

Managing Behaviour in Large Classes: Ceit faculty best Practices

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Abstract— *This study aims to provide the best practices of center of excellence professors in managing behavior in large classes. The study specifically explored and investigated the effectiveness of teaching strategies that alleviate the negative impact of large classes in classroom management; thus, university students were also invited to partake in the study. The study involved twelve teachers/key informants from Department of Civil Engineering, Department of Information Technology, Department of Agricultural Engineering and Department of Computer Programming. There were three key informants in each department.*

All key informants are from Kalinga State University, Tabuk City, Philippines. Secondary key informants involved twelve students; one student in each of the classes of the teacher informants. This qualitative research utilized a non-random purposive sampling technique from a total of twelve key informants. Data was gathered thru an audio recorded interactive interview with questions encompassing large class size, classroom behavior, and effective classroom management. Consistent and regular behaviour monitoring, Organized lesson delivery, Effective class organization and communication (COE) is seen in both teachers' classroom management strategies of student classroom behavior and student motivation. Despite the adverse effects of large class size, these center of excellence professors chose to employ the most effective classroom management strategies to alleviate student behavioral challenges in a classroom for optimal learning and efficient teaching.

Keywords— *classroom management, classroom management strategies, teaching strategies.*

I. INTRODUCTION

Classroom management with an emphasis on classroom behaviour is the most crucial part of efficient instruction (Van, 2015; Villena& de Mesa, 2015). It encompasses organization strategies and strategies dealing with misbehaviors (Cabaroglu, 2012) or concerns with classroom behaviour management of students in a class (Mansor et al., 2012; Harun et.al., 2015; Villena& de Mesa, 2015). It is a crucial part of efficient communication, appropriate and adequate instruction. Classroom management also affects the motivation of students to participate in discussions and managing student outputs and disruptive behaviors; it focuses on modifying, monitoring, and maintaining desirable classroom behavior (Ahmad, 2010).

Thus, being able to learn and employ effective classroom management strategies is necessary for teachers.

Effective classroom management strategies in maintaining classroom behaviour involve organization because the physical elements of a classroom contribute to a more productive environment for learners, good communication for effective instruction, good monitoring for prevention of disruptive behaviors, good lesson strategies, and interesting lesson delivery, and intellectual questioning (Ahmad, 2010). Therefore, most effective classroom management strategies entail having a transparent communication of behavioral and academic expectations, a physical environment conducive to learning (Nagler, 2016) creating a friendly learning environment through dialogue and efficient communication (Akin & Yildirim, 2015), and

monitoring if students are motivated (Nagler, 2016). It is essential that teachers in different levels of education be equipped with skills in classroom management particularly communication, monitoring and dealing with behaviour challenges and discipline for professors not to lose their dominance even in a large class (Harun et al., 2015; Stough, 2016).

It is crucial for teachers to have the competencies to employ effective strategies for managing classroom environment, planning, time management, relationship management and most importantly behaviour management of students (Akalin & Sucuoglu, 2015). This was elaborated in CHED Memorandum Order No. 52 Series of 2007 Article 1 Section 1, under domain 5 which highlights that teachers are to be equipped with the use of appropriate instructional, assessment, monitoring and evaluation strategies to students. Further, CHED Memorandum Order No. 30, Article 4 articulates the importance of having the competence and knowledge to apply a wide range of appropriate teaching strategies. Teachers utilize different teaching strategies because students at different levels have different needs.

In the tertiary institutions of Nigeria, their strategies to prepare students for getting a job after schooling is through actual application of theories learned and thru technology (Obiete et al., 2015). This is aside from the fact that technology-embedded instructional strategies are utilized in classes and were found to be engaging (Lumpkin et al., 2015). Active learning strategies can be manifested in team activities (Killian & Bastas, 2015) and are utilized to sustain feedbacks from students. Further, student-centred learning strategies are infused in conveying different concepts in physics taught in their senior high school (Akinbobola, 2015). These are effective strategies for teachers to deliver their lesson effectively and for classroom management and it is also important for teachers to be able to evaluate its effectiveness despite managing a large class size (Ng et al., 2016).

Large class size is any class composition wherein the total population of students ignites evident challenges associated in providing quality education (Maringe & Sing, 2014) and obstructs classroom management on classroom behaviour. This polarizes different research studies to investigate empirical evidence on what constitutes the optimal class size and determine what constitutes large class size, yet no consensus has been established because the total and optimal population of students in a classroom also differs in Public and Private Schools. One longitudinal statewide research on the large class size and on the optimal class size

configuration was the Project Student Achievement Teacher Ratio (STAR). The findings indicated that small class has 1 teacher and 13-17 students, and regular class has 1 teacher and 22-25 students. (Ding & Lehrer, 2005). However, this class size configuration from the Project STAR is not applicable in developing countries particularly in the Philippines because a large class size is inevitable from Primary to Tertiary education.

The phenomenon on large class size is regarded as one of the most predominant obstacles when it comes to efficacious choice of teaching and classroom management strategies from Primary to Tertiary education in developing countries. In the tertiary education, even university professors who are at the pinnacle of their discipline or profession with substantial expertise across various elements of scholarly practice, including research, years of teaching, service activities integrating leadership and management roles (Macfarlane, 2011) perceive large class size as an impediment from using and incorporating new, varied or a wide range of effective teaching strategies (Altun & Yucel-Toy, 2015; Varsavsky & Rayner, 2013; Fanshao, 2009). Therefore, persistent quality training encompassing the effective and appropriate strategies (Esene, 2015) is essential for teachers to acquire new knowledge and skills in lesson delivery, in classroom management pertaining to behavioural management and in organization management (Akalin & Sucuoglu, 2015; Nagler, 2016; Stough, 2015) because quality of education is akin to the quality of teachers (Rizwan & Khan 2015; Akalin & Sucuoglu, 2015).

Effective classroom management strategies focusing on classroom behavior can be adapted and assimilated to inhibit and diminish large class size effects were not profoundly indicated and explored (Eisenman et al., 2015). There were limited literature on effective classroom management strategies in dealing with behaviour in large class size in the tertiary education particularly in the Philippines; on the other hand, numerous research studies conducted highlight the impact of class size on student achievement and does not elaborate on the effects and outcomes of large classes on classroom management strategies employed by university professors.

This study aims to explore the best practices utilized by CEIT faculty in managing the behavior of students in large classes; germane, their perception toward a large class size, their classroom management strategies, and finally to provide evidence on its efficiency. The results of this study may aid other professors with the best practices they can utilize in

managing behavior in large classes. This study may contribute to the research community particularly in the Philippines because the issue on large class size is timely and a vast of literature dealing with the impact of large class size; however, there were limited literature on classroom management strategies that are effective even in large classes. School administrators of tertiary education may be enlightened with the findings of the study because of the key informants' responses on classroom management strategies and managing a large class size. In addition, students experience optimal learning and efficient teaching through the incessant implementation of the best practices.

There are numerous complications that cannot be addressed based on this study. This is just a small sample of teachers that are within the same school. Therefore, we are only seeing a small part of the spectrum in these results; and generalizability of findings is evident. Thus, further study utilizing a wide-scale of participants is necessary to provide robust findings.

Classroom Behaviour and Large Classes

The imminent increase in class size may reduce the willingness of students to be involved in class activities and discussion because a classroom setting acquires help from students. However, based on the theory of "bystander effect," the more students in a classroom causes other students not to participate in the discussion and related activities and they tend to remain passive (Thornberg, 2007). Thus, increasing class size is not just a predominant issue that affects effective teaching and learning in the primary and secondary schools but also in universities (Chapman & Ludlow, 2010; Gleason, 2012; Johnson, 2010; McCarthy, 2004; Maringe & Sing, 2014; Mulryan-Kyne, 2010; Oliver, 2007; Snowball, 2014; Solis & Turner, 2016; Stanley, 2012; Ayeni & Olowe, 2016). In Saudi Arabia their university ranges from 20-100 students in a class (Bahanshal, 2013) and from a University at Vietnam (HITECH), class size ranges from 50-55 students. In English class, they have 50-60 university students in one class (Nguyen et al., 2015); Loyola University Chicago has 60 students in their SBM classes (Guder et al., 2009) even up to 150 students in a class (Solis & Turner, 2016).

Existing research studies conducted indicated that smaller classes do not affect student achievement (Guder et al., 2009; Milesi & Gamoran, 2006); nonetheless, other research studies indicate that large class size diminish the efficiency of teaching methods, academic interactions, and

time to finish a lesson (Solis & Turner, 2016; Gleason, 2012; Mulryan-Kyne, 2010). It also results in inattentiveness (Blatchford et al., 2003; Quinlan & Fogel, 2014) and disengages students (Solis & Turner, 2016). Further, university students' behavior has changed and an evident decrease in teachers' dominance was observed when it comes to classroom management; thus, maintaining students' discipline became difficult according to tertiary teachers (Ersozlu & Cayci, 2016). In addition, civility issues were aggravated in large classes due to students' obscurity (Seganish, 2013).

Teachers perceived that large classes prevent them from using varied, new and effective teaching strategies (Altun & Yucel-Toy, 2015; Quinlan & Fogel, 2014); thus, they settle on using teacher-centred strategies that curtail the students' ability to discuss the topic and lessen academic questioning (Almulla, 2015; Ozerk, 2001). Further, it ignites challenges to the assessment and evaluation of students' outputs (Kewaza & Welch, 2013; Yelkperci et al., 2012). Nevertheless, it is also crucial to consider the influence of teachers, student, and school characteristics, teaching strategies and their effectiveness and accountability to student outcomes (Amendum et al., 2009; Blatchford et al., 2003; Chatterji, 2005; Cullen, 2011; Johnson, 2010; Lekholm, 2011; Stronge et al., 2011; Southworth, 2010; Milesi & Gamoran, 2006; Moss et al., 2014).

Classroom Management and Teaching Strategies Utilized in Large Classes

Active learning strategies (Downs & Wilson, 2015; Mulryan-Kyne, 2010; Quinlan & Fogel, 2014, Mansor et al., 2012), integration of technology, classroom response systems, elicitation of responses from students (Muncy & Eastoman, 2012), building positive and interactive student-teacher academic interactions (Solis & Turner, 2016; Ozerk, 2001; Yelkperci, et al., 2012), and an inquiry-based teaching approach for knowledge acquisition and problem solving skills development (Oliver, 2007) were found out to enhance student engagement in large class size. Lecture method may not be minimized in tertiary large classes and when it is used, questions posed in the middle of lecture (Cole & Kosci, 2010). Small group activities in large lecture classes (Yazedjian & Kolkhorst, 2007) can encourage students to be inquisitive (Exeter et al., 2010; Kariyawasam & Low, 2014). Consequently, such activities stimulate student participation. As for large English classes, speaking activities in group work

(Fanshao, 2009) was adapted as an instructional strategy (Maduako&Oyatogun, 2015) and a blended approach using technology to provide content assignments prior to class sessions (Kenny & Newcombe, 2011). Class-wide peer tutoring in elementary schools (Bowman-Perott et al., 2007) was also affirmed as effective instructional and teaching strategies in large class size.

It can be inferred that it is essential to implement effective strategies in supervising, efficient monitoring, organization, communication and lesson delivery to manage classroom behaviour and occurrences of distractions in large classes (Ahmad, 2016; Akin et al., 2016; Akalin&Sucouglu, 2014; Eisenman et al., 2015; Nagler, 2016; Mansor et al., 2012). It is also helpful to identify and learn new, appropriate teaching strategies and classroom management strategies that can be utilized to mitigate the challenges of large class size; hence, this can elevate the standard of learning and teaching (Almulla, 2015; Bahanshal, 2013; Bosworth, 2014; Gleason, 2012; Keirle& Morgan, 2011; Maringe& Sing, 2014; Milesi& Gamoran, 2006; McCarthy, 2004; Oliver, 2007; Snowball, 2014; Stanley, 2012).

Continuous Professional Programs for Teachers

Continuous professional development for teachers (Altun&Tucel-Toy, 2015; Graue et al., 2007; Miles & House, 2015; Stough, 2015) is necessary to cope with the increasing class size (Blatchford et al., 2003). In addition, professional programs are significant to aide teachers in designing assessment frameworks, developmental strategies (Wanous et al., 2009) and alternative assessments for high-performing students (Varvasky& Rayner, 2013).

From the review of related literature, it can be inferred that although no consensus has been established that large class size is a prime impediment in teaching and learning process especially as a barrier to efficiency of teaching strategies and difficulty for teachers to employ classroom management strategies, it ignites misbehaviours among students, encourages less teacher and student interactions within the classroom, limits the time to finish a lesson, and results to lack of individualized learning.

II. METHODOLOGY

Research Design

This paper is qualitative employing phenomenological design following an emic approach. An

interactive interview was administered and responses were interpreted through cool analysis, process of collecting and identifying significant statements from the responses of the key informants and coming up with themes that were validated by a co-rater and warm analysis, process of identifying the essence of the phenomena during the interview with the key informants and the interpretation of their responses to the questions (Patton, 2002). To validate their responses, an observation with the permission of the participants was conducted in their respective classes.

Selection and Study Site

The study was conducted at the College of Engineering and Informational Technology of Kalinga State University, Baguio City, Philippines recognized as Level 2 (BSCE) Level 1 (IT) Level 3 (BSABE) by the Association of Accrediting of Chartered Colleges and Universities in the Philippines (AACUP). Thus, the study involved twelve teachers/key informants from the Department of Civil Engineering (CE), Department of Information Technology (IT), the Department of Agricultural Engineering (ABE) and the Department of Computer Programming (CPE). There were three key informants in each department. They represented the teachers from their respective department. Secondary key informants involved twelve students, one student in the class of the primary key informant that was observed by the researcher; the selected students represented the whole class. A total of twenty-four primary and secondary key informants were selected to provide their views regarding the interview questions because it is already adequate for a phenomenological study that requires a minimum of three key informants. This study utilized a non-random purposive sampling technique yielding to a total of twelve key informants. The selection of the key informants or population sample is purposive because it targets people with experience and with robust knowledge in the area of the study and who are able to provide their own account on the research questions. Further, these key informants were selected to be the primary and the secondary key informants in the study because they had experienced and taught or currently teaching a class size of 50 or even more 50 university students; and had experienced or are currently in a class of 50 or more. They were given an equal opportunity to respond to the questions in the survey. They were interviewed with the same questions.

Instrumentation

An Aide memoire (Appendix A) was utilized to formulate the interview questions. It is composed of 5 sections, section 1 is the concept of human layer, section 2 is the definition, section 3 is the reference, section 4 is the a priori codes and section 5 is composed of the interview questions (Appendix B). The interview questions employed content validity because of a wide range of questions pertaining to a particular phenomenon on the most effective teaching strategies on classroom management focusing or dealing with behavior challenges in large classes in the tertiary education. In order to address reliability of the interview questions that was utilized in this study, credibility was ensured through the following strategies: the interview guide questions based on a priori codes as the main tool in this study that was validated by two experts (one from the Department of General Education and one from the STEM-Senior High School College of Engineering and Information and Technology of Kalinga State University).

Revisions were done after the validation to ensure in-depth and comprehensive data collection with the use of interview questions that elicit a robust response. The interviewed teachers agreed for a classroom observation. Classroom observations were conducted once per teacher and were arranged based on the teachers' chosen schedule of their respective classes (Appendix E).

Data Gathering

The researcher secured a permission from the Dean of CEIT to conduct a research study key informants were informed on what the study entails and were provided with consent and acknowledgment forms. The names of teachers was not included throughout the study but they were coded wherein T1, T2, T3 are from the Department of Civil Engineering; T4, T5, T6, are from the Department of Information and Technology; and T7, T8, T9, are from the Agricultural Engineering.; and T10, T11, T12 are from the Department of Computer Engineering. They were informed that their individual responses to the interactive interview and findings from the observation will not be shared with others, but will be used for thesis data only. All of their information were kept confidential throughout the entire research process.

The key informants voluntarily participated in a traditional face-to-face interview, which is richer in terms of nuances and depth; thus, the questions in the interview formulated thru an aid memoire was utilized to elicit and let

the key informants express their perspectives, observations, and account of their experiences regarding the phenomena.

A preliminary meeting was conducted with the key informants three days before the actual interview. This preliminary meeting provided an opportunity to complete their consent forms and to carefully examine ethical considerations. After completing the face-to-face interview, and conducting classroom observations, for the triangulation of professors' responses, student participants will be interviewed. Then, the researcher proceeded to the compilation and transcription.

Data analysis

Interview transcripts (Appendix E) of teachers and students were carefully read and analyzed to allow the researcher to distinguish similar statements and verbalizations that commonly described what is common in the participants' perspectives, and experiences. They will be organized through a Repertory grid (Appendix D). The researcher sorted the themes and categories and carefully related them to the problem of the study, research question, and literature review. The researcher utilized two criteria when sorting themes into categories. The first criterion is internal homogeneity, the extent to which the data belonged in each category. The second criterion is external heterogeneity, the differences among categories are clear (Patton, 2002).

The interview transcripts were aggregated and organized through a Repertory Grid of the key informants' responses to each question. Responses were presented with a narration of written words indicating their views and actual account of experiences. Further, checking the data and the interpretations with the key informants was conducted. It was ensured that sufficient time was allotted for each interview. Detailed transcriptions, thematic analysis, coding process and debriefing through conceptual consultations were conducted. Furthermore, in order to elicit a richer evidence, observations in their respective classes of the informants was conducted by the researcher. Then all data through field notes on the classroom observations were compiled and organized through a Repertory Grid. Data from the audio recorded face-to-face interview and field notes on classroom observations encompassed the responses of CEIT faculty on the classroom management strategies they employ in managing behaviour in large classes. The aggregated data encompassed the views of professors in managing behavior in large classes and views of their students.

Results from the interview were interpreted by employing cool analysis, process of collecting and identifying significant statements from the responses of the key informants and coming up with themes that were validated by a co-rater and warm analysis, process of identifying the essence of the phenomena during the interview with the key informants and the interpretation of their responses to the questions. Thus, interview transcripts from teachers' views and from students' views were devised to examine, carefully analyze the responses, and identify similarities and emerging themes in each text. The coding process or the assignment of code names (T1, T2, T3, T4, T5, T6, T7, T8, T9, T10, T11, T12; S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12) of the primary and the secondary key informants utilized the sequence of the order of the time of interview. The first interviewee was T1 and the last interviewee was T12 in the same manner with the secondary key informants. Code search through Repertory Grid Technique was employed with their transcripts. Hence, a co-rater, from the Guidance counsellor of CEIT was asked to study and to validate the emerging themes.

Further, the findings on the most effective classroom management strategies in dealing with behavior in large classes were based on Repertory Grid Technique. Repertory Grid will be utilized to extrapolate the way in which an individual make use of his own experience in order to make sense of the world. This determines and maps the connections between the key ideas, themes or constructs that a person uses; thus, constructs were elicited from how key informants perceive and comprehend the four interview questions and terminology's indicators that the participants utilized to infer people or a particular phenomenon (Suto&Nadas, 2010). The

manuscript's content and the verbatim's translations was edited by a language expert, a Master of Language Education.

Ethical Consideration

The researcher secured a permission to conduct research study (Appendix F). Participants were informed of what the study entails and were provided with consent and acknowledgment forms. They were be told that names of students and teachers were not included throughout the study. They were informed that their individual responses to the interview questions were not shared with others, but were used for research data only. All of their information werekept confidential.

III. RESULTS AND DISCUSSIONS

This study explored the best practices utilized by CEIT faculty in managing behavior in large classes. It also investigated the effectiveness of these especially when it comes to classroom management despite handling a large class size. This study aims to provide an answer on what are the most effective classroom management strategies employed by professors in dealing with behavior challenges in a large class. Thus, after careful analysis of the interview data and field notes of classroom observations (Appendix H), there were three significant themes that emerged as best practices of university professors from centers of excellence programs in managing classroom behavior in large classes. These themes can be summarized as COE which stands for Consistent and regular behavior monitoring, Organized lesson delivery, and Effective class organization and communication. The main findings of the study are presented in a simulacrum (Figure 1).

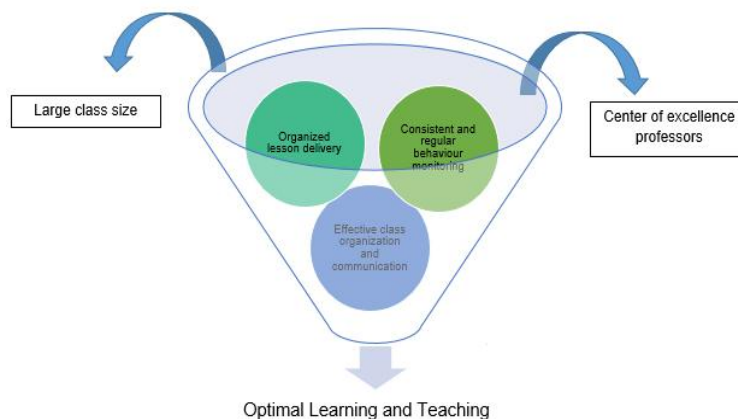


Fig.1: COE: Best Practices Model

The best practices in managing behaviour in large classes that were elicited from center of excellence professors are summarized as COE, C stands for Consistent and regular monitoring; O stands for Organized lesson delivery; E stands for Effective class organization and communication. In Figure 1, the funnel symbolizes the center of excellence professors that manages large class size. Inside the box are the best practices that are to pass through the tip of the funnel when the center of excellence professors exerts effort so that it will go through. The funnel was used in the simulacrum because of its characteristic to filter something and result in a more refined outcome. It exhibits the efficiency of the best practices on management of student behaviour. The arrow from the tip of the funnel suggests the upshot of the filtered best practices is optimal teaching and learning despite large class size.

Consistent and Regular Behaviour Monitoring

Consistent and regular behavior monitoring is a classroom management strategy of a teacher's assertive approach in specifying rules of behavior and its consequences if violated. University students' behavior has changed; thus, maintaining students' discipline became difficult. This entails careful and regular monitoring of students, constantly responding to students needs in class, consistently reminding students of the rules and policies in the classroom if they are not manifesting them and inculcating the rules. Focusing on procedures and its consequences if they are not going to comply is crucial to enforce that the teacher is the manager in the classroom; however, some behavioral challenges in a large class size is perceptible.

T1: I use assertive approach to enforcing discipline, areas of responsibility, implement policies and inculcate rules in the house because 30 and above students are already large because we cannot provide individual attention, time to every student and there is lack of decorum speech and conduct. The most important strategy is to constantly remind them of their responsibility by implementing assertive approach. Immediate corrective measures because they are responsible for the consequences of their actions.

T3: Most effective classroom management strategy is to be strict with your rules and it should be implemented consistently whether it reaches 100 there is always a way to handle the number of students. Be strict and consistent when it comes to

policies so that they will learn and be guided so not to play around.

T5: Emphasizing to the university students that a better level of maturity and behavior is expected from them.

It was revealed from the teachers' responses that consistent and regular behavior monitoring is an approach in classroom management that involves incessant and orderly checking or observing to respond to any problems if there are evident misbehavior teachers react in a calm manner and clearly state the rules and procedures with the consequences for violating them. Constantly reminding students of the rules of the classroom if they are not displaying them, inculcating their responsibility as students, and exemplifying appropriate classroom behaviors are modification scheme; thus, this can make them realize that they can utilize this work ethics when they become professionals.

The responses suggest that when it comes to behaviour, establishing the rules at the beginning of the semester with the students, inculcating expectations related to behaviour, constantly reminding the classroom rules, substantiating the basis of the rules, exhibiting the rules, employing class evaluation regarding conforming rules, and manifesting respect for others are effective behaviour monitoring strategies.

T6: You set policies, you set goals dahil 40 above 40 is quite large may tendency talagang mas maramisilang distractions. You make it known to them this is how things are going to be then they should comply it's expected that they should comply with those policies. (You set policies, you set goals because 40 is quite large there is a tendency that there a lot of distractions. You make it known to them that this is how things are going to be then they should comply it's expected that they should comply with those policies.)

T7: I think yung mga 50 students in a class atanamagkakabarkadaksiyuntaposmedyomaingay. I call their attention. I don't call their attention individually I tend to generalize nalang para ayokongnamahiyasaklase. (I call their attention. I think 50 students in class there are peers and they are noisy. I don't call their attention individually I tend to generalize because I don't want to embarrass anyone in class.)

T9: *I usually call their attention but prior to the start from the very beginning every semester there's always an expectation check and house rules.*

T10: *We have house rules and orientation on the first day of classes in a large class 50 students. Of course, the VMOP of the university is also being discussed to them and is being explained that it goes along with their discipline, they have to be disciplined.*

T11: *I often start with attendance check to set the mood. I call their attention if I notice that someone is rowdy or someone who is side glancing.*

As gleaned from the classroom observation conducted by the researcher, five key informants demonstrated constantly reminding students of classroom rules, when they tend to become noisy to the extent of creating distractions during discussion; further, these teachers opted to implement preventive and corrective strategies when students display actions that are not acceptable in a classroom, then the teachers elucidate the rules and policies. Therefore, these teachers employed management practices that can help to modify and to remediate students' behaviour in a classroom. The responses of the teachers were validated by students in an interview,

S1: *Laginiyangnireremindyung mga classroom rules pagnagiging mainay at hindimagandang behaviours ak lase. Calls students attention when being rowdy.* (She always reminds the classroom rules if there is someone who is noisy and with inappropriate behavior in class. She calls students' attention when some are rowdy.)

S3: *Strict posiyasa submission ng requirements at samga rules at policies sa classroom.* (She is strict when it comes to the submission of requirements in implementing and rules and policies in the classroom.)

It can be inferred from the findings that the prevalent behaviour challenges manifested by students in a large class are being noisy and rowdy even with the presence of the teacher, not listening during discussion, using phones during class hours, lack of decorum, inattentiveness, and sleeping while on class (Cabaroglu, 2012; Mansor et al., 2012). These behavior problems can be managed and mitigated if the implementation of a classroom management strategy is

incessant and consistent and if their interests and the level of readiness are taken into account. According to Ersozlu and Cayci (2016), teachers should deliberately inculcate classroom rules and ethical behaviors to the students. This postulates that they should exemplify that they are dominant in the classroom but to encourage respect for others. This is crucial to alleviate difficulty and challenges in employing classroom management strategies that ensure well behaved, cooperative, and motivated learners are given that the behaviors of university students have changed. Hence, adverse effects of the large class size can be alleviated if teachers have the ability to monitor and supervise the students' behavior. The findings of these studies highlighted the teachers' efficient implementation of monitoring classroom management strategy regardless of large class size (Akin et al., 2016; Akalin&Sucuoglu, 2015; Bosworth, 2014; Gleason, 2012; Keirle& Morgan, 2011; Maringe& Sing, 2014; Mulryan-Kyne, 2010; McCarthy, 2004; Oliver, 2007; Quinlan & Fogel, 2014; Solis & Turner, 2016; Snowball, 2014; Stanley, 2012). Thus, pre-service and professional development for teachers is necessary (Altun&Tucel-Toy, 2015; Galton et al., 1996; Graue et al., 2007; Miles & House, 2015) because according to Cabaroglu (2012) there is a lack of emphasis when it comes to classroom management in teacher education programs.

Organized Lesson Delivery

A creative and organized lesson delivery is a classroom management strategy that is crucial to promote efficient teaching and supportive learning despite having a large class size. When teachers employ creative, organized, appropriate, practical and relevant teaching strategies in delivering their lessons, elucidate ambiguous concepts of a topic, cater to each student's learning needs, the negative effect of large class size is diminished. Hence, for creative and organized lesson delivery, teachers must formulate a daily plan, prepare the topic content before the discussion and incorporate necessary modifications in the lesson plans taking in consideration the level of student needs.

T3: *I inculcate principles of teaching. I use technology wherein I upload lessons, reminders, format of requirements, deadline, and changes in the submission of requirements. I help them develop planning skills. I reiterate metacognitive strategies they should be aware of their strengths and weaknesses.*

T4: *Group works and collaborative learning. Lecture and team activities related to the lesson.*

T9: *We do other activities aside from lecture, activities that are related to the topic and has an objective also like we do in my class we do some debates regarding the laws that is (are) affecting our nursing practice.*

These teachers catalyze opportunities for active and collaborative learning and elevate learning relationships that allow their students to study and work independently, appreciate learning relationships with the group, and make them realize their competence to accomplish the demands of their course. This premise of teachers in utilizing this approach is intended to sustain unity among students and demonstrate a manageable classroom.

T8: *I always introduce innovation. With technology as an enabler, I engage my students with the use of a hybrid class environment.*

T5: *Use of Blended Learning Setup. 40-50 students per class are large because it is not always possible to finish the checking of individual outputs. (There is an Online/Electronic Classroom for every course I handle that may be accessed via Google Classroom. All important reminders, lecture materials/presentations, activity manuals, and notes may be accessed/downloaded by the students anytime anywhere. The time during which some materials may be downloaded/accessed is controlled so that students are not overwhelmed A definite course syllabus for every course is always followed. The syllabus is accessible by the students anytime, anywhere through the electronic classroom. Manuals for the next activity is always accessible for the fast workers. If appropriate for the current lesson, pair/trio problem-solving exercises are administered rather than full lecture.*

T7: *Sa akin kasi I make variations with the teaching style since yung mga classroom namin ngaun ay provided with equipment kung kelang kong mag show ng mga videos kung minsan may mga pictures mga power point presentations tapos kung minsan kahit walanang power point presentations nagbibigay din ako ng mga handouts for them to read and then naggather din aq ng feedback so yung binibigay ko sakinla. I call them at random. (For me, I make variations with*

the teaching style now since our classroom is provided with the equipment that supports me when I show pictures and power point presentations. I give handouts for them to read. I also gather their feedback. I call them at random.)

The diversity of students particularly their level of needs and their abilities in an average classroom requires a teacher to be equipped with the skills in utilizing effective teaching strategies. Teachers should be flexible in employing varied classroom experiences for students not to feel boredom. It was found out that enlivening learning to prevent monotony is important. It will also enable the teacher to utilize a learning method and a lesson content that can fit each student individual needs. The wide range of strategies tremendously improved with the help of technology. The growth of instructional media upgraded the role of a teacher from being the conveyer of knowledge to the manager of a classroom. This is related for instance to business, wherein the manager decides on an array of resources to maximize desired output. Like in a classroom, a teacher utilizes appropriate instructional material to provide optimal learning experiences to achieve desired outcomes. Therefore, teachers must have the competence and efficiency to employ strategies and to deliver lesson content. This negates the argument that classroom management and lesson delivery are exclusive. Instead, they are interrelated. The choice of instructional strategies anchors on the nature of task and learning needs of students to ensure effective classroom management. From the responses of the teachers, they utilize varied and appropriate teaching strategies and classroom management strategies which accent on student motivation and innovations in lesson delivery. This entails a novel teaching arrangement with the integration of technology. Introducing the use of technology such as powerpoint presentations, educational videos, and Google classrooms as instructional equipment and as instructional material provide a better understanding of what the topic entails and for students to get updates regarding their requirements may clarify important queries. Nowadays, students have a penchant for using technology in understanding their lessons, and by organizing lessons with the use of power point presentations and related videos students tend to be more attentive and more participative in class. Technology provides an avenue for them to develop their comprehension of opaque concepts of a lesson.

T3: *They have to put the teachings into practice.*

T6: *I think one of the best ways is to incorporate application-oriented information during the lectures*

so that more or less if they see how the concept is being applied.

T10: *The implementation of the Output-Based Curriculum in all activities and in all courses we integrate such. Evaluation tools so there is an evaluation tool and rubric, so far it is being implemented and effective. We have the seminar and training on OBE and we also have to integrate into the different activities and strategies that we have in the classroom.*

T11: *Through graded recitation, classroom participation is important. In my class, they should recite and they should know that it is graded. Another one is spot checks before the discussion of the topics, it's like a pre-test but not graded.*

Teacher's ability to enable students to apply the learned concepts into practice is the end product of efficient lesson delivery. This can harness students' capacity to employ what they have learned in related activities. This strategy is a hybrid version of lecture method wherein teachers interject real scenarios to give emphasis on what does the lesson encompass. The primary function of devising an appropriate teaching strategy is to convey and present ideas and information effectively and meaningfully so that clear and unambiguous meaning is apparent and are retained longer as a meaningful body of knowledge and students can effectively put the teachings into practice. Therefore, the teacher's role is essential in the learning process and involves the evaluation of student outputs and selection, organization and the delivery of subject matter content in a creative and organized manner. This pedagogy highlights the contents of a lesson material that should be presented in a coherent order such that ambiguity is not evident. This is to enable students to develop cognizance and acquire new information. The findings were certified by students in an interview,

S11: *Magalingsiyangmagturodahilgumagamitsiya ng mnemonics pagnagdidiscuss ng lesson at graded recitation para maintindahannamin. (The teacher is good in teaching because she utilizes mnemonics in the discussion of the lesson and we also have graded recitation so that we can understand the lesson better.)*

S5: *Discusses the concepts of the lesson then follow-up activities po. Lagi pong technology based ang lessons namin given that our course is a concern with technology. It is effective because I learn new*

concepts. (The teacher discusses the concepts of the lesson then the teacher gives follow-up activities. The lessons are always technology based given that our lesson is concerned with technology.)

S2: *Laging may activities, for example, short quizzes at group works para maximize ang time at hindi mag-ingaysaklase at may handouts siyangbinibigay before yung lesson para makapaghanda the next meeting for recitation at related activities regarding the topic. (He always facilitates activities like short quizzes and group work to maximize the time and to mitigate noise in class. There are handouts given before the lesson, so that we can prepare for the next meeting's recitations and related activities to the topic.)*

The findings indicate that in addressing the needs of their students, these teachers provide their students with a variety of learning opportunities for effective learning even with diverse large classes. Examples of these learning opportunities include providing relevant/appropriate additional resources and making use of varied teaching strategies to tap the different potential of students.

The findings are also evident and manifested in the classroom observation. All of the key informants chose to employ student-centred teaching approaches in lesson delivery which is akin to classroom management. The most common teaching strategy is through a lecture but with recitations and follow-up activities to assess if their students were able to understand the lesson. They also asked brain stimulating and analytical questions during discussions for students to substantiate profound concepts to the topic. Collaborative activities were also observed and they asked students to do research on the current topic.

Another organization strategy of teachers is providing supplementary resource materials prior to the discussion of the lesson is essential to give students time to read be given the initiative to research on the given topic. This can accustom students on preparedness; moreover, the teachers maximized the time allotted for the period. Hence, to ensure a learning environment free from disruptive classroom behaviour, a well-planned lesson employed with appropriate and efficient teaching strategies is essential because a dull learning environment provokes students to do other things rather than focusing and engaging in discussion and related activities. A learning environment necessitates a teacher who is enthusiastic in teaching and is able to prompt active involvement among students. It is suggested for teachers to

ascertain that even a well-planned lesson is useless if riveting lesson delivery procedures along with effective classroom management strategies are not ostensive.

The discoveries were affirmed by research studies stating that it is essential to identify and learn new and appropriate teaching strategies that can be utilized to mitigate the behaviour challenges of large class size. Teachers' flexibility to adapt and employ efficient teaching strategies to deliver a lesson regardless of large class size is a necessity; hence, this can elevate the standard of learning and teaching and this can yield optimal results in classroom management even in large classes (Ahmad, 2010; Akin et al., 2016; Akalin&Sucuoglu, 2015; Mansor et al., 2012; Almula, 2015; Bahanshal, 2013; Bosworth, 2014; Cabaroglu, 2012; Gleason, 2012; Keirle& Morgan, 2011; Maringe& Sing, 2014; Milesi& Gamoran, 2006; McCarthy, 2004; Oliver, 2007; Snowball, 2014; Stanley, 2012). Through the actual application of theories and thru technology (Esene, 2011; Obiete et al., 2015) and technology-embedded instructional strategies, classes were found to be engaging (Lumpkin et al., 2015). An inquiry-based teaching approach for knowledge acquisition and problem solving skills development (Oliver, 2007) and active learning strategies (Downs & Wilson, 2015; Mulryan-Kyne, 2010; Quinlan & Fogel, 2014, Mansor et al., 2012) with the integration of technology classroom response systems, elicit responses from students (Muncy & Eastoman, 2012). As for large English classes, speaking activities in group work (Fanshao, 2009), team building adapted as an instructional strategy (Maduako&Oyatogun, 2015) and a blended approach using technology to provide content assignments prior to class sessions (Kenny & Newcombe, 2011) were affirmed and asserted as effective instructional and teaching strategies even in large classes

Effective Class Organization and Communication

This classroom management strategy provides a more productive environment to students. This is done through implementing a seating arrangement, organizing of an instructional material or equipment and demonstrating classroom rules, routines, and procedures. Seating arrangement facilitates effective classroom organization; useful instructional material aids in providing students the necessary relevant resources for efficient learning. Thus, prevention of the occurrence of behavior challenges.

T3: Be strict in implementing a seating plan, seating arrangement.

T11: I often start with attendance check to set the mood. When I give long quizzes I always put it into paper no dictation I can observe them while they are answering their quiz. At the end of each term, I give them their class ranks and statistics. I give them their target grade so that they will be aware that they need to excel more if they are failing.

Classroom management strategies that organization strategies such as implementing a seating arrangement, routines, and organizing group activities will get students accustomed to working on group tasks with their classmates. These are significant activities to ensure and to prevent occurrences of undesirable classroom behaviour of students. As revealed in the classroom observation four teachers design a seating plan in order to easily monitor students during recitation and to call attention of students if inattentive. They also exhibited consistency in classroom routines and procedures. The responses from the key informants were validated by students in an interview,

S5: Lahat pong reminders ay downloadponaminsa Google classroom. Pinapaliwanagponiyaang course syllabus namin at kunganomga requirements. May seat plan po para madaliniyangmatawag kami. May pre-quizpo kami through online bagoyung actual quiz. (All reminders can be downloaded from google classroom. He explains our course syllabus and the requirements. We have a seating plan in order for him to call us easily. We have an online pre-quiz before the actual quiz.)

S3: May seating arrangement kami saklase at para din madaliniyangmatawag students if magpaparecite or if may ginagawasilangiba. (We have a seating arrangement in the class for the teacher to call the students easily for recitation or give warnings if they are doing other things.)

Having an effective communication is essential for class organization. This is an important component in classroom management wherein the teacher motivates the students to verbalize their ideas; as a result, teachers create a pleasant environment for communication and establish a class atmosphere manifesting democracy. An instructional approach to an open communication postulates that instructions effectively executed prevent student behavior challenges in a classroom.

T5: *Students can always make clarifications via the messaging feature of the electronic classroom.*

T7: *Naggagather din ako ng feedback so yungbinibigay ko sa kanila I ask for their opinions para malaman ko kungnagaanalyze din silahindiyungakoyungpalagingnagbibigay so kukunin ko yung feedback nila. (I gather feedback so that I will know if they analyzed and so that they will also share their opinions. I should not be the only one who is always providing information.)*

It can be seen from the sharing of these teachers that their classroom management strategy is to empower students to take part in classroom procedures. This does not entail that every student should participate at the same time. Instead, it is to create a classroom environment where all students have the opportunity to verbalize their thoughts; therefore, with this kind of approach, yields to greater classroom interaction and cooperation which is the outcome of interesting connections developed by their students, and nurture them to partake and to be enthusiastic in the classroom learning environment, this plays a significant role in obviating disruptive behaviours.

T9: *I will call their attention for that moment. I always go to the basic, I communicate and I talk to them but at the same trying to maintain their dignity also or their self-respect. I believe that students will listen if they are talked to (dealt with) as an adult because they're adults.*

T12: *You have to acknowledge yungmganagagawanilang positive, praise them for the good things that they've done. (You have to acknowledge their positive actions; praise them for the good things that they've done.)*

Therefore, it can be inferred from this reflection that it is also essential to consider that treating and communicating with students as adults will help them realize that they should behave as adults. Embarrassing students in front of the class will just aggravate the situation. Instead, giving advice and talking with them will yield positive results in their behavior and performance. Furthermore, giving students the equal opportunity to showcase what they have, what they know and what they can do and their worth as an individual is displayed. By this, it resulted in a more creative and improved output from the students. These reflections were affirmed by students in an interview,

S5: *Transparent po siya about sa requirements at mga evaluations namin.. (The teacher is transparent regarding the requirements and evaluations.)*

S10: *Encouraging students to ask regarding the topic and share their thoughts. It is effective because it can motivate the students to read the lessons and enjoy the class so that the lesson will last in our mind and heart. (The teacher encourages the students to ask clarifications about the topic and to share their thoughts. It is effective because it can motivate the students to read the lessons and enjoy the class so that the lesson will last in our mind and heart.)*

In this regard, as displayed in the classroom observation of five key informants it was exemplified that establishing a good rapport and communicating to students to deliver instruction is an effective classroom management practice. This entails eliciting students' ideas regarding the topic, letting them express and elaborate their thoughts regarding the significance of the topic, encouraging them to raise clarifications and allowing them to rectify their answers if they are not satisfied. Further, these teachers constantly communicate and acknowledge all their students; for instance, asking them if they have any questions; as a result, this boosts the students' sense of belongingness, importance, and confidence to cooperate in class activities.

The findings were validated by research studies conducted indicating that the most effective classroom management strategies entail having an open and clear communication of behavioral and academic expectations. Asking students' ideas regarding the topic, a conducive physical environment conducive to learning (Nagler, 2016), building positive and interactive student-teacher academic interactions (Solis & Turner, 2016; Ozerk, 2001; Yelkperci et al., 2012), creating a friendly learning environments through dialogue and efficient communication, and giving feedbacks positively affects student attitude and performance (Nagler, 2016); thus, encouraging respect for others (Akin & Yildirim, 2015), and monitoring if students are motivated (Nagler, 2016).

An effective communication is having a positive classroom climate. This entails the emotional aspect of the classroom that is supportive of learning. A classroom climate can affect student behavior; hence, it is important for teachers to exhibit a positive attitude and positive behavior to give student behavior direction. Further, teacher's attitude and behavior are very important because it is essential as a

prerequisite for all other classroom management strategies. Positive rapport allows for a positive climate in the classroom. Teachers exuding their passion for teaching influence their students to have a passion to learn. Effective teachers displaying a higher level of devotion in teaching reflect their professional confidence and competence to convey knowledge and manage a classroom. Teachers can establish a positive learning environment by being sangfroid despite behavioral challenges demonstrated by students.

T2: Teach with conviction and be passionate about your profession.

T8: Teaching involves learning, sharing, inspiring.

T9: I teach them but I learn from my students as well.

T4: They are encouraged to express themselves and participate since the pressure or fear of doing an activity alone is lessened.

T9: I could listen to their ideas. Everybody could talk and share.

In a classroom situation, teachers cannot afford to get distracted on students who are misbehaving, instead, teachers must invest energy and effort to teach students who are attentive then find time to confront disruptive students in a sangfroid manner, and this is a manifestation of a positive attitude of a teacher.

Establishing good rapport between and among students done by these teachers is vital because that positive relationship often encourages their students to learn at optimum levels. Having rapport can lead their students to positive classroom behavior. These revelations are in consonance with the study of Long and Moore (2008) that exemplifies teachers who accordantly demonstrate such positive attitudes and behaviors. It is therefore important to encourage students and motivate them to persevere in accomplishing their tasks and engage them to participate during class and supervise them as they progress. In this regard, according to Freudenberg and Samarkovski (2014), students are inclined to attend class and engage in participating if the teachers employ positive attitude and behaviors.

Students can overcome academic challenges and can work on social-emotional development if there is an established positive relationship with their teachers because this can serve as a security for them to explore the classroom setting. As a result, students learn and acquire socially

appropriate behaviors in a classroom as well as how to achieve academic expectations set by their teachers.

As displayed in the classroom observation of two key informants in the study, they exemplified enthusiasm in teaching even in lectures. They inspire students to participate in class activities. They do not resort to shouting at students and do not instill fear in students when inattentive but listen to students. The students are most benefited by the attention, encouragement, and care of these teachers. These teachers' positive actions make the student feel comfortable and at ease with the teacher. These behaviors exemplified by these teachers may also begin to build a sense of maturity of students to direct and handle their behavior; thus, preventing classroom behavior challenges.

The finding indicates that teachers who manifest a positive attitude and behavior despite the inattentiveness and noise of students are an effective classroom management strategy because this directs and focuses student behavior. This finding was emphasized in the study of Nagler (2016), he mentioned that a teacher with a positive attitude will let students. In a classroom, such rapport is a requisite to promote good partnership with students. Positive attitude and behavior of teachers can help them to see things lucidly, and contemplate problems in class more clearly to decipher its remedy. Therefore, to establish a productive learning, it is required that teachers display a positive interaction with students.

Consequently, the findings on the most effective classroom management strategies indicate that for classroom behaviour which is considered to be affected by large class size, teachers should deliberately and consistently inculcate classroom rules and ethical behaviours to the students, employ class organization strategies, conduct efficient lesson delivery and efficacious communication to provide adequate instruction to all students in a classroom and maintain good relations with students; this postulates that their dominance in the classroom should not decrease. This is crucial to alleviate difficulty and challenges in employing effective classroom management strategies that ensure well behaved, cooperative, and motivated learners, given that the behaviours of university students have changed (Ahmad, 2016; Ersozlu&Cayci, 2016; Harun et al., 2015; Stough, 2016; Van, 2015). Hence, the findings posit that it is essential that teachers in different levels of education be equipped with skills in classroom management particularly communication, organization (Ahmad, 2010), lesson delivery (Esene, 2015), monitoring and dealing with behaviour challenges and discipline for

professors not to lose their dominance even in a large class (Harun et al., 2015; Stough, 2016); further, in order for teachers to effectively employ effective classroom management strategies in managing classroom environment, planning, time management, relationship management and most importantly behaviour management of students are taken important consideration (Akalin&Sucuoglu, 2015).

IV. CONCLUSION

Classroom management encompasses the corrective measures and strategies teachers utilize to remediate challenges and regulate order. In this regard, it is essential for teachers to manage student behaviour and motivate them to participate even in a large class size, through employing the most effective classroom management strategies. The study provided and explored answers on what are the best practices utilized by center of excellence professors in managing behaviour in large classes.

The best practices of CEIT faculty in classroom management are consistent and regular behaviour monitoring, organized lesson delivery and effective class organization and communication (COE). These best practices from the findings of the study may aid other professors in managing behavior in large classes. This study may contribute to the research community particularly in the Philippines because the issue on large class size is timely and a vast of literature dealt with the impact of large class size; however, there was limited literature on classroom management strategies that are effective even in large classes. School administrators of tertiary education may be enlightened with the findings of the study because of the key informants' responses on classroom management strategies and managing a large class size. In addition, if the best practices from the key informants are consistently and well implemented then it will benefit students, for them to experience optimal learning through efficient classroom management.

V. RECOMMENDATIONS

Akin to the predominant challenges of large class size it is also crucial to consider the influence of teachers, school characteristics, teaching strategies on student achievement, student behaviour and their effectiveness and accountability to student outcomes.

Moreover, it can be inferred that it is essential for teachers to identify and learn new, appropriate and effective

classroom management strategies that can be utilized to mitigate the challenges, effects of large classes on students as well motivate them to behave and participate.

It is necessary for tertiary institutions to provide pre-service coursework program, continuous professional development for teachers in order for them to employ appropriate strategies in managing university large class size so as to alleviate its adverse effects to classroom behaviour.

Further study on the comparison of strategies used in large and small classes.

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