

UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA.

UNAN -Managua

FACULTAD REGIONAL MULTIDISCIPLINARIA

UNAN-FAREM-Estelí.

EFFECTIVENESS OF CLASSROOM MANAGEMENT STRATEGIES IN LARGE GROUPS 35-45 STUDENTS IN THE NATIONAL INSTITUTE GUILLERMO CANO BALLADARES.

Authors

Agnes del Socorro Pérez M
Sobeyda Casco Chavarría
José Leonardo Rodríguez B

ABSTRACT

This article focuses on present aspects about the effectiveness of classroom management strategies in large groups' 35-45 students in a high school level. In this paper we explain some conceptions related to classroom management, the prescriptive strategies to be a good classroom manager and different teacher management styles. Afterwards, it describes our methodological design, the analysis, and discussions of the results gotten in this study. Finally, we propose authentic strategies and suggestions to be the best classroom manager and how to deal with large groups students.

Key terms: Classroom management, strategy, effectiveness and overcrowding.

INTRODUCTION

This research is about the effectiveness of classroom management strategies in large groups' 35-45 students in the Institute Guillermo Cano of Estelí. According to Murawski & Lynn (2015), the term classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. Otherwise, in accordance with the article "Research in classroom management"; for many researchers the term classroom management refers only to the conjugation of discipline term; however, this should not be the case, since discipline is only one aspect of classroom management as it implies the exercise of control by the teacher over students' actions and behavior to establish order in the classroom (Goh & Chiew, 1989). This article tries to answer the following three research questions and propose recommendations and strategies to improve the classroom management in secondary school: What kind of qualifications preparations do teachers have to manage with large classes? What classroom management strategies is English using to teach large classes

and how are they using them? How effective are the classroom management strategies used by English teachers in the Guillermo Cano school?

This work was meaningful since classroom management has countless numbers of objectives, which are: to encourage and establish self-management, and improve student conduct and behavior, which are directly related to teacher effectiveness (Froyen & Iverson, 1999). Managing the classroom effectively is one of the most important tasks for teachers. Research has shown that the quality of educators' relationships is the keystone for all other aspects of the classroom management (Carolyn, 2010). The ability of teachers to organize the classroom and manage the behavior of their students is critical to achieving positive educational outcomes (Oliver & Daniel, 2007). Teachers need to consider several elements such as: level, classroom arrangement, organization of the lesson plans, classroom activities, students cooperation, amount of students, classroom management style (Sabornie, 2013), in order to effectively deliver instruction to their students in the classroom. This research started from studies applied in other countries

and with the review of some literature related with the theme tackled.

In addition to that we intend to propose some strategies to deal with students in large groups and to be a good classroom manager.

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

Classroom Management

Teachers play various roles in a typical classroom setting, but the most important is classroom managing (Ahmad, Muhammad, & Shafiqur, 2012). According to Murawski & Lynn (2015), the term classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. Classroom management is not the same as discipline; this is within the actions of good classroom management. (Ahmad, Muhammad, & Shafiqur, 2012).

Importance of appropriate classroom management.

Research studies have shown that effective classroom management is a necessary condition for the creation of a conducive learning environment, and for successful integration of teachers in

schools. (Lim & Meow, 2008). Effective classroom management maximizes learning opportunities for children and increases the effectiveness of teachers teaching quality and students learning (Nogales Sancho, 2010). A classroom is a community of learners where formal interaction takes place between the teacher and the student being taught; The way that teachers conduct the classroom matters, it has a deep influence upon their own teaching and student learning, because the classroom is a place where the closest interaction between the students and the teachers takes place (Adelman & Taylor, 2008). Teachers with highly practical vision, strategies, skills and knowledge can manage classroom effectively, a good management skill for the classroom ensures quality of teaching and learning (Mandel & Bourguet, 2011).

The basic purpose of classroom management according to Froyen and Iverson (1999) aims to encourage students towards learning and to promote their positive behaviors.

Teachers' management styles

In accordance with Dunbar C, (2004) the teacher profile consists of teachers

knowing their teaching style and their ability to interact with students.

Here are four management teachers' profiles:

The authoritarian

In this case the teacher places firm limits and controls on the students.

The authoritative

This teacher places limits and controls on the students but simultaneously encourages independence. This environment offers students the opportunity to learn and practice communication skills.

The indifferent

The teacher is not very involved in the classroom. This teacher may lack the skills, confidence, or courage to discipline students.

The laissez-faire

This teacher accepts the students' impulses and actions and is less likely to monitor their behavior.

Classroom management strategies

Effective classroom management requires a comprehensive approach that includes the following: Structuring the school and classroom environment,

actively supervising student engagement, implementing classroom rules and routines, enacting procedures that encourage appropriate behavior, using behavior reduction strategies, collecting and using data to monitor student behavior, and modifying classroom management procedures as needed.

Management strategies to deal with overcrowded classrooms:

Language activities: One of the tasks that teachers can do is to facilitate language development. Therefore they must be aware of the activities, games, routines and tasks done to motivate students to express and produce messages. They also must learn to play with words, especially in activities in smaller working groups, as suggested in cooperative learning.

Sandy Christenson (2003) suggested taking into account the skills, abilities, needs, pace of work, and emotional status of students when planning various activities to be undertaken in the classroom.

Cooperative learning can greatly facilitate these processes in the classroom as it allows interactive relationships between students and the teachers teaching. Group learning and attention to students is facilitated with

special needs, i.e. diversity in Classroom. The North Central Regional Educational Laboratory (1990) defines cooperative learning as the instructional use of small groups of students, about four or five students, working class organized into teams in order to take advantage of the interaction between them and learn the full curriculum they're capable of doing, while learning about teamwork.

Sandy Christenson (2003) suggested taking into account the skills, abilities, needs, pace of work, and emotional status of students when planning the different activities taking place in the classroom. It should also include complementary activities for students who are quick to work the different activities.

METHODOLOGY

Research Design

This research is descriptive with qualitative approach. According to Sampieri, Fernández, & Baptista (2008) a qualitative method is considered to be particularly suitable for gaining in depth understanding of underlying reasons and motivations. It also provides insights into the settings of a problem; at the same time it frequently generates ideas and

hypotheses for quantitative later research.

Descriptive method, on the other hand, pretends to describe the current status of the phenomenon and what exists respect to the variables or conditions in a situation. These methods allow us to perform a process of inquiry, to gather information and data for further interpretation and understanding and thus build theories about the study. In order to determine and investigate the Effectiveness of Classroom Management strategies applying by English teacher at Guillermo Cano School, in Estelí, Nicaragua.

Population

The 9th grade students of the afternoon shift at Guillermo Cano Institute formed the population of our study; those are ten classrooms among 35 and 45 students in total 376.

Sampling

Our sample was intentional since we chose a large class, in that case, 9th D, which had 38 students representing the 10%. We selected this school and grade because it had the necessary numbers of students 35-45 and terms to do valid our research according to the topic. Moreover, here we got the opportunity to develop this research without any one

kind of boundaries or restrictions to carry out our study.

Sampling characterization

The sample of this research was formed by students at ninth grade D of Guillermo Cano Institute in Estelí. These were adolescents between 15 and 17 years old, and who come from different neighborhoods of the central urban area. They share social and economic characteristic, most of them with scarcity of economic resources; some of them were workers in the morning shift. Their participation is little, show shyness and indifference for the study. They have good relationship among classmates and teachers but with unrespectable actions or phrases.

Data collection

This research will feature instruments such as a questionnaire for the English teacher and the observation through of the direct and periodic visit at Guillermo Cano School.

A questionnaire will be administered to teacher, to collect relevant information about teacher academic preparation, methodology applied, and strategies used in the classroom. Maxwell Joseph A. (1996) Defines a questionnaire as an instrument for collecting and recording information about a particular issue of

interest. It is mainly made up of a list of questions, but should also include clear instructions and space for answers or administrative details. They can be used to reveal information on public knowledge, attitude, perception, experience and preparedness levels in relation to natural hazards.

Observations method consist of a checklist of e.g. the incidence, presence, or frequency of predetermined evidence to be observed in the situation which will either support or refute a preconceived theory (The University of Sheffield, 2010)

In this research, it was used the observation method, as a source of data collection to observe classroom management in overcrowded groups. According to the observation we applied ten take notes and data by researchers that served as support and appreciation of the effectiveness of the strategies used by the teacher of the institute.

These instruments are common, appropriate and recommended for use when the type of qualitative research method is selected to support and to be in charge of our research we collected and chose relevant information from reliable sources as websites, books,

documentation and interviews with some competent people from the ministry of education etc.

Data Analysis

To analyze the data were taking into account important aspects related with this research and besides the three research questions proposed in this study.

Firstly, it was tabulated the data in a chart, written the respective answers for each question made. Then there were interpreted those answers and made a relation with the similar aspects we observed during our visits to the Institute. When got the analysis of the collected data of every instrument it was discussed the results interpreting positive and negative aspects and the limitations of this research.

RESULTS AND DISCUSSION

Classroom management strategies applied by English teacher

According to the guide observation it was identify only two strategies applied by the teacher of the Guillermo Cano School Like: semicircle, workgroups. Semicircles is a good one sitting arrangement but, it is not always functional, because it was observed that the students tend to speak a lot and

sometimes causes a disruptive behavior during the session classes.

Workgroup is one of the most useful strategies using by teachers because allows everyone works together making use of the best of their skills to make sure of quality output. In the data collection, it was finding that the teacher applies this strategy frequently, but in a wrong way because she allows too many students in the same group (10 in each one). However, in agreement to some researches many authors conclude that workgroups up to 5 members is anti-pedagogical resource

Students' behaviors associated to the implementation of strategies

Analyzing the two strategies used by the teacher of the center described above has a direct influence on student behavior as the continued use of semicircles tends to create a distracting environment, also use all the time this methodology causes unattractive routine class. Likewise, when the students were working in groups some one of them were using the cell phones, talking each to others etc.

Validation of the classroom management strategies

The classroom presented unpleasant environment as its physical structure

was in bad conditions. It had two boards; one chalkboard and the other whiteboard, enough chairs for each student, a desk who is little damaged and the door and ceiling were damaged too. Related to the class atmosphere most of the time was not suitable because the classroom is located in a noisy place as in front of it there was a sport field and also was between two classrooms. On the other hand, this room lack of pleasant setting there were any material in there.

The location of the institute and classroom, the physical conditions, furnishings, and resources were a significant problem in relation to the development of the class and the classroom management, as the noisy around the school and inside the school (since the classroom was placed in front of the port field) affected the attention of the students, at the same time the scarcity of resources and the old fashioned, damaged furnishings and obviously the unpleasant classroom environment stop a better learning and affect the discipline too. (See photos in annexes)

In accordance with the instrument applied in this research and following the proposed research questions we got these results.

The English teacher had middle qualification to manage classroom since, she had never worked in the Education field and neither in leadership jobs, she is new in this Institute and has not graduated, but she actually is studying. Her experience in education is little and furthermore she has not had the opportunity to participate in trainings related to the theme in study, just in the TEPCES, this was her first year to teach English in a big school and with considerable amount of students, therefore, she has lack of experience in classroom management and possibly in aspects related to methodology to teach. In addition to, this difficulty is not only she has not been working there long, but also for the lack of pedagogical assistance and training scheme.

Teacher qualification in the theme of classroom management is really important since the problems presented in the classroom are due to the lack of experience and training the teacher has. The English teacher was a person who showed overcoming wish, though she had not long time in education and furthermore she lack of experience in the field of education and methodological trainings, however

according to her possibilities and abilities she did a good job.

The only strategies used by the teacher to manage the classroom were the sitting arrangement and orally words. (See photos in annexes page number 36) In the English class the students were always sitting in semicircle and working in group; and the attention of the teacher for the students usually was in group and rarely in individually way. Since the class was large of 38 students, teacher considered these strategies as good to keep attention of the students; however, it was not effective in all the learning process and not for all the students, there were usually some interruptions and misbehaviors for the students, such as: the abuse of the usage of phones, unpunctuality, and indifference.

On the light of the facts, and taking into account the characteristics of the place and the groups, these strategies are not working well, they are not been effective; the teacher should use other strategies to manage the classroom in order to get effective results and better learning, such as: cooperative learning (the use of monitor students), rules of behaviors, dynamics, songs, real materials, and more use of the English

language and less use of the Spanish language.

It is also necessary the MINED gives the teachers more pedagogical assistance and trainings and besides the teachers need to design a plan to teach asses and control the students.

Implications and recommendations

All teachers need help with classroom management especially early in their career. They depend on finding how to use good information and advice. The most important factor in classroom management is the teacher because he/she has the responsibility on develop strategies and control events. Therefore, they never stop learning and find the ways to become successful in classroom management.

As a researcher, we are committed to improving classroom management classes in English, for this reason we offer some suggestions to the teacher to get an effective classroom management with overcrowded groups in English classes.

Unfortunately, the larger the class size, the more the relationships with students suffers. Consider creating surveys once or twice a week where students can answer questions on a likert scale and also ask questions of you. Invite

students to write a letter to you about their learning, their accomplishments, challenges, and interests.

1. To train students to work in small groups of five to seven students. And when working in groups, it would be beneficial for students to sit around in a circle so that everyone could have a chance to participate.
2. To optimize the work with students with learning difficulties, give them seats in front of the teacher, closer to the teacher, so that he/she can spot difficulties easily while teaching.
3. Establish simple rules of acceptable behavior for everybody to observe when working in groups or individually, such as: how to work together on a group assignment, how to work on individual assignments, how to talk softly without disturbing others during group work, how to be a good leader and how to be a good member of the group
4. Make use of other people (other "human resources") to help tutor pupils with learning difficulties. The teacher is not the only person who can tutor or provide remedial help. With some training, others can help tutor pupils who need extra help. Here are examples of people who can

be trained to be tutors : Classmates (peer tutors), Students from higher grades or older students (cross-age tutors), Community volunteers, Family members (home tutors)

5. Combining strategies to improve the students' discipline and learning, like: cooperative learning, the usage of songs, drama, dynamics etc.
6. Improve the individually communication with the students by enhancing that with the understanding of their needs, interests and personal characteristics.
7. Do more use of the English than the mother tongue language.

Study Limitations

At the moments in which were applied the instruments; it was not the most appropriated, because there were many affectations in the class schedule such as: trainings, meetings, evaluations and reduction of the frequency of the English class. All those directly affect the reliability of our observations and therefore the interpretation too.

Another important thing is the lack of practical experience and maybe the theoretical knowledge in the theme of classroom management the teacher has, since, though she is finishing her last university year, this was her first

teaching experience. Moreover, it could not let to mention the bad physical conditions the Institute has the lack of classroom equipment and recourses and obviously, the noisy place in which the Institute and the ninth D classroom are localized.

CONCLUSION

In accordance with the characteristics of the group, the strategies used by the teacher do not function as well as they are needed. It is imperative to apply others with the purpose to reduce disruptions and control bad behavior of the 9th students at Guillermo Cano Institute.

The poor classroom management influence in the quality performance of the teaching and learning process, though the teacher makes an effort to do a good job. She had to deal with the greatest difficulties such as: lack of concentration, order and discipline of the students etc.

The usage of different strategies can help in preventing disruptions, and

in that way to go ahead an effective classroom management, a high incidence of classroom management disciplinary problems has a significant impact on the effectiveness teaching and learning process.

A suitable classroom environment provided a context for learning, it included the physical space, furnishing, resources and materials. However, the teacher has the responsibility to create the atmosphere in which students can enjoy the learning.

Large classes demand quality teachers and good classroom conditions, in some schools in our country teachers are not sufficiently trained in the use of strategies to work with numerous groups and the physical environment and conditions are not appropriate to do meaningful work.

It is necessary the MINED gives the teachers more pedagogical assistance and trainings and besides the teachers need to design a plan to teach, asses and control the students.

REFERENCES

- Adelman, H., & Taylor, L. (2008). Center for Mental Health in Schools. Obtenido de <http://smhp.psych.ucla.edu/pdfdocs/contedu/cfe.pdf>
- Carolyn, E. (April de 2010). Obtenido de <http://education.stateuniversity.com/pages/1834/Classroom-Management.html>
- Christenson, S. (2003). Creating Essential Connections for Children's Reading and Learning. Recuperado el 2016, de http://www.hfrp.org/var/hfrp/storage/fckeditor/File/parent-teacher_module.doc.
- Dunbar, C. (October de 2004). Michigan State University. Recuperado el December de 2015, de <https://msu.edu/~dunbarc/dunbar3.pdf>
- Froyen, L., & Iverson, A. (1999). Schoolwide and classroom management: The reflective educator-leader (3rd ed.). N.J: Prentice-Hall.
- Goh, & Chiew, S. (1989). Research in classroom management: Implications for teachers. Recuperado el 27 de Abril de 2015, de <https://repository.nie.edu.sg/bitstream/10497/1836/1/TL-9-2-5.pdf>
- Lim, C. P., & Meow, s. P. (2008). Classroom Management issues Learning Environmnets. Obtenido de <http://www.researchgate.net/>
- Mandel, A., & Bourguet, K. (2011). Teach For America. Obtenido de http://www.teachingasleadership.org/sites/default/files/Related-Readings/CMC_2011.pdf
- MAXWELL, J. A. (1996). Qualitative Research Design. Obtenido de <http://www.catedras.fsoc.uba.ar/guemure/bibliografia/Maxwell1.pdf>
- Murawski, W., & Lynn, K. (2015). What Really Works in Secondary Education. En W. Murawski, & K. Lynn, What Really Works in Secondary Education (págs. 139-145).
- Nogales Sancho, F. V. (2010). quadernsdigital.net. Recuperado el 10 de Jun de 2015, de http://www.quadernsdigital.net/datos_web/hemeroteca/r_1/nr_17/a_212/212.htm
- North Central Regional Educational Laboratory. (1990). New Learning and Thinking Curricula Require Collaboration. Obtenido de <http://methodenpool.uni-koeln.de/koopunterricht/The%20Collaborative%20Classroom.htm>
- Oliver, R., & Daniel, R. (Diciembre de 2007). files.eric.ed. Recuperado el 20 de Mayo de 2015, de <http://files.eric.ed.gov/fulltext/ED543769.pdf>
- Sabornie, E. (2013). Learn NC. Recuperado el 19 de Mayo de 2015, de <http://www.learnnc.org/lp/editions/every-learner/6691>
- Sampieri, H., Fernández, C., & Baptista, L. (2008). Metodología de la investigación. Obtenido de http://www.academia.edu/7920705/Hernandez_Sampieri_R_Fernandez_Baptista_Lucio_P-Metodologia%3Ade_la
- Teachers' Perceptions of Classroom Management

The University of Sheffield. (2010).
Learning and Teaching Services. Obtenido
de
<https://www.sheffield.ac.uk/lts/strategy/r>

esources/evaluate/general/methods-
collection/observation