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When The Bus Hits The Road: The Lived Experiences of School Bus Stewards in Dealing with Student Passengers

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Abstract. Introduction/Methodology: School bus stewards providing student passengers with a secure means of transportation from home to school is essential to fostering a supportive learning environment. School bus stewards play a vital role in guaranteeing the security and welfare of pupils on their daily commute. This research employed a qualitative approach, specifically a phenomenological research design, to delve into the experiences of the school bus stewards. **Result:** The three themes that can be found are: Behavioral Support, Management Effort, and Emotional Comfort. With three sub themes under each theme; School bus stewards utilize strategies to address and mitigate disruptive behaviors among student passengers, They also effectively manage student passenger behavior, ensuring a safe and orderly transportation environment while showcasing to the resilience of school bus stewards amidst challenges posed by disruptive behaviors of student passengers. **Discussion:** School bus stewards highlighted proactive approaches like open communication to reinforce positive student passenger behavior, along with clear rules and consequences. Collaborating with parents fosters a connected bus environment. School bus stewards use problem-solving, distractions, and positive relationships to manage disruptions effectively. They prioritize emotional comfort by resolving conflicts, promoting relaxation, and addressing environmental stressors, creating a positive transportation atmosphere. **Conclusion:** School bus stewards prioritize supporting, and comforting to manage student passenger behavior, advocating for ongoing program improvement and further research to enhance safety and transportation experiences.

Keywords. school bus steward, transportation, student passenger, order, safety, disruptive behavior

1.Introduction

School Bus Transport, its committed drivers, and diligent school bus stewards play a critical part in the complicated fabric of educational institutions. Students' safe and efficient transportation from their homes to school is critical to creating a positive learning environment. School Bus Stewards, as one of these components, play a vital part in guaranteeing the safety and well-being of students while they are traveling each day. Their primary responsibility is maintaining order on the bus, assisting student passengers with boarding and disembarking, and enforcing safety regulations. In 2019, incidents of bullying and misconduct on school buses

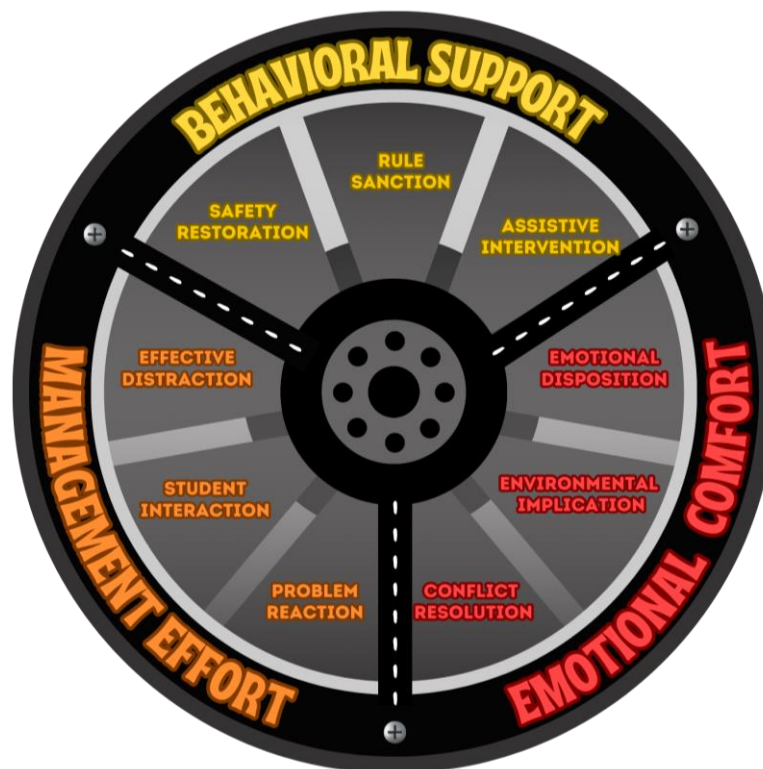
decreased by 30% due to the presence of school bus stewards (NAPT, 2019). This claim was supported by (Zohar and Liu, 2016). In Qatar, bus stewards undergo specialized training to handle emergencies and conflicts among student passengers. Al-Kaabi (2019) described the training programs as focusing on first aid, conflict resolution, and child protection. Bus stewards also ensure student passengers comply with school and transportation department rules and regulations, contributing to a safe journey. While school bus stewards have a vital role, they face challenges, such as managing disruptive behavior and effective time management. Disruptive behavior poses a safety risk, distracts the driver, and disrupts the overall atmosphere on the bus (Caldarella et al., 2020). Effective time management is crucial, as delays in the bus schedule can lead to frustration among student passengers, parents, and school staff (Johnson et al., 2020). Additionally, school bus stewards may encounter communication barriers when dealing with student passengers with special needs or different languages. Effective communication is essential for all student passengers' safe and comfortable bus rides. Additional training or resources may be beneficial to overcome these challenges and support student passengers from diverse backgrounds (Salamondra, 2021). This research study focuses on the impact of having designated stewards on school buses. By collecting data, making observations, and obtaining feedback from student passengers, parents, and school staff, valuable insights can be gained about the benefits of having stewards. The study aims to evaluate factors such as the reduction of behavioral incidents, improvement in student passenger behavior, and enhancing the overall school bus experience. The findings may lead to recommendations for schools to implement school bus steward programs as a proactive measure in creating a safer transportation environment for student passengers, prioritizing their safety and well-being.

2. Methodology

This study utilized qualitative in general and categorically a phenomenological research design, as it aimed to understand the participants' lived experiences. Qualitative research deals with process, context, interpretation, meaning, or understanding through an inductive approach. Additionally, qualitative research can shed light on how different people and groups view and respond to these changes, which can help to inform a particular and focused strategy to lessen the detrimental effects on society (Gobat et al., 2018; Vindrola-Padros, 2021). A phenomenological research approach has been employed to unravel the experiences and perceptions of participants, specifically centering on the lived experiences of school bus stewards in the context of comprehensive well-being strategies. Phenomenology, selected as the methodological framework, is well-suited for delving into the essence of a particular group's lived experiences (Tomaszewski, 2020). It goes beyond merely understanding the foundational aspects of human experience and explores the origins and fundamental nature of the issues at hand. In this context, phenomenology is focused on studying an individual's lived experiences within the unique world of school bus stewardship, providing insights into their holistic well-being strategies.

3. Results & Discussions

Figure 1. The Simulacrum of the Strategies of Bus Stewards in Dealing with Student Passengers



This phenomenological study explores the lived experiences of bus stewards in Qatar, specifically focusing on their interactions with disruptive behavior exhibited by student passengers. Adopting a phenomenological approach, the research aims to comprehensively understand the perspectives and challenges encountered by bus stewards in addressing the central question: 'What are the lived experiences of bus stewards in dealing with student passengers?' Additionally, the study delves into the specific inquiry: 'How do bus stewards manage the disruptive behavior of student passengers?' Disruptive behavior among student passengers not only poses challenges for the stewards themselves but also impacts those around them, prompting stewards to actively seek solutions to mitigate such behavior.

Behavioral Support: School bus stewards play a pivotal role in ensuring the proper behaviors of student passengers. They are dedicated to creating a nurturing and secure environment by attentively addressing potential risks and catering to individual needs. Moreover, stewards are responsible for upholding discipline and order on the bus, enforcing rules, and instilling important moral values in students. In times of emergencies, they are trained to provide immediate assistance and ensure the welfare of all passengers (Yáñez-Sandivari et al., 2021). Additionally, stewards actively communicate behavioral expectations to student passengers, maintaining clarity and reinforcing a culture of respect and responsibility, supported by (Sayfulluevna, 2023). As stated by (Harpaz & Grinshtain, 2020), Collaboration

with school authorities and parents further strengthens safety protocols and ensures a collective effort towards student well-being. Through proactive interventions and preventative measures, stewards continuously strive to enhance the overall transportation experience, prioritizing the comfort and safety of every student on board

In the context of school, bus stewardship entails implementing effective ways and solutions for addressing and managing behavioral difficulties among students. While bus stewards' primary responsibilities may include disciplining pupils and imposing sanctions as needed, there is a major emphasis on creating a happy and helpful environment. Participants in this study emphasized the importance of proactive tactics, such as creating open communication channels, in reinforcing positive behavior among students (Brown et al., 2020). This dual focus on punishment and proactive measures is consistent with a holistic approach to behavioral support that seeks to provide a nurturing atmosphere for the well-being of all pupils (Oxley, 2021).

Rule Sanction: Participants emphasized the importance of clear norms and consequences in discouraging undesired conduct and promoting communal well-being. This reinforces the notion that rule sanctions serve as a deterrent, increasing accountability and adherence to established standards (Tyler & Trinkner, 2017). Furthermore, the incorporation of numerous assistive intervention measures, such as communication skills, counselor engagement, school assistance, and parent contact, was emphasized. This comprehensive strategy guarantees that behavioral support extends beyond disciplinary actions, encouraging positive student-bus steward interactions and personalized interventions that improve children's general well-being during bus rides (J. R. Brown et al., 2018).

The inclusion of participants' statements about communicating with their parents, as well as the setting of clear regulations, demonstrates a commitment to transparency and collaboration in resolving behavioral difficulties. By incorporating parents in the process and clearly explaining expectations, bus stewards hope to foster a sense of shared responsibility for keeping a safe atmosphere on the school bus (Đurišić and Bunijevac, 2017). This collaborative approach, as described by participants, underscores the idea that successful behavioral support is more than just punishment; it tries to foster understanding and collaboration (Karlsson et al., 2016) among all stakeholders involved in kids' transportation experiences.

School bus stewards' behavioral support tactics rely heavily on rules. As the participants pointed out, establishing clear norms and communicating potential consequences can be effective deterrents to undesired behavior (Hertwig, 2017). Bus stewards encourage accountability and responsibility in children by ensuring that they understand the rules and are aware of the potential consequences of their behavior. The participants highlighted that these rule sanctions are not purely punitive; rather, they are intended to encourage individuals to follow established standards for the collective well-being and harmony of the school bus community. The proactive approach of defining clear expectations is consistent with the participants' commitment to creating a good and supportive environment that extends beyond basic discipline (Kern et al., 2019).

Safety Restoration: In addition to enforcing rules, participants emphasized the necessity of restoring safety as a vital component of behavioral support. When confronted with unexpected incidents or interruptions, bus stewards work to restore a secure and comfortable atmosphere (Bataille and Cordova, 2023) for all kids. This includes not only treating present behavioral issues but also taking precautions to avoid future risks and disturbances. Participants'

statements demonstrated a willingness to listen to parents' concerns, handle situations professionally, and involve counselors and instructors in the process. This collaborative project aims to identify the underlying causes of behavioral issues and develop targeted interventions to improve well-being during bus rides. Bus stewards just like flight attendants assist in an overall transit experience that prioritizes every student's security and comfort by prioritizing safety restoration in addition to rule sanction (Teguh Setiawan Wibowo, 2022).

As has been demonstrated, bus stewards work in school environments where they must effectively address and manage students' behavioral issues using a variety of strategies. Although they are responsible for disciplining students when needed, they place a great deal of emphasis on creating a welcoming and encouraging environment. Research participants emphasized the significance of proactive tactics, like cultivating transparent communication channels, in reinforcing positive behavior in students. To foster a nurturing environment for every student, this dual emphasis on proactive measures and punishment is consistent with a comprehensive approach to behavioral support. Well-defined expectations and their corresponding penalties work to discourage bad behavior and advance the welfare of the community, while the penalties imposed by rules increase responsibility and conformity to rules.

Assistive Intervention: Furthermore, the integration of diverse intervention strategies, such as counseling and communication skills, guarantees that behavioral support surpasses simple disciplinary actions. This promotes positive interactions between students and bus stewards and enhances overall well-being during bus rides. To effectively address behavioral challenges, collaborative efforts involving parents and unambiguous regulations show a commitment to transparency and partnership. This highlights the significance of fostering understanding and cooperation among all stakeholders involved in students' transportation experiences. Prioritizing safety restoration, in addition to rule sanctions, becomes apparent as a critical component of behavioral support; bus stewards work to establish a safe and comfortable environment for every student by resolving current problems and putting preventative measures in place for future disruptions. This all-encompassing strategy highlights the commitment to improving each student's comfort and security during bus trips.

Management Effort: School bus stewards traverse a wide range of student interactions, from pleasant engagements to the complexities of dealing with disruptive behavior (Jones et al., 2023). The nuanced handling of disruptive occurrences through a combination of preventive measures, insightful problem-solving, and skillful student relationships is an essential component of good stewardship.

Problem Reaction: School bus stewardship analysis entails a thorough evaluation of how stewards respond to challenges. One critical strategy is to meticulously document incidents and ensure that all essential details are recorded (DePoy & Gitlin, 2019). This not only helps to keep accurate records but also allows for a better understanding of behavioral trends. By keeping a detailed journal, stewards can discover recurring concerns, identify potential triggers, and implement targeted actions. Stewards are positioned as proactive actors in ensuring order and safety on the school bus using this systematic problem-reaction technique (Monteiro & Borgo, 2023).

Effective Distraction: Furthermore, distraction strategies emerge as a planned management effort to prevent disruptive behaviors. Stewards can use a variety of distraction strategies to constructively redirect students' attention, such as giving entertaining toys or activities (Gazzaley & Rosen, 2016). This proactive method is based on the concept that a well-managed environment promotes positive interaction (Shewark et al., 2018). Stewards foster a healthy and harmonious environment for all kids by providing suitable diversions.

Student Interactions: An important aspect of management effort, go beyond managing disruptions to proactive participation. Stewards communicate openly with students, ensuring they understand the rules and potential consequences of their conduct (Suskie, 2018). This not only sets clear standards but also instills a sense of accountability (Day et al., 2020). Stewards may choose to handle disruptive behaviors through productive interactions, aiming to understand the fundamental causes of problems and adopting targeted treatments. Stewards help to create a culture of mutual respect and understanding by encouraging excellent student interactions.

In essence, the intricacies of management efforts for school bus stewards require a comprehensive approach that includes effective problem resolution, strategic diversion, and meaningful student relationships. Through this broad lens, stewards actively contribute to the construction of a transportation environment (Wei et al., 2017) that values safety, positive engagement, and the overall well-being of all students. Their introspective examination of these complex approaches emphasizes the dynamic nature of stewardship in ensuring a safe and harmonious journey for everyone (Campos, 2020).

Summarily, school bus stewards interact with students in many ways, from fostering positive relationships to dealing with misbehavior. A multifaceted strategy that incorporates preventive measures, problem-solving techniques, and positive student relationships is necessary for effective stewardship. When faced with challenges, stewards use methodical problem-solving strategies, such as thorough incident reporting to spot patterns and carry out specific actions. To divert students' attention and create a happy atmosphere, proactive distraction techniques are used, such as offering engaging toys or activities.

Additionally, the stewards also emphasize open communication to guarantee that students understand the rules and are held accountable for their behavior. When confronted with disruptive behaviors, they frequently choose to have constructive interactions instead of confrontational ones. To create a transportation environment that puts safety, positive engagement, and the well-being of all students first, comprehensive approach that includes problem-solving, strategic diversion, and meaningful student relationships is required due to the multifaceted nature of stewardship. This thoughtful analysis emphasizes the vital role that stewards play in making sure that everyone's journey is secure and peaceful.

Emotional Comfort: Navigating the diverse setting of school bus stewardship necessitates a comprehensive strategy for handling disruptive behaviors, focusing on conflict resolution, emotional disposition, and environmental implications within the framework of Emotional Comfort

Conflict Resolution: Stewards are responsible for managing a wide range of behaviors (Davis et al., 2018), from minor disagreements to more serious conflicts, with a dedication to timely and effective resolution. This proactive approach not only maintains a cheerful atmosphere but also promotes emotional comfort among students, which aligns with the overall goal of reducing disruptive behavior on the school bus. Constructive communication and

collaboration are key to resolving problems (Yap et al., 2017), fostering a sense of community, and emphasizing the significance of addressing disruptive behaviors (Supena et al., 2021) via a relational lens.

Emotional Disposition: Stewards acknowledge the importance of students' emotional well-being throughout the commute by expanding the conversation to Emotional Comfort. Recognizing the possible stressors that students endure, a supportive environment that encourages relaxation becomes critical (Seaward, 2017). This approach goes beyond conflict resolution, actively promoting a positive emotional disposition and nourishing students' overall well-being throughout their journey. Building meaningful relationships with kids emerges as a critical component (Siegel, 2020), laying the groundwork for emotional comfort and acting as a preventative approach to reduce the occurrence of disruptive behaviors.

Environmental Implication: Including issues such as loud noises and other stressors, give another dimension to the discussion. Stewards take proactive steps, such as noise reduction tactics and establishing a relaxing environment, acknowledging the interdependence between environmental implication and emotional disposition. Sensory-friendly techniques improve overall emotional comfort (Lawlor, 2019) by catering to various student requirements and reducing possible triggers for disruptive behavior. This comprehensive approach recognizes that the physical environment has a significant impact on student's mental well-being and behavior (Lawton et al., 2017) on school buses. School bus stewards express their commitment to promoting emotional comfort by combining conflict resolution, emotional disposition, and environmental implication. This complex technique demonstrates not only a proactive approach to handling obstacles but also a commitment to establishing an emotionally friendly transportation environment. Stewards' efforts to resolve conflicts, promote relaxation, and analyze environmental stressors contribute to a comprehensive transportation experience that prioritizes each student's emotional well-being. This integrated strategy addresses disruptive behaviors and promotes a positive and inclusive environment, which is consistent with the overall goals of school bus stewardship. Furthermore, it includes the impacts and outcomes resulting from interactions with or alterations to the environment. These factors, such as noise levels and space limitations on the school bus, can impact students. For instance, when a student is bothered by the noise created by another student inside the bus, the varying noise levels have an impact on the well-being of student passengers, according to (Buchari & Matondang, 2017).

2. CONCLUSION

This phenomenological study investigates school bus stewards' experiences surrounding disruptive behaviors from student passengers. Disruptive behavior poses a safety risk, distracts the driver, and disrupts the overall atmosphere on the bus. School bus stewards face many strategies, including altering seating arrangements, providing comfort items, disciplining and mediating ensuring a friendly and orderly bus ride. The analysis of this study used a qualitative data-gathering approach, which was achieved by conducting interviews with relevant participants.

In this study, school bus stewards in Qatar were chosen to showcase the collective lived experiences and views, specifically from their personal strategies and professional guidelines. These school bus stewards are the first to deal with students' disruptive behaviors at the start of the day, thus the strategies they use have an impact on the student passengers' actions

throughout the day. After all every student passenger is different so school bus stewards deal with them appropriately.

Bus stewards prioritize three main themes in managing student behavior on buses: behavioral support, management effort, emotional comfort by utilizing compassionate techniques, they aim to comprehend and connect with student passengers' feelings, creating a nurturing environment. They address behavioral difficulties in a collaborative manner with parents and school staff, and preventive methods foresee problems and carry out interventions to stop misbehaving.

Furthermore, this study offers insightful information about the actual experiences of school bus stewards, shedding light on the challenges they face and the strategies they employ to manage disruptive behaviors. The themes of behavioral support, management effort, and emotional comfort offer a holistic understanding of the stewardship role, contributing to the broader discourse on student well-being during school transportation.

This study recommends that future researchers interested in knowing the lived experiences of school bus stewards in the areas of student behavior management and school bus stewardship can be made in light of the study's findings. First and foremost, more research is required to fully understand the mental adaptations made by school bus stewards. Gaining insight into the psychological effects of stewardship and how stewards manage obstacles can help develop training initiatives and support networks that work for stewards.

Additionally, studies in the future ought to concentrate on the experiences that students have on the regular school bus rides. Researching elements like student relationships, emotional experiences, and safety perceptions can help guide interventions meant to enhance the general transportation experience and lessen disruptive behavior.

Additionally, studies could look into the experiences of bus and train conductors who deal with the public daily in addition to the school bus context. One can learn useful tactics for controlling behavior and influencing laws governing behavior in transportation environments by comparing stewardship positions to those of public transportation conductors.

Furthermore, stricter regulations must be enforced by school administrators to address and prevent bullying incidents on school buses, according to recommended practices. To establish a zero-tolerance policy against bullying, parents, bus stewards, and students should all be informed of the clear and uniform consequences of engaging in bullying behavior.

Moreover, to guarantee uniform enforcement of behavior expectations, school bus stewards must create uniform house rules for each bus. Stewards can effectively address disruptive behavior and create a safer and more conducive environment for all students during their transportation to and from school by putting in place standardized rules and protocols. These suggestions seek to enhance student's overall experience and safety while riding school buses, as well as aid in the creation of practical behavior control techniques

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