all the students concentrating on the lesson. When they sit on the bench for whole day (for long time), they might be disruptive and demotivated from the study.

During the class observation, it was clearly visible that the interviewee (teacher) C was conscious about the temperature of the classroom. She opens the windows of the classroom

after some time the lesson is started. Though there was no explicit and visible effect of opening the windows to the students, it justified her consideration on the climate of the classroom. Also, the release of the stuffiness from the classroom might have positive impact for the whole class.

During the class observation, I noticed spacious classrooms. There was enough space in the front and back of the classroom. The description of the classroom in the observation notes makes it clear about the big windows and spacious classroom. Provision of the book-shelves in the classroom also makes clear that the room are big enough. This type of the classroom setting and space has played significant role for the smooth running of the class, diminishing the disruptive behaviors. Though the informant C is much concerned about the ecological aspect of the classroom, other informants mentioned nothing about it.

The finding about the ecological concerns in the classroom is compatible with the report of Conway (2012, as cited in Sullivan et al., 2014) which explains that both productive and unproductive behaviors of the students can be managed with ecological approach.

The classroom is an ecosystem with the interaction of various elements like, physical environment, characteristic features, curriculum and resources. In a broader sense, the behaviors of the students might have impact of various factors from broader surrounding environment. These factors might be connected with home, resources, pedagogy, cultural, teachers' response and so on (Sullivan et al., 2014).

The classroom misbehaviors of the students do not occur irrespective of the other factors in the surrounding environment. Physical environment plays crucial role to affect the behaviors of the students in the classroom. The consciousness about the overall ecology of the classroom helps prevent the occurrence of students' disruptive behaviors; and it makes intervention strategies easier to apply.

5.7. Summary

In a nut shell, positive contact or relationship between the teacher and the students works as instrument for maintaining order, diminishing the disruptive behaviors of the students, in the classroom. This relationship makes them personally known each other in the long run as there is system of having a class teacher and class guardian and the urges of having long-term teacher-student relationship in the Waldorf pedagogy. The teachers have to go in detail of the

students' study progress, work out with them and get involved with them in the learning process in the classroom. It develops trust-worthiness to them.

Caring the students works as alternative of disciplining them. But this *care* need to be visible to the students or they need to realize that they are cared for by the teachers. Teacher A uses her motherly love to the students as a tool to address the disruptive behaviors of the students. But the teacher B uses strategy like engaging them on academic tasks to prevent and intervene the classroom disruption. And both teacher A and B consciously ignore some disruption as strategic measures. Similarly, teacher C is very sincere about the ecological aspect of the classroom that might have lots of influence on the occurrence of disruptive behaviors in students and promptly resolution of them.

Finally, all the informants unanimously agree upon being positively authoritative and having love to the students for the prevention and intervention of the classroom disruption. But the application of the *love-authority* as Steiner (1996a) says may not be solely rested in the teachers and unquestioned. It operates in the delicate relationship between the teacher and the students in a dynamic way.

6.   Conclusion

In this chapter I have presented precise conclusion of the research findings this project. It includes constraints that limit the reliability and validity, recommendations for the further research and recommendations for teachers for the classroom teaching, particularly the ways teachers use measures against disruption. This chapter has tried to answer the following questions that I have posed in the beginning of this study as research questions:

a. How do the secondary level Waldorf teachers experience and reflect upon the student disruptive behaviors at school?
b. What experience do they have regarding the preventive and curative measures to handle the students having disruptive behaviors?

Every classroom has some disruption irrespective of the culture, tradition and socio-economic background. The teachers try to prevent such disruption as far as possible but it is not possible to eliminate it. Therefore, they need strategies for the intervention, too. The teachers may execute personalized strategies that best suits for the context and the concerned students, who are involved in it. The informants give high priority to the teacher-student relationship because according to their understanding about the classroom disruption, it is integrated to disruptive behaviors of the students.

6.1. Knowing the students

This reality makes it inevitable that the teachers know individuality of every students they teach and have intimate relationship with them. As Midthassel (2006) says the teachers need to have positive contact with the students. Having positive and intimate relationship develops trustworthiness among them. In the context of Waldorf school the system of class teacher and the class guardian helps the teachers know the individual students and their individuality (Steiner, 1995a). In Waldorf schools, the teachers and the students form a community, where they know and help each other. If the teachers do not know the individuality of the students, they might turn disruptive in the classroom. Therefore, it is important to know the temperament of the students, so that, the teachers can prevent and promptly intervene the students' disruptive behaviors.

The long-standing teacher-student relationship works as a tool for the teacher that they may apply to prevent and intervene the disruption. When the teacher knows the bahaviors and temperament of the students, they can personally appease the trouble makers in the class; on the other hand, he or she can promptly intervene disruption for long term. In this relation, the teacher has to go in detail about the study progress of the students, follow up and let the students know about it.

Thus, knowing is the key element of the teacher-student relationship. When they know each other, the bond of relationship becomes stronger. This teacher-student relationship is one of the key characteristic features of Waldorf schools/pedagogy. This teacher-student community formed on the basis of knowing each other personally, discourages disruption and timely remediates (in case it occurs).

6.2. *Care* for students

Care of the students about their well-being and other aspects that could hamper the academic and behavioral attitude is important part of the classroom teaching for a teacher. The findings indicate that the *care* teachers give to the students is not focused on the same aspect of students. Some teachers may give more focus on the *care* of emotional and behavioral aspect; and some may give focus on the academic aspects and other on the ecological aspect and its impact on the behavior of the students. Teacher A is a female teacher. She often talks about the emotional aspect of the students, family situation and whether the students were noticed or not in the previous school setting and motherly love she extends to the students. She claims that her *care* and love in her relationship with the students is the only tool she has for dealing with disruptive students in the classroom as Woods et al. (2005) says *care* substitutes the discipline in the students. Ozben (2010) confirms this concept but adds up one more concept that it is necessary that the students need to realize that they are cared for. This is how, the disruptive behaviors of the students diminish. On the one hand, they do not occur; on the other hand, if they occur in any situation it is easy to timely intervene.

Noddings (2013) also states the same concept: the ones, who are cared for need to realize that they are being cared for. In the course of *care* some actions take place like the teacher A goes up to a crying girl in the class and soothes her. In this case, caring actions are visible. But when a student put on the clothes of the teacher and sat on the bench listening to her lecture,

she consciously ignored it, showing no apparent action. However, she was still caring the activities of the students. Teacher B's *care* on academic progress of the students are also not apparently visible to the third persons. However, they care the students' different aspects of classroom activities. They might outwardly ignore some of the activities of the students; but they are not completely unknown to them. They silently watch them. In this way, this conscious ignoring has come up as a unique strategy to bring the disruptive students back on the track, making them familiar with the students.

When it comes to compare to the *care* of teacher A and B: teacher A seems caring to the emotional and behavioral aspect of the students; but teacher B (who is male teacher) seems caring academic and behavioral aspects of the students. The teacher A develops such a relationship with the disruptive student that helps her better understand such student. They are known to each other; and the resolution of the problem becomes easy. But in the case of teacher B, the teacher himself seems frustrated yet not oblivious to the issue.

It has clearly raised a question about the gender role of the teachers to understand and perceive the disruptive behaviors of the students and application of the measures against them. The *care* teachers extend to the students has close connection with forming a trusting and positive relationship between the teacher and the students. This caring relationship helps teachers deepen their understanding about the root cause of the disruption the students show in the classroom. When the students realize that they are really cared for by the teachers, their disruption can be intervened in an appropriate way. Further, it forms bases for the prevention of the possible occurrence of such behaviors in the future, too.

The teacher-student relationship filled with love is also confirmed by Steiner (1995b). There need to be humanly love between the teacher and the students that constitutes on the basis of trust and *care*. And such love between the teacher and the students is 'pedagogical love' (Ullrich, 2008).

6.3. Respect and love

Some of the students, who are disruptive in the classroom, do not respect the teachers. This finding opposes the concept that a student respects his or her teacher with 'religious veneration' (Steiner, 1996a) without any condition and exception. In this regard, teachers also need to respect every student (Ozben, 2010). They also need to be careful whether the

students respect each other or not. Their relationship stands on the foundation of reciprocity. During the intervention of disruption, the students have to realize that the teacher respects them. These two different respects elicit in different persons; but both of them are directed to the teacher-student relationship. This relationship is not constant in terms of the distance between them. According to the need of time, the teachers have to maintain balance in this oscillation of relationship. Students do not want to be too close to the teachers and monitored all the time; neither do they want to be ignored and not corrected forever. Sometimes, the role of the teacher is like that of guide and sometimes leader. Sometimes, the teacher has to be nice and friendly and sometimes, strict to the students. Rudolf Steiner defines it as rhythmical relationship between the teacher and the students (Mathisen, 2015). Therefore, a delicate balance is necessary for the ideal relationship between them.

It is clear and wise to conclude that when the respect of the teacher to the students and the respect of the students to the teachers, along with trust and *care*, come to meet at a point and it is sincerely maintained, the prevention and intervention of the classroom disruption becomes easy and comfortable for the teachers. As the students have trust upon the teachers, it is easier for the teachers to have authority upon the students in order to rule the classroom.

6.4. *Loved-authority*

It is a common understanding among all the informants that the teachers need to maintain somewhat authoritative personality in front of the students, so that, orderly and conducive environment can be maintained in the classroom. The students need authoritative guidance for the learning because teachers' hold is necessary for the learning process. But the teachers have to be conscious about the positive use of the authority. It should be used for the betterment of the students. Because of the maturity and seniority, the teachers can impose soft order to the students. They may not impose anything to the students in a direct way. However, they can indirectly make the students do the intended works. Sometimes, they become firm and strict to the students by raising their voice. They can change the sitting place of the students as a tool to execute their authority in the classroom. From this change of sitting the teacher can justify that they are the in-charge of the class. As the teacher is responsible for students learning and leader in the classroom, they need to even force the students but the forcing need to be like that of guidance to them.

The teachers' authority may not always remain unquestioned and untested. The informants confirm that they are tested by the students regarding the way they treat them (students). In every class, there are some disruptive students, who do not respect the teachers and create some disruption. Such students often try to test the authority of the teachers. But the seniority and the long working experience of the teachers make them successful in maintaining authority upon them. It might take some time to know the individuality of the students to the teachers. During this time, the teachers might ignore such disruption; but they silently keep on monitoring the activities of the students. This technique helps develop familiarity between the teacher and the students. Thus, the teachers' conscious-ignoring can also work as a strategy against the disruptive behaviors in the classroom. It is justifiable that the teacher's authority is not absolute and honoured all the time. It operates in the delicate balance dynamics of teachers' relationship with students. The role and behaviors of the students play important role for the authority of the teachers, too.

But as the students have love towards the teachers, the authority of the teacher upon the students turns to be *loved-authority* for the students. This *loved-authority* makes the teacher comfortable to execute the codes of conduct in the classroom, so that, orderly and conducive environment can be easily maintained.

In regard to the teacher-student relationship, the findings of this research make it clear that the teachers need to know the individuality of every student. They need to have *love*, *care* and respect to the students; their knowledge about whether the students respect each other or not helps them understand the social conditions of the classroom. Students need to have love and reverence to the teachers. Teachers with authoritative personality can better manage the disruptive bahaviors in the classroom. Therefore, combination of these elements can be an effective modality for the prevention and intervention of classroom disruption through teacher-student relationship.

6.5. On-task activities

Making the students engaged in the study related activities and other creative works also an effective strategy against the classroom disruption. Teachers use this strategic tool for both prevention and intervention of the student disruptive behaviors in the classroom. When the teacher makes the students busy in doing the class activities, they hardly get opportunity to

make noise and involved in other mischievous activities. Thus, it prevents the possible eruption of the disruption in the classroom.

On the other hand, if any student is making noise violating the codes of conduct, the teacher's study related question brings him or her back on the track because they feel uncomfortable not being able to answer teacher's question. Issuance of class works also interrupts the on-going disruption in the classroom. This student-centred method against the disruptive behaviors is beneficial for both the teacher and the students. Teacher feels comfortable to manage orderly environment in the classroom; students can perform better in their learning outcomes.

6.6. Classroom ecology

The physical environment of the classroom is also effective and crucial factor in relation to the disruptive behaviors students show in the classroom. If the classroom is too warm or hot, the students feel sleepy and cannot concentrate on the study. This lack of concentration turns to be the cause of disruption in the class. Teacher have to spend more time to motivate the students to learning.

The stuffiness in the classroom also causes the inability to concentration. The timely opening and closing of the windows lets the fresh air circulate in the classroom. It, on the one hand, prevents the disruption; on the other hand, it energizes them for the effective learning in the class. Spacious classroom also ensures the good environment in the classroom.

After the completion of one lesson, it is good for the students to go out for some moments and get refreshed. It has great impact on the behaviors of the students in the classroom. The behaviors of the students in the classroom do not occur irrespective of the surrounding environment. In fact, it elicits from a broader ecology operating in connection with the classroom.

6.7. Limitations of the study

As this research study is a master's thesis, it has some constraints in regard with determining the number of informants (teachers). Three informants for the interview and class observation of the same teachers for five days (one week) is remarkable limitation to assume that the

secondary level teachers of the Waldorf schools in Norway also have specific perceptions about the classroom disruption. The reflection of the teachers has explored only one dimension of the issue researched. The perspective of other stakeholders like: students, parents, administrators and experts about the classroom disruption could have explored other dimensions too. Similarly, this study is based on only one school as research site. Although single site-based has some strength for exploring in-depth understanding of the individuals, all informant teachers from one school and the classroom observation from the same school could have some restraint to make the research findings comprehensive.

Cultural difference between the researcher and the informants was another constraint to elicit holistic information from the informants. Culturally determined references might not have been understandable to me during the interviews and the class observation. As a researcher in a new site and with new people, my unfamiliarity with codes of conduct, customary behaviors and activities of the concerned people in the research field was also significant constraint. The denial of one of the informants to share some information, what happened with one girl student outside school and its impact on her behaviors in the classroom, with the researcher is one example of it.

On contrary, If the researcher was from the same country and same cultural background, it would obviously better disclose some more layers of the teachers' perception about the classroom disruption. If the data was generated from more schools and more informants, the study could have better validation. If all the factors in connection with classroom ecology were incorporated, it would give better and in-depth understanding about the role and importance of classroom-ecology in the disruptive behaviors of the students in the classroom.

I am aware about the knowledge Waldorf pedagogy and tradition mentioned in Helsper et al. (2007) written in German language. But because of the language constraint I could not incorporate the knowledge from this text. This text could have added up another insight to this research study.

6.8. Recommendations for furhter research

The above-reviewed literature clearly indicates that there is plethora of research study conducted in the field of classroom disruption and the strategic measures for its prevention and intervention that helps the teachers maintain conducive environment in the classroom and

the goal of classroom teaching can be achieved. There are considerable empirical researches about the disruptive behaviors in relation to outcomes and classroom management but this research study has raised another question about variation of experience and understanding of male and female teachers on the disruptive behaviors of the students in the classroom context. Similarly, the role of abstract things like, love, care and authority in the execution of order in the classroom can be worth researching. Investigation of perceptions of other stakeholders might open up other facets of this issue. The following can be precise questions for further research.

a. How do the teachers experience the role of femininity and masculinity (or their gender roles) against the classroom disruption?
b. How do the 'love', 'care' and 'authority' operate in male and female teachers in terms of their execution for maintaining order in the classroom?
c. What is the opinion of the teachers about the role of the legal provisions, policies and plans for prevention and intervention of classroom disruption?
d. How do the secondary level students and their parents understand the classroom disruption and the measures against it?

6.9. Recommendation for the teachers

The research findings emerged from this research are significant for the school teachers because they are related to the ways the teachers deal with classroom disruption. These findings might not be applicable in each and every context irrespective of the culture, socio-economic background, individual ways of dealing, number of students in the classroom and so on. However, in the more or less similar context, the teachers can apply same strategic measures for the prevention and intervention against classroom disruption. The teachers can use their relationship with the student, *care*, *authority-with-love*, *on-task orientation* and consciousness of classroom ecology to settle the unwanted and disturbing baheviors of the students in the classroom. Conscious-ignoring of the mischievous activities helps to intervene them as it develops familiarity between the teacher and the students. Above all, they need to personally know the students and find the root-causes of disruptive behaviors they show in the classroom because it helps for the long-term resolution of such problematic behaviors.

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Appendix 1

Interview guide

1. What kind of dealing with student misbehavior do you frequently carry out in the classroom teaching?

2. How do you behave with the students when they misbehave in the classrooms?

3. What kind of measures or strategies do you mostly apply for dealing with misbehavior of your students? How much effective are they for you?

4. In which place, in the classroom or in office or in counselling room, do you deal with the students' misbehaviors? Which place do you think most effective and why?

5. What are the awkward behaviors of the students that you often face in the classroom?

6. How do you assess the reasons of misbehavior of students and are there any specific in your experience?

7. How do you get the students to involve in the classroom activities? And in decision making?

8. What is your view about forcing the students for compliance in the classroom?

9. Could you share your unique or memorable event about the behavior of the student that you have experienced in your teaching career?

Appendix 2

Invitation and consent letter for research interview

This document is an agreement to participate in a research project. Sign on and return it the researcher. I, a student of Rudolf Steiner University College, Oslo, Norway, would like to conduct a research on the title, 'Perspective of teachers on disruptive behaviors of students in Norwegian Waldorf schools'.

Your participation

RSUC has approved this research. I have chosen you to participate in an

individual interview (lasting 40-45 minutes). By participating, you can share your stories, experience and reflection about disruptive behaviors of the students.

Your rights as a participant: Confidentiality

The research will be according to standard ethics of academic research. You may leave the interview for any reason, at any time, until one week after your interview is taken. If you choose to leave the research, the information you provide will be destroyed.

I ensure you to protect your identity and privacy. The information collected from your interviews will be treated as required by the prevailing the Personal Data Act, 2000 of Norway and will be used only for this study. I will record the interview. Information that may identify you (such as your name or place of work) will not be used in any final documents. All documents will be kept private and secure. Any electronic data will be stored on a password protected computer.

If and where necessary, fake names will be used in the report resulting from this research. Only I will have access to your name and information. Data from the interviews will be kept for six months. After that time, the data will be anonymized.

If you have questions about the project or need more information, please

contact me at subas30@gmail.com.

If you agree to participate in this study, please sign two copies of this letter. Return one to me and keep the other for your record.

I have read the above-mentioned information regarding this research study. By signing this letter, I give free and informed consent to participate in this research study.

(Name of interviewee): ………….   Surya P. Subedi (researcher): …………….

Signature: ……………   Signature: ………….

Date and place: ………………   Date and place: …………

Appendix 3

Consent letter for class observation

This document is an agreement to grant a permission to observe the class of Grade IX and X during the classroom teaching for generating data for a qualitative research project. Please, sign on and return it to the researcher. I, a master's student of Rudolf Steiner University College, Oslo, Norway, would like to conduct a research under the title, 'Perspective of teachers on disruptive behaviors of students in Norwegian Waldorf schools'.

My research project will try to explore the reflection of the teachers on students' disruptive behaviors and the ways they handle them. Furthermore, I will analyze the findings through the theoretical lens of Nel Noddings' '*care*' and Rudolf Steiner's '*loved-authority*'. This research will help to learn a lesson about practices carried out in the classroom. And it will be a good lesson for the schools, where corporal punishment is administered to deal with students having problem behaviors.

School's participation

RSUC has approved this research. I have chosen your school for the class observation. By granting the permission to observe the class in Grade IX and X you will contribute to a research project that will help explore the practices against disruptive behaviors in the classroom in Norwegian Waldorf school.

Your rights as a participant: Confidentiality

The research will be according to standard ethics of academic research. You may withdraw the permission to observe the class for any reason, at any time, until one week after the class is observed. If you choose to withdraw your decision to participate in the research, the information you provide will be destroyed.

I ensure you to protect the identity and privacy of your school. The information collected from this observation will be treated as required by the prevailing Personal Data Act, 2000 of Norway and will be used only for this study.

I will take notes during the observation. Information that may identify your school (such as school's name or place) will not be used in any final documents. All documents will be kept private and secure. Any electronic data will be stored on a password protected computer.

If and where necessary, fake names will be used in the report resulting from this research. The data will be stored in a password protected computer. Only I will have access to school's

name and information. Data generated from the observation will be kept for six months. Then, the data will be anonymized.

If you have any questions about the project or need more information, please feel free to contact me at subas30@gmail.com.

If you agree to participate in this study, please sign two copies of this letter. Return one to me and keep the other for your record.

I have read the above-mentioned information regarding this research study. By signing this letter, I give free and informed consent to generate data for observing classroom to conduct this research project.

(Name of the Principal): ………………   Surya P. Subedi (researcher)

(Name of school): ………………………   Signature: …………….

Signature: ……………   Date and place: ………

Date and place: ………………