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Application of Management Techniques by Teachers to Control the Disruptive Behavior in Over-Crowded Classrooms

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Abstract - The study was accomplished to find out the problems of management of the crowded classrooms and their solutions in secondary schools of Punjab. The objectives of the study were; (i) to identify the problems faced by the teachers in managing the crowded classrooms; (ii) to analyze the perceptions of teachers and head teachers about the strategies of management of the crowded classrooms; (iii) to find out the strategies applied by the teachers to manage the crowded classrooms; (iv) to rank the problems and strategies used to manage the crowded classes. A cross-sectional survey was conducted using questionnaires for the teachers and students and an interview for the head teachers. Purposive sampling technique was used for the selection of the head teachers (18), secondary school teachers (54) and students (216). Two types of instruments were developed to collect the data. A questionnaire was used to identify the problems of the teachers. The interview of head teachers was conducted for the analysis of the perception about the solution of managerial problems. The questionnaire was used for the teachers to analyze their perception and practices and the questionnaire for students was used to analyze the teachers' practices for managing the crowded classrooms. Data was collected by visiting the sample secondary schools personally. Data of interview was analyzed critically by using percentage while data of questionnaires was analyzed by using one way chi-square test. The major problems were controlling the students and paying individual attention to them. The concluded solutions for the problems lied in pre-planning of the classroom activities and motivating the students. The major recommendations were to maintain students' record, classroom space and time.

I. INTRODUCTION

The teacher faces numerous problems in class and gets puzzled if he/she is not a good manager e.g. how to motivate students for initiating desirable behaviors and avoiding undesirable ones; how to control conversions, incoming, departure, and within the

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classes; how to modify and utilize The inadequate physical resources designed for upholding a high-quality instructive environment? So, the teacher may ponder upon the causes of the interrupting problems and use different strategies for the solutions. Anjum (2003) put forward that different teachers recommend different figure of students for a perfect class size. In Pakistani secondary schools, it is likely that class size be supposed to be of thirty-five students. Ashraf (1998) engraved that in Pakistan, a teacher has different number of students in a class the number from ten to hundred and even above. The teachers feel comfortable having thirty to forty students. Above forty, class becomes large... class becomes large when the teacher doesn't feel comfortable.

Haddad (2006) described that large classes are often major obstacles in ensuring quality education. Indeed, there are many research studies that point to the disadvantages of large classes and advocate small classes as a factor to ensure quality education. According to Khan (2008) the process of attaining organizational goals involved effective and efficient planning and organizing, leading and controlling of the organization's resources (human, physical, financial, information). Baldeo (1996) pointed out that it is that set of activities (or the relationships) through which the teacher establishes and maintains the classroom conditions which facilitate effective, efficient and productive instruction for the learning process.

Explaining the concept of a good classroom management Everson et al (1997) stated that a good classroom management is based on students' understanding of behavior expected of them. A careful planned system of rules and procedures makes it easier for you to communicate your expectations to your students, and it ensures that the procedures you set up will be workable and appropriate. Nayak and Rao (2002) wrote that the most effective decisions in classroom management are based on a clear concept of the goals and intended outcomes that a teacher wishes to accomplish.

Lemlech (1988) defined classroom management is concerned with the maintenance of the conducive learning environment in the classroom.

Schein (1985) stated the importance of management as culture and structure, leadership and management all are necessary if an organization is to become highly effective. According to Louis and Miles (1992) management refers to designing and carrying out plans, getting things done and working effectively with people. The classroom management refers to a process that teachers guarantee the classroom instruction, the order, the effectiveness, dealing some matters and arranging the time and space. According to Law and Glover (2000), the managerial work of the class teacher is only material development that means to be a good classroom teacher; it is necessary to organize the material that is conducive for learning and achieving the objectives. Each manager needs a pocket theory of management.

A teacher is a manager. He/she has to handle the entire class. The teachers have very thick and crowded classes these days and they have to cope with them. So the teacher and the students should have clear and pre-decided rules of management. It does not mean that the teacher should implement his rules strictly to the students. The rules should be applied consistently and politely rather than strictly and forcefully.

Applying classroom management strategies, the teacher can handle his/her class successfully. It helps the teacher to make a high-quality and appropriate decision for suitable reinforcement of students. In addition to this, the strategies can help in increasing the overall effectiveness of the educational program. Ijaiya (1999) carried out study to find out the serious effects of overcrowded classroom on teacher-student interactions and the frequently used coping strategies adopted by the teachers. Findings showed

that over-crowdedness diminished the quantity and quality of teaching and learning with serious implications for attainment of educational goals. It was suggested that both the federal and state Government should make the building of additional classrooms and provision of students' furniture a priority in their educational planning at all levels.

Orr (1999) put forward a study to determine types of behaviors pre-service teachers viewed as inappropriate classroom behaviors. Results indicated that talking, disruptive behavior, disrespect, inattention, and not doing/refusal to do assigned work accounted for the majority of the responses when identifying behavior problems. The most successful strategy reported in handling discipline behavior problems was verbal reprimand and the least successful strategy reported was ignoring the behavior. Shaheen (2003) concluded that the teachers felt problems in students like grouping and conflict, misbehavior, disturbing the class, irregularity, escaping from class and lack of interest while the school failed to provide proper physical facilities to the students. It was recommended that double shifts in school might be started for reducing the workload of the teachers.

II. DATA ANALYSIS AND RESULTS

Data was analyzed by using one-way Chi-Square (χ^2) technique in order to test the significance of statements. The level of the significance used for the statements was 0.05. Questionnaire about managerial problems was analyzed using percentage technique while interview was analyzed critically.

Problems faced by the teachers in managing the crowded classrooms.

Table 4.1 : Responses of the teachers to the crowded classrooms creating problems

S #	Problem description	Yes	%age	No	%age
1	Difficulty in controlling the students	54	100%	0	0%
2	Difficulty in paying attention to the individual student	54	100%	0	0%
3	Difficulty in planning activities for students	48	88.9%	6	11.1%
4	Difficulty in developing and maintaining co-operative learning atmosphere	45	83.3%	9	16.7%
5	Difficulty in motivating all the students	50	92.6%	4	7.4%
6	Lack of using available physical resources	44	81.5%	10	18.5%
7	Difficulty in maintenance of record	53	98.1%	1	1.9%
8	Difficulty in time-management	54	100%	0	0%
9	Difficulty in ensuring convenient seating arrangement	43	79.6%	11	20.4%

It is clear from the above table that the teachers faced all the above mentioned problems in the crowded classrooms.

e) Questioning Technique

Table 4.6 : Responses of the teachers on exercising questioning technique in the crowded classrooms

Options	f_o	f_e	$f_o - f_e$	$(f_o - f_e)^2$	$(f_o - f_e)^2 / f_e$
Strongly agree	8	10.8	-2.8	7.84	0.72593
Agree	24	10.8	13.2	174.24	16.1333
Undecided	11	10.8	0.2	0.04	0.0037
Disagree	8	10.8	-2.8	7.84	0.72593
Strongly disagree	3	10.8	-7.8	60.84	5.63333
Chi-square					23.2222

df = 4

$\alpha = 0.05$

$\chi^2 = 9.48$

It was clear from the above table that the observed value of χ^2 (23.22) was greater than the tabulated value (i.e. 9.48). So, the statement was accepted that teachers exercised questioning technique in the crowded classrooms.

f) Physical Resources

Table 4.7 : Responses of the teachers on the use of the available physical resources in the classroom activity (s)

Option	f_o	f_e	$f_o - f_e$	$(f_o - f_e)^2$	$(f_o - f_e)^2 / f_e$
Strongly agree	19	10.8	8.2	67.24	6.22593
Agree	17	10.8	6.2	38.44	3.55926
Undecided	13	10.8	2.2	4.84	0.44815
Disagree	3	10.8	-7.8	60.84	5.63333
Strongly disagree	2	10.8	-8.8	77.44	7.17037
Chi-square					23.037

df = 4

$\alpha = 0.05$

$\chi^2 = 9.48$

It was clear from the above table that the observed value of χ^2 (23.04) was greater than the tabulated value (i.e. 9.48). So, the statement was accepted that the teachers used the available physical resources in the classroom activity (s).

g) Record

Table 4.8 : Responses of the teachers on maintaining the record of the students' conduct

Option	f_o	f_e	$f_o - f_e$	$(f_o - f_e)^2$	$(f_o - f_e)^2 / f_e$
Strongly agree	9	10.8	-1.8	3.24	0.3
Agree	11	10.8	0.2	0.04	0.0037
Undecided	14	10.8	3.2	10.24	0.94815
Disagree	16	10.8	5.2	27.04	2.5037
Strongly disagree	4	10.8	-6.8	46.24	4.28148
Chi-square					8.03704

df = 4

$\alpha = 0.05$

$\chi^2 = 9.48$

It was clear from the above table that the observed value of χ^2 (8.04) was less than the tabulated value (i.e. 9.48). So, the statement was rejected that the teachers maintained the record of the students' conduct.

h) Knowing students' names

Table 4.9 : Responses of the teachers on knowing all or most of the students by the names

Option	f_o	f_e	$f_o - f_e$	$(f_o - f_e)^2$	$(f_o - f_e)^2 / f_e$
Strongly agree	21	10.8	10.2	104.04	9.63333
Agree	16	10.8	5.2	27.04	2.5037
Undecided	10	10.8	-0.8	0.64	0.05926
Disagree	5	10.8	-5.8	33.64	3.11481
Strongly disagree	2	10.8	-8.8	77.44	7.17037
Chi-square					22.4815

df = 4

$\alpha = 0.05$

$\chi^2 = 9.48$

It was clear from the above table that the observed value of χ^2 (22.48) was greater than the tabulated value (i.e. 9.48). So, the statement was accepted that the teachers knew all or most of the students by their names.

i) *Help by head teachers*

Table 4.10 : Responses of the teachers whether head of the institute helped in maintaining good learning atmosphere

Option	f_o	f_e	$f_o - f_e$	$(f_o - f_e)^2$	$(f_o - f_e)^2 / f_e$
Strongly agree	17	10.8	6.2	38.44	3.55926
Agree	14	10.8	3.2	10.24	0.94815
Undecided	6	10.8	-4.8	23.04	2.13333
Disagree	9	10.8	-1.8	3.24	0.3
Strongly disagree	8	10.8	-2.8	7.84	0.72593
Chi-square					7.66667

df = 4

$\alpha = 0.05$

$\chi^2 = 9.48$

It was clear from the above table that the observed value of χ^2 (7.67) was less than the tabulated value (i.e. 9.48). So, the statement was rejected that

j) *Applying Rules*

Table 4.11 : Responses of the teachers on applying the rules strictly

Option	f_o	f_e	$f_o - f_e$	$(f_o - f_e)^2$	$(f_o - f_e)^2 / f_e$
Strongly agree	10	10.8	-0.8	0.64	0.05926
Agree	24	10.8	13.2	174.24	16.1333
Undecided	12	10.8	1.2	1.44	0.13333
Disagree	4	10.8	-6.8	46.24	4.28148
Strongly disagree	4	10.8	-6.8	46.24	4.28148
Chi-square					24.8889

df = 4

$\alpha = 0.05$

$\chi^2 = 9.48$

It was clear from the above table that the observed value of χ^2 (24.89) was greater than the tabulated value (i.e. 9.48). So, the statement was accepted that the teachers applied the rules strictly in the crowded classrooms.

k) *Motivation*

Table 4.12 : Responses of the teachers on motivating students during class/ group work

Option	f_o	f_e	$f_o - f_e$	$(f_o - f_e)^2$	$(f_o - f_e)^2 / f_e$
Strongly agree	25	10.8	14.2	201.64	18.6704
Agree	15	10.8	4.2	17.64	1.63333
Undecided	7	10.8	-3.8	14.44	1.33704
Disagree	2	10.8	-8.8	77.44	7.17037
Strongly disagree	5	10.8	-5.8	33.64	3.11481
Chi-square					31.9259

df = 4

$\alpha = 0.05$

$\chi^2 = 9.48$

It was clear from the above table that the observed value of χ^2 (31.96) was greater than the tabulated value (i.e. 9.48). So, the statement was accepted that the teachers motivated the students during class/ group work.

l) *Being Consistent*

Table 4.13 : Responses of the teachers on being consistent in managing the crowded classrooms

Option	f_o	f_e	$f_o - f_e$	$(f_o - f_e)^2$	$(f_o - f_e)^2 / f_e$
Strongly agree	22	10.8	11.2	125.44	11.6148
Agree	17	10.8	6.2	38.44	3.55926
Undecided	10	10.8	-0.8	0.64	0.05926

Disagree	3	10.8	-7.8	60.84	5.63333
Strongly disagree	2	10.8	-8.8	77.44	7.17037
Chi-square					28.037
df = 4		$\alpha = 0.05$			$\chi^2 = 9.48$

It was clear from the above table that the observed value of χ^2 (28.04) was greater than the tabulated value (i.e. 9.48). So, the statement was accepted that the teachers were consistent in managing the crowded classrooms.

m) Homework

Table 4.14 : Responses of the teachers on maintaining homework diaries of the students

Option	f_o	f_e	$f_o - f_e$	$(f_o - f_e)^2$	$(f_o - f_e)^2 / f_e$
Strongly agree	11	10.8	0.2	0.04	0.0037
Agree	12	10.8	1.2	1.44	0.13333
Undecided	7	10.8	-3.8	14.44	1.33704
Disagree	8	10.8	-2.8	7.84	0.72593
Strongly disagree	16	10.8	5.2	27.04	2.5037
Chi-square					4.7037
df = 4		$\alpha = 0.05$			$\chi^2 = 9.48$

It was clear from the above table that the observed value of χ^2 (4.70) was less than the tabulated value (i.e. 9.48). So, the statement was rejected that the teachers maintained homework diaries of the students.

n) Seating Arrangement

Table 4.15 : Responses of the teachers on keeping seating arrangement convenient to all the students

Option	f_o	f_e	$f_o - f_e$	$(f_o - f_e)^2$	$(f_o - f_e)^2 / f_e$
Strongly agree	23	10.8	12.2	148.84	13.7815
Agree	9	10.8	-1.8	3.24	0.3
Undecided	8	10.8	-2.8	7.84	0.72593
Disagree	7	10.8	-3.8	14.44	1.33704
Strongly disagree	7	10.8	-3.8	14.44	1.33704
Chi-square					17.4815
df = 4		$\alpha = 0.05$			$\chi^2 = 9.48$

It was clear from the above table that the observed value of χ^2 (17.48) was greater than the tabulated value (i.e. 9.48). So, the statement was accepted that the teachers kept seating arrangement convenient to all the students.

III. DISCUSSION

Classroom management is crucial for education to take place and there may be a number of factors that trigger misconduct; yet, by means of effective inspection of the problems they are not insurmountable. The teachers must know their students to identify their needs and tailor their instruction accordingly. In case of the crowded classrooms the problems like controlling the students, maintaining students' record, paying attention to the individual student, maintaining classroom time and space, planning and organizing classroom instructions and activities, absenteeism and bullying etc. is amplified. Classroom management thus helps the teachers to create a non-threatening atmosphere in which they are less likely to face these problems.

It was found that the teachers felt difficulty in controlling the students and paying attention to the individual student. Sarıçoban (2001 & 2005) supported these finding by concluding that the teachers failed to control the students in the crowded classrooms. The teachers did not have time to help all the students and if there were a small class, it would be easy to assist each individual. Moreover, the introverted students could not received proper help from the teachers. Shaken (2003) and Al-Maneea (2007) also concluded that these problems existed in the crowded classrooms and might be managed by applying suitable strategies. Preston and Shake ford (2005) stated that new teachers usually encountered these problems. It was found that the teachers felt difficulty in time-management, maintenance of record, motivating all the students, developing and maintaining co-operative learning atmosphere, planning activities for the students, using available physical resources, ensuring convenient seating arrangement, cheating, students' aggression and absenteeism. Haddad (2006) favored these findings and pointed out

large classes were often major obstacle in ensuring quality education.

The study also revealed that the solutions for the problems lied in pre-planning of the classroom activities and motivating the students. Doyle (1986, p. 339) supported these findings by saying the time-management procedures, such as appropriate pacing and well-planned transitions helped in managing the crowded classrooms. It was found that the teachers use their body language in the crowded classrooms. Dixie (2007) favored this finding and concluded that eight year research on the use of body language in the classroom that it is a quality of a good teacher to use his/her body language well in the crowded classrooms. It was found that teachers knew the students' names. Killen (2003) and Mishap (2007) favored it and pointed out that knowing students by name was absolutely vital to good classroom control. It was found that the teachers were gradual, consistent and used motivational techniques. Nissman (2000) and Sajjad (2007) favored that it was a part of classroom management plan and the teachers might provide incentives to the students. It was also found that the teachers apply rules strictly and ensured appropriate behavior. Edwards (1993) and Nissman (2000) favored it and concluded that the teachers first pointed out the inappropriate behaviors and then identified the rules and consequences. It was found that the teachers ensured convenient seating arrangement in the crowded classrooms. Everson et al (1999), Ijaiya (1999) and Leach (2006) favored it. It was also found that the teachers fell short in maintaining the record of students' conduct. Shay (2003) stressed that the teacher might maintain the record of the students for the legal considerations. The major recommendations were splitting the class into small groups and training teachers the managerial strategies of the crowded classrooms.

Consequently, this study recommends that the teachers may assign home-work for better management in the crowded classrooms. Creative assignments in this respect may prove effective instead of copying from the text-books. The teachers may be trained by the latest management strategies and techniques. The crowded classes may be split into small groups. Collaborative talk between students may be helpful for them. Students' record may also be maintained. More studies may also be conducted to explore the problems of management of the crowded classrooms and their solutions. The present study may be extended to the college or university level.

IV. RECOMMENDATIONS

Following were some major recommendations;

1. Teachers may be trained by the latest management strategies and techniques for the crowded classrooms. Special training material may be

developed for this purpose. This may not only help them sort out the problems of the crowded classrooms but also solve them.

2. Homework diaries may be properly maintained for the betterment of management in the crowded classrooms. The teachers may give creative assignments instead of copying the textbooks. The teacher may manage his/her time by pre planning the home work.
3. Avoiding corporal punishment may have better results as the students may feel comfortable and it may create positive effects on students' learning.
4. The crowded class may be split into small groups. Well maintained groups may create good learning atmosphere in the crowded classrooms. Collaborative talk between students may be helpful for them.
5. Maintaining students' record and using classroom space and time may prove helpful for the teachers in managing the crowded classrooms.

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