

**EFFECTS OF INCREASED CLASS SIZE ON TEACHING AND LEARNING
METHODS IN PUBLIC PRIMARY SCHOOLS IN KINONDONI
MUNICIPALITY**

TALYCIDIA MICHAEL

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTERS OF EDUCATION IN
ADMINISTRATION, PLANNING AND POLICY STUDIES OF THE OPEN
UNIVERSITY OF TANZANIA,**

2015

CERTIFICATION

The undersigned certifies that has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled **“The Effects of Increased Class size of Pupils on Teaching and Learning Methods in Public Primary Schools in Kinondoni Municipality”** in partial fulfillment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies of the Open University of Tanzania.

.....

Prof. Cornelia Muganda

(Supervisor)

.....

Date

COPYRIGHT

No part of this dissertation may be reproduced, stored in any retrieval system, or transmitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise without prior written permission of the author or the Open University of Tanzania in that behalf.

DECLARATION

I, **Talycidia Michael**, do hereby declare that this is my own original work and that it not be presented to any other university for a similar or any other degree award.

.....

Signature

.....

Date

DEDICATION

This work is dedicated to my beloved mother, the late Adventina Kazinja for the basic education she laid down for me that inspired me to get through to the higher studies, and to my family for their prayers and encouragement significantly contributed to the completion of this work.

ACKNOWLEDGEMENTS

This dissertation is a product of cooperative effort and encouragement of different individuals. I wish to express my sincere appreciation to my supervisor Prof. Cornelia K. Muganda who carefully and systematically guided me right from inception of this study to its completion. Her insight and scholarly advice helped me to shape this work to its present standard.

Many thanks goes to DEO, chief school inspector, headteachers, teachers and pupils at Kinondoni Municipality whose willingness to participate in this study enabled me to obtain the requisite information. I also thank my colleague at Ubungo Kiswani primary school who allowed me to teach morning session which help me to have more time for writing proposal and collect data. Without their agreement, this study would have been a difficult task.

Moreover my sincere thanks are to my husband, Kashaija John and my children Juliet, Johansen and Jilian who tirelessly provided me with moral and material support which continuously encouraged and energized me to complete my studies. My special thanks also go to my sisters and brothers and other relatives for their support during my studies.

Finally, I extend my appreciation to all members of the faculty of Education, lecturers and my fellow MA students 2013/2014 for their advice which proved to be vital in the accomplishment of this study. I must point out that; I remain solely responsible in case of any shortfalls in this dissertation.

ABSTRACT

The purpose of this study was to examine the effects of increased class size of pupils on teaching and learning methods with reference to four selected public primary schools in Kinondoni Municipality, Dar es Salaam Region. The study was mainly qualitative with some aspects of quantitative approaches. The study intended to attain three specific objectives stated, to determine the extent to which class size has increased in public primary schools, to investigate teaching methods mostly employed by teachers in public primary schools and to identify teachers' and pupils' views on the use of pupil-centred method of teaching and learning. The study was involved 66 respondents from four public primary schools and at municipal education office. It was a case study which was done through documentary review, semi-structured interview, questionnaires and classroom observation. The findings revealed that there were evidences of increased class size in all primary schools included in the study. The major teaching and learning methods employed mostly were lecture, while group discussion and questions and answers were rarely employed. Teachers and pupils view pupil-centred method as important in teaching and learning process because it enables pupils to understand the lesson and pupils are well involved in the process. In the light of findings it is recommended among others that the ministry of education and vocational training ought to build more classrooms which will enable to accommodate the increased number of pupils. The findings of this study show that teachers are teaching large classes of more than 90 pupils.

TABLE OF CONTENTS

CERTIFICATION	ii
COPYRIGHT	iii
DECLARATION.....	iv
DEDICATION	v
ACKNOWLEDGEMENTS.....	vi
ABSTRACT	vii
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF APPENDICES	xiv
LIST OF ABBREVIATIONS	xv
CHAPTER ONE	1
INTRODUCTION.....	1
1.1 Background to the Problem.....	1
1.2 Statement of the Research Problem.....	4
1.3 Purpose of the Study.....	5
1.4 Research Questions	6
1.5 Significance of the Study	6
1.6 Limitations of the Study	6
1.7 Delimitation of the Study	7
1.9 Definition of Terms	9
1.9.1 Education.....	9
1.9.2 Primary Education.....	9

1.9.3	Enrolment Expansion	9
1.9.4	Learning	10
1.9.5	Teaching Methods	10
1.9.6	Class Size	10
1.9.7	Pupils' Enrolment	10
CHAPTER TWO		11
LITERATURE REVIEW		11
2.1	Introduction	11
2.2	Education Theory	11
2.2.1	Constructivism Theory of Learning	11
2.3	Empirical Literature Review	14
2.3.1	Increase of Class size in Public Primary Schools	14
2.3.2	Teaching Methods Employed by Teachers in Teaching Primary Schools.....	16
2.3.3	Teachers' Views on the use of Pupil-Centred Method of Teaching and Learning	20
2.4	Knowledge Gap	26
2.5	Chapter Summary	27
CHAPTER THREE		28
RESEARCH METHODOLOGY		28
3.1	Introduction	28
3.2	Research Approach.....	28
3.3	Research Design	28
3.4	Area of the Study.....	29
3.5	Population of the Study	29

3.6	Sample Size and Sampling Technique	30
3.6.1	Sample Size	30
3.6.2	Sampling Technique	31
3.7	Data Collection Methods.....	31
3.7.1	Documentary Review	31
3.7.2	Interviews	32
3.7.3	Questionnaires	32
3.7.4	Observations.....	33
3.8	Validity and Reliability of Data Collection Instruments	33
3.8.1	Validity	33
3.8.2	Reliability of the Instruments.....	34
3.9	Data Analysis Plan	34
3.10	Ethical Issues to be considered.....	34
3.11	Chapter Summary.....	35
	CHAPTER FOUR.....	36
	DATA PRESENTATION, ANALYSIS AND DISCUSSION	36
4.1	Introduction	36
4.1.1	Profile of the Research Participants	36
4.2.1	Enrolment Trends	37
4.2.2	Reasons for Increased Class size.....	40
4.3	Teaching Methods Mostly Employed by Teachers in Public Primary Schools	42
4.3.1	Effects of Increased Class Size on Teaching and Learning Methods	45
4.3.1.1	Classroom Management	46

4.3.1.2 Teacher’s Presentation and Using Prior Pupils’ Knowledge	46
4.4 Teachers’ and Pupils ‘Views on the use of Pupil Centred Method of Teaching.....	48
4.6 Chapter Summary.....	50
CHAPTER FIVE.....	51
SUMMARY, CONCLUSION AND RECOMMENDATION.....	51
5.1 Introduction	51
5.2 Summary of the Study.....	51
5.3 Conclusion.....	52
5.4 Recommendations	53
5.4.1 Recommendation for Action	53
5.5.2 Recommendation for Further Study.....	54
REFERENCES.....	55
APPENDICES	62

LIST OF TABLES

Table 3.1: Composition of the Sample	30
Table 4.1: Profile of Research Participants	36
Table 4.2: Pupils Enrolment in Public Primary Schools by School, Year, Gender and Number	38
Table 4.3: Respondents' Responses on Teaching and Learning Methods	43
Table 4.4: Effects of Increased Class Size of Pupils on Teaching and Learning Methods	45
Table 4.5: Response of Respondents on Teachers' and Pupils' Views on the use of Pupil Centred Methods of Teaching	48

LIST OF FIGURES

Figure 1.1: Conceptual Frameworks of Effects of Increased Class Size of Pupils on Teaching and Learning Methods	8
Figure 2.1: Primary Schools Enrolment from 1970-2010.....	13
Figure 4.1: The Overcrowded Classroom in One of the Classes at Makoka Primary School	39
Figure 4.2: The Overcrowded Classroom in One of the Classes at Kimara Baruti Primary School	39

LIST OF APPENDICES

Appendix I: Interview Guide for Headteachers on Effects of Increased Class Size of Pupils in Public Primary Schools on Teaching and Learning Methods.....	62
Appendix II: Questionnaires for Primary School Teachers about Effects of Increased Class Size of Pupils in Public Primary Schools on Teaching and Learning Methods	63
Appendix III: Questionnaires for Pupils about Effects of Increased Class Size of Pupils in Public Primary Schools on Teaching and Learning Methods.....	64
Appendix IV: Interview Guide Questions for Educational Officer and Chief District School Inspector on Effects of Increased Class Size of Pupils in Public Primary Schools on Teaching and Learning Methods	65
Appendix V: Documentary Review Guide	66
Appendix VI: Classroom Observation Schedules.....	67

LIST OF ABBREVIATIONS

DEO	District Educational Officer
EFA	Education For All
EI	Education International
ESR	Education for Self Reliance
ETP	Educational Training policy
GER	Gross Enrolment Rate
MoEC	Ministry of Education and Culture
NECTA	National Examination of Tanzania
NER	Net Enrolment Rate
PEDP	Primary Education Development Plan
UN	United Nations
UPE	Universal Primary Education
URT	United Republic of Tanzania

CHAPTER ONE

INTRODUCTION

1.1 Background to the Problem

The drive for the present study draws on the researcher's experience in professional engagements from 1992 to 2015. While fulfilling the teaching roles and responsibilities as primary school teacher, the researcher observed various striking issues concerning teaching and learning methods in primary education. Teachers complaining about constructivism in the face of increased enrolment of pupils. Teaching methods in this study referred to strategies and techniques used by the teacher to educate students. These are as older as human beings' ancestors' history. In Tanzania the history of teaching methods may be traced before colonialism. The history indicates that African ancestors used to teach their children to become good citizens through informal initiation by learning and doing methods (Mwanosike and Eboh, 2011).

The national wide formal education system in Tanzania started after the introduction of colonialism, when Germany colonized mainland Tanzania (Tanganyika by then) from 1886 up to 1918 (Oba et al, 2011). These authors inform that the Germans introduced colonial curriculum, which was accompanied by its teaching and learning methods in primary schools whereby methods focused on teaching 3Rs that is writing, reading and simple arithmetics. The same source Oba et al. (2011) argue that after the World War I in 1919 Germans left the country and British took over. The British like Germans' maintained models of formal education with little adjustments.

The British introduced their new curriculum system of education that emphasized more academic knowledge rather than practical education until 1960, their methods of teaching may be regarded as teacher-centred rather than learner centred. All in all the methods for teaching and learning of colonialists had no aim to liberate Africans, except to perpetuate exploitation and oppression (Rodney, 1972; Nyerere, 1967).

In 1967 Nyerere issued Education for Self Reliance (ESR) paper on educational policy (Nyerere, 1967). Among other things Nyerere disregarded teacher centred methods of teaching and learning which according to Nyerere did not involve learners' maximally. Mwalimu Nyerere saw colonial education as irrelevant aiming to equip learners with theories to perpetuate colonial theories rather than practice. For Nyerere the best methods for teaching were African ways "Learn by doing" (Nyerere 1967). The president proposed that from 1968 to 1985 the curriculum, methods of teaching and learning in primary schools focused on guiding a pupil to be with self reliance attitude, knowledge and skills.

However, from 1980, Tanzania changed its ideology of "ujamaa" into "trade liberalization," where individualism ideology was welcome. Since then, education has been offered not only by government but also in partnership between private schools and government. Since 1986 up to 1999 the schools in particular government schools used to teach through teacher-centred methods but even after introducing privatizations policy primary schools remained with teacher centred methods in teaching pupils. In the Education Policy (ETP, 1995) the government promised to improve the quality of education. The quality of education depends to a large extent

on the quality of teachers involved in its development and delivery. A quality teacher will acknowledge the needs and interests of the pupils encourage learning through doing and where necessary provide remedial and enrichment instruction among others (Mtunda and Safuli, 1997).

Most of the teachers in the primary schools have been oriented to teaching practices based on traditional teaching approaches where learner participation is very limited. However, it is important to note that learners are different and they learn through different ways. Therefore, there is no single method or technique on its own which can satisfy the learning needs of all pupils. In order to cater for the needs of all, it is necessary for the teacher to vary the methods of teaching.

The first step to choose a teaching method is to assess the pupils, formally or informally through tests from textbooks or teacher-centred tests. The paradigm shift away from teaching to an emphasis on learning has encouraged to be moved from the teacher to the pupils. Barr and Tagg (1995) emphasize that the teacher transmission of information formats such as lecturing have begun to be increasingly criticized and this paved the way for a wide spread growth of student centred learning as an alternative approach. Teachers can help pupils become more successful by using shared reading and discussing with them.

It is elaborated further that the use of traditional method paradigm, ignores the role of the learner but places the teacher at the centre. The situation worsens in case there are large class sizes, inadequate instruction materials, due to the increased enrolment of pupils (Osaki, 2000; Rajabu, 2000). The participatory teaching

approaches in teaching and learning, calls for the paradigm shift to constructivism approaches. Vygotsky (1978) the founder of the Zonal Proximal Point (ZPP) model, proposes learners in particular pupils to be assisted by their facilitators, minimally, but then enable learners to be self reliant in constructing knowledge.

1.2 Statement of the Research Problem

The abolition of fees in primary schools in 2001 coupled with the compulsory requirements that parents/guardians send all children to school, 94percent of children aged 7 to 13 years were enrolled in primary schools in 2011 compared with 5percent in 2000 (BEST, 2011). This was due to the universal declaration of human rights to education that education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory (UNESCO).Rapid expansion in enrolment has meant that classroom sizes have mushroomed with an average of 60 pupils of each government primary school classroom in 2011 (UNICEF, 2011).

Since 1990s Tanzania has been emphasizing the use of participatory teaching methods which was attempt to shift from traditional centred pedagogy to participatory teaching method where learners create meaning of what they learn through active participation in teaching and learning process (Kimaryo, 2008). Weimer (2012) demonstrates one of the reasons for the introduction of learner centred teaching and learning method was the increased enrolment of pupils that outnumbered the inadequate human resources and infrastructures. Yet teachers are teaching through lecture method which does not involve active participation for pupils, Sunra (2005) revealed that 35percent of primary school teachers use lecture

method in teaching. Despite the known achievement in quantity aspect in terms of enrolment for primary schools BEST (2011-2014) indicates, yet little is known about how increase class size has affected the effective uses of teaching and learning methods in Tanzania primary schools. This problem has rarely been addressed, by neither writers ETP (1995): Vygotsky (1978): nor researchers BEST (2011): Davidson (2004): Kimaryo (2008): Kruijer's (2010): and Osaki (2000). Even those who have attempted to research on access issues like MoEC (2004): Rajabu (2000):UN (2008) have focused on various issues on quantitative aspect for access. However, the issue of quality is less concerned to be addressed by addressing the main raised problem of the research question, how has the increased class size affected the effective uses of the teaching and learning methods for public primary schools?

1.3 Purpose of the Study

The purpose of this study was to examine the effects of increased class size on teaching and learning methods in public primary schools in Kinondoni municipality. This study intended to attain the following objectives.

- (i) To determine the extent to which pupils class size has increased in public primary schools.
- (ii) To investigate teaching methods mostly employed by teachers in primary school teaching.
- (iii) To identify teachers' and pupils' views on the use of pupil-centred method of teaching and learning.

1.4 Research Questions

The following research questions guided the study:

- (i) To what extent pupils' class size has increased in public primary schools from 2004 to 2010?
- (ii) What teaching methods are mostly employed by teachers in public primary school teaching?
- (iii) What are the teachers 'and pupils' views on the use of pupil-centred method of teaching and learning?

1.5 Significance of the Study

The findings of this study is important since it aims to create awareness to educational Planners and policy makers on the importance of planning for both quantity and quality of education. Also to show how increased class size of pupils in public primary schools may lead to ineffective use of teaching and learning methods. However, to be used by the Ministry of education and Vocational Training to evaluate teaching and learning methods employed by teachers in public primary schools.

1.6 Limitations of the Study

In conducting the study, the researcher faced different limitations. First, in some primary schools selected records on school enrolment were not well documented and kept. To get the required documents the researcher had to go back to these schools several times. A thing lead to time lost, delaying other procedures of the study. Secondly, some teachers from the selected schools were reluctant to cooperate in

filling the questionnaires. They thought that the information would get them into trouble. The headteacher had to remind them on the use of such information.

1.7 Delimitation of the Study

The study was case study in nature; it was conducted in Kinondoni Municipality which has larger number of primary schools than other municipalities in Dar es salaam Region. The study focused on public primary schools only because they were more affected by increased class size than private primary schools. The study was based on the teaching process which was confined to analyze the effects of increased class size of pupils on teaching and learning methods. The study relied on empirical data collected from the field through the triangulation methods whereby qualitative and quantitative approaches were used.

1.8 Conceptual Framework

Conceptual framework explains either graphically or in narrative form the main things to be studied, the key factors, concept or variables and presumed relationship among them (Miles & Huberman, 1994). Either Stiko (2013) argues that conceptual framework is the system of concepts, assumptions, expectations, beliefs and theories that support and inform your research. However, it may be defined as the group of concepts that are broadly defined and systematically organized to provide a focus, a rationale, and a tool for the integration and interpretation of information.

The following conceptual framework presented in Figure 1.1.

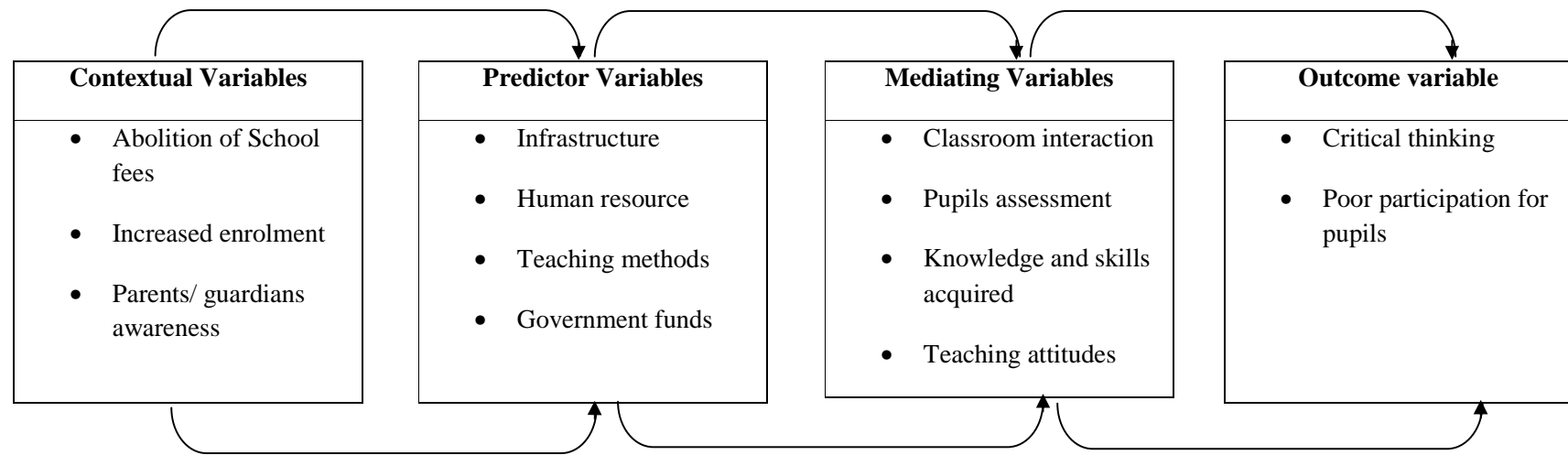


Figure 1.1: Conceptual Frameworks of Effects of Increased Class Size on Teaching and Learning Methods

Source: Adopted and modified from Omari (2011)

Increased class size may result from abolition of school fees, increased enrolment and parents/guardians awareness of importance of education for their children. These in turn may lead to shortage of infrastructures like classrooms and human resource such as teachers, poor teaching methods and inadequate government fund. Absence of these may hinder effective classroom interaction and pupils assessment which may also cause poor participation for pupils. Critical thinking could be in place when pupil-centred methods are used effectively. But also poor participation of pupils may be caused by large classes.

1.9 Definition of Terms

For the purpose of this study, the following terms are defined as follows:

1.9.1 Education

Education is a process of changing the behavior pattern of individuals in the desired direction (Fidelia 2012). It involves a continuing development, relevant knowledge, skills and habits whose broad understanding and application enable individual to contribute meaningfully toward growth of their society.

1.9.2 Primary Education

Is a foundation of education for those who have never been to school (UN Working group on community development 1956).

1.9.3 Enrolment Expansion

The highest priority for primary education is to increase overall gross and net enrolment of girls and boys which will be done through a combination of strategies

such as to increase enrolment rates of all groups of children, to use existence teachers and classrooms more effectively (URT, 2001).

1.9.4 Learning

Is the act of acquiring new, modifying and reinforcing, existing knowledge behavior, skills, values or preference and may involve synthesizing types of information
<http://en.wikipedia.org/wiki/learning>.

1.9.5 Teaching Methods

Teaching Methods according to Thungu et al (2008) is a means employed, according to plan, in the teaching and learning process. It is overall procedure used to teach a particular lesson.

1.9.6 Class Size

Class size refers to the average class size in a given grade level of a given school student-teacher ratio, normally are calculated by taking the total number of teachers at a given school divided by the complete enrolment of that school (Hanushek 1999).

1.9.7 Pupils' Enrolment

It is the procedural and legal registration on pupils for access to the educational system, in this case, access to primary education.

1.9.8 Large Elass

Is one wifh more students than available facilities can support.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents an overview of related literature on what various researchers have said about “The effects of increased enrolment of pupils in public primary schools on teaching and learning methods”. It focused on research objectives formulated in chapter one.

2.2 Education Theory

2.2.1 Constructivism Theory of Learning

Arguments regarding the effects of increased class size on the teaching and learning methods drawn on education theory known as constructivism. Constructivism is a philosophy of learning founded on the premise that, by reflecting on our experiences, we construct our own understanding of the world we live in. Constructivism views teaching not as a prior body of knowledge to be transmitted, but rather as knowledge by linking to our environment.

Constructivism advocated by Dewey (1996): Piaget (1972): Vygotsky (1978) and Bruner (1990), that constructivism learning theory is defined as active construction of new knowledge based on a learner’s prior experience(Koohang et al 2009). Constructivism says that people construct their understanding and knowledge of the world through experiencing things and reflecting on this experience. In the classroom constructivist view of learning can point towards a number of different teaching practices. Constructivist teachers encourage pupils to constantly assess how the

activity is helping them gain understanding by questioning themselves and their strategies.

Fundamentally, constructivism help students to develop own goals and assessments, create new understanding and control learning. Constructivist shift emphasis from teaching and learning, considers students learning styles and focus on knowledge construction. It provides for meaningful, problem-based thinking and requires negotiation of meaning. Hussein and Waite demonstrates principles of constructivism such as:

1. Knowledge is not passively- received but actively built up by the cognizing subject.
2. The function of cognition is adapted and serves the organization of the experiential world.

Constructivism implies that knowledge is constructed by the individual. It is for this purpose for development of the teaching situations has prompted the call for use of teaching and learning situations that encourage participation of learners in the teaching and learning process. Since the turn towards learner-centered approaches to learning is a current paradigm shift it requires teachers to adapt the requirements of the practices. This call for the need to find out what views teachers and pupils have about the newly introduced approaches to teaching taking into consideration in the school environment in which enrolment has increased (Kimaryo, 2008).

Learner centred teaching and learning methods

One of the reasons for the introduction of learner centred teaching and learning methods was the observation of the increase in enrolment for pupils that

outnumbered the inadequate existing human resources in terms of employed teachers in primary schools, existing infrastructure in relation to enrolled pupils as illustrated in Figure 2.1.

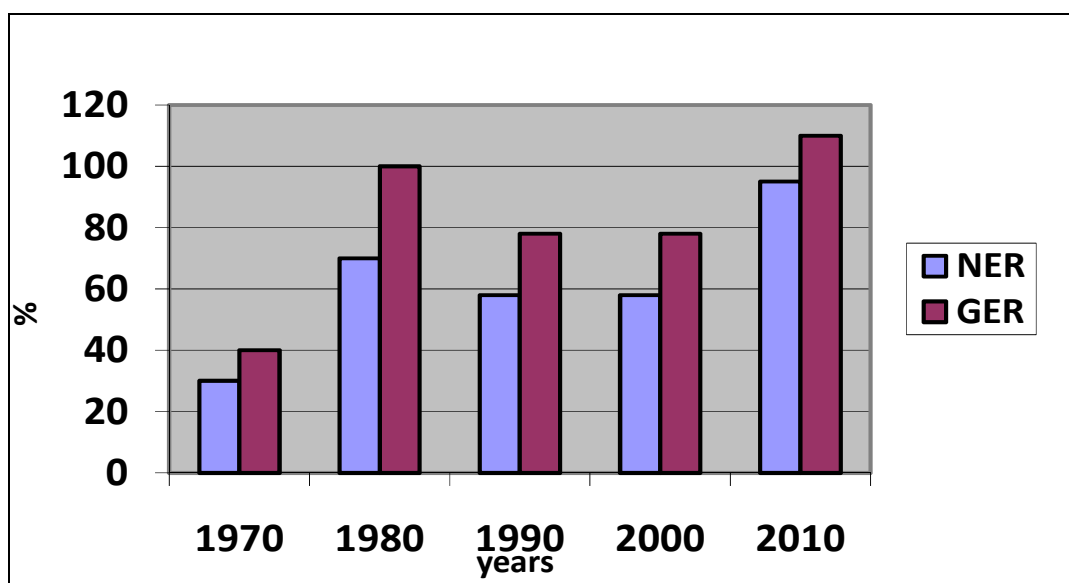


Figure 2.1: Primary Schools Enrolment from 1970-2010

Source: Galabawa (2001) and BEST (2011)

Looking at Figure 2.1 the trend of the enrolment from 1970 up to 1980 was expanded due to introduction of UPE whose goal was to make primary education available, compulsory and provided free of cost through abolition of school fees 1973 (Carnoy and Samoff 1990). This led to an increase of primary enrolment. From the figure enrolment expansion appeared again in Tanzania in 2010, due to introduction of PEDP 2002 aims to materialize Tanzania's commitment towards the global EFA targets articulated at the conference in Jomotien and Dacar (URT 2001).

One doubts how the theories of effective learning and teaching are adhered for learner centered approaches in the context of the said increased enrolment. From the observation in Figure 2.1, what is not known has been little information on "What

effect does increase enrollment of pupils in primary schools have on effectiveness of the teaching and learning methods?" It is not clearly understood whether in the context of the increased enrolment teaching and learning methods are still effectively handled as they were when the enrolment was low in 1970s as indicated in Figure 2.1.

2.3 Empirical Literature Review

2.3.1 Increase of Class size in Public Primary Schools

The UN presents the report on "what worked what did not work?" for Burundi, Democratic Republic of Congo, Ethiopia, Ghana, Kenya, Malawi, Tanzania and Uganda showing that these countries abolished school fees. Such a move has led to a greater increase in enrolment, for instance in Ghana the public school enrolment is reported to rise from 4.2 million to 5.4 million between 2004 and 2005 (UN, 2008). It is added, in Kenya enrolment of primary school children increased drastically with 1.2 million additional pupils in 2003 alone and by 2004 the number had risen to 7.2 million of each 84 percent were of primary school age. Therefore, the action of abolishing school fees for the sake of enrolment has greatly affected not only the provision of adequate school infrastructures and resources but also teaching process efficiency.

Despite the UN (2008) report success in greater enrolment worldwide elaborates that achieving the Universal Primary Education (UPE) means more than full enrolment. It also includes quality education meaning that all children who attend school regularly learn basic literacy and numeracy skills and complete primary school (UN, 2008).

Mbiti (2009) states that enrolment in primary schools increased between 1999 and 2006 from 54 percent to 70 percent in sub-saharan Africa, From 75 to 88 percent in East and South Africa. World Bank data show that in sub-Saharan Net Enrolment in primary school is 75 percent in 2009. Mbelle (2006), demonstrates that the primary school rules 2002 issued in June 2002 make it criminal offence to fail to enroll seven years old into standard one and to allow a pupil to drop out before completion of the full primary cycle.

Jacoby (1959) explains two chief causes of increases in school enrolment. The first is the absorption by the school system of children who at one time would not have attended school. This happens due to implementation of a system of compulsory education. Another instance of this kind he says occurs where the age range is an “open-ended” one that is where there is a tendency for the age range of children actually attending school to expand for example the New Zealand age range for compulsory education is from seven to fewer than fourteen years.

Another study conducted by Dubois, de Jauvry and Sadoulet (2004) is about “Effect of School Enrolment and Performance of a Conditional Transfers Program in Mexico.” The aim is to study the Mexican social program progress in which a randomized experiment has been implemented and allows the researchers to identify the effect of the programme on enrolment and performance at school. The study found empirically that this program had always a positive impact on school continuation whereas for performance it had a positive impact at primary school but negative one at secondary.

Effects of increased class size of pupils

Class size has an effect on the teaching and learning process large classes experienced inadequate teachers, learning resources as well as inadequate classroom furniture. Other challenges include teachers face failure to complete marking of pupils' work in time. Challenges in the use of individualized teaching-learning methods, less pupil-teacher interaction, indiscipline, challenges in the identification and provision of pupils with learning difficulties. Teaching being exhausting and generally the whole process of class management being challenging (Mulenga, 2014).

How does class size make a difference?

Smaller classes have been found more effective when instructional goals involve higher level cognitive skills including application, analysis, and synthesis. Smaller classes provide for greater contact between pupil and instructor, which appears to be most needed for pupils with low motivation. Teaching large classes have been found to adversely affect morale, motivation and self-esteem of teachers. Many teachers of large classes feel they spend too much time on organizing and managing class activities, and not enough on meeting the needs of individual children. Large classes and overcrowded classrooms have negative effects on pupils behavior and learning (<https://www.google.co.tz> 11/7/2015: 15.17).

2.3.2 Teaching Methods Employed by Teachers in Teaching Primary Schools

Active learning methodologies are more emphasized to be used in the process of teaching and learning. It indicates that pupils do more than listen. They must read, write, discuss or be engaged on solving problems. It relates to the three learning

domains refer as knowledge, skills and attitude (Bloom, 1956). Bonwell and Elson (1991) suggest learners work collaboratively, discuss materials while role-playing, engage in case study, and take part in cooperative learning.

A study Thungu et al (2008) is about the method used to increase pupils' performance. The authors found that teachers used a combination of storytelling, play activities, dramatization, Roles play, Demonstration, Discovery, Discussion, singing lecture method, education visit method, question and answer method and debate method. Olube (2006) suggests that, it is through these methods of teaching that teacher can acquire the competencies needed to carry out instruction process effectively and efficiently.

Since 2005, the curriculum in use at all levels of education in Tanzania is based on competent based curriculum (URT, 2010). Competent based curriculums encourage the use of multiple teaching and learning methods which are participatory. Cos Con (1990) classified methods of teaching into two categories, these are participatory and non participatory methods. Non participatory methods are those methods which pupils are not fullest engage in teaching and learning activities, while participatory methods are those methods whereby pupils are fullest engaged in teaching and learning activities. Silver (1996) suggests that, participatory methods create learning whereby pupils are not passive member of teaching and learning process.

The study Sumra et al (2005) on PEDP implementation, they revealed that 35% of the teacher of primary schools use lecture methods in teaching. They further found that teachers were not conversant with concept of competent base curriculum which

together with other things focused on learner centered approach. They suggested that there is a need, as a matter of urgency, to devise a mechanism through which teachers could be given proper orientation on the concept, philosophy and requirements of a competent based curriculum, and to give the teacher continuous professional development opportunity which should be provided on regular basis.

A study Kayombo (2014) is about factors affecting the use of participatory techniques in primary school in Chunya. The study found that over 83% of teachers used non- participatory methods. The author further found the factors which influenced teacher to use these methods include; inadequate time, shortage of materials, students poor response to question asked by the teacher, and lack of competency among the teachers. Kayombo (2014) suggests that government should improve school learning environment by employing enough teachers, buying enough teaching and learning materials, furniture and building enough classes, provide teachers with frequent training to boost their knowledge in teaching professional and pupils should try their best participate fully in the learning process both at school and group discussions.

Kayombo's study supported Kafumu (2010), who conducted a research on the challenges of participatory techniques in Tanzania. Kafumu found that up those challenges include in sufficient number of teachers, lack of competence among the teachers and inadequate and insufficient teaching and learning resources such as text book. Kafumu suggested retrain teachers and school inspectors to understand better the concept and principals of participatory techniques and be able to implement the system, to review the assessment criteria and procedures of the National Examination

to ensure that the final written examination carry less weight and practical and participatory assessment to carry more weight, oral and practical examination in particular must take large share of the marking scheme

Haji (2014) quoted Mosha (1996) in his study on influence of teacher attributes on students' academic performance in secondary education. He found most teachers are lacking innovative pedagogical skills, what they do in teaching and learning process is to inform, explain, asking question and writing on the chalkboard while the typical pupils pattern was listening, taking notes and answering question both chorus and individual. This observation have been supported by MOEVT (1998) which pointed out number of profession weakness and gaps among teachers at all levels in the education system that associated within adequate training, lack of teaching skill among teachers and college tutor, inadequate teaching strategies among primary school teachers and inability to prepare as well as make use of instruction.

Caferrela (2002) conducted a study on teaching approaches, the author found three levels of learner involvement that are; low participant involvement, medium participant involvement and high participant involvement. Whereby in Low participant involvement methods are lecture, panel discussion, Demonstration, computer based drill, computer based tutorial, and tutorial, medium participant involvement include group discussion, behavior modeling, observation and reflective practice, while high participant involvement include Role play, Debate, case study, storytelling, Problem based learning, project learning, collaborative leaning and inquiry leaning. He suggested that a good instructional method is the one which is interactive to both teachers and learners during learning processes.

A Thungu et al (2008) is about study on teaching process. The authors found the factors to be considered in the choice of the methods; these are subject content, the age and developmental level of the learner's, what the learner's already know and their entry behavior, learning activities involved, the objectives of the lesson, space and material resources available, the physical setting and class management and control routines and the teachers own competence in the use of a particular methods. He suggested that when a teacher is choosing the method to use, he or she should consider the learners background, knowledge, and environment and learning goals.

Haji (2014) conducted a study on influence of teacher attributes on students' academic performance in secondary education. Haji found that teachers attribute highly influence of student performance. The identified attribute are professional qualifications, pedagogical skills and behaviors of the teachers. A researcher suggested that teachers need to be trained to improve their professional qualifications and pedagogical skills, the government should provide adequate fringe benefit such as hardship allowance and teaching allowance for the teacher. Based on the above explanation the researcher intends to investigate teaching methods mostly employed by teachers in teaching primary school.

2.3.3 Teachers' Views on the use of Pupil-Centred Method of Teaching and Learning

The official basic statistics in Tanzania 2010 indicates that, there has been a steady increase in pupils-teacher ratio in recent years from 1:50 to 1:60 in 2011. We often think that learning occur in proportion to class size; the smaller the class the more students learn. Small classes provide more opportunities for feedback and discussion

than large classes, as well as greater student satisfaction (Home module) Teachers' workload has observed that the teaching is more than 30 periods per week (Sumra, 2004) which is higher than the recommended number of 16 periods per week (URT, 2001). Also effective teaching and learning stipulate that a standard class of pupils should be 45 pupils (Knutson, 2005).

In the traditional approach most class time is spent with the teacher lecturing and pupils watching and listening. The pupils work individually on exercise and cooperation is discouraged. Pupil-centred teaching methods shift the focus of ability from the teacher to the learner. These methods include pupils solve problems, answer questions, formulate questions of their own, explain, debate or brainstorming during class in which pupils work in teams and inductive learning in which pupils are first presented with questions and learn the course material in the context of addressing the challenge.

Participatory teaching and learning method is mostly emphasized to be used in primary schools. Mtunda and Safuli (1997) discuss several types of participatory learning approaches such as role-playing, game based learning, think-pair-share, question and answer, buzz group, discussion, brainstorming, demonstration and practice and case study. All these approaches characterized by participation as they allow every pupil to provide his/her own views or ideas on the topic at hand. They also give room for teachers to combine more than one approach in order to reach the learning needs for all pupils. Games by Mtunda and Safuli are the means of passing knowledge, skills and attitudes in a manner that entertains and keeps learners motivated. This way makes learning more effective and permanent. Think pair-share

refers to a collective active learning strategy in which students think together to answer a question about an assigned reading. It is simple technique for improving students reading comprehension. It gives students time to think, enhance oral communication skills and helps students to become active participant in learning. Another approach by Mtunda and Safuli (1997) is question and answer which means a method both for learning and oral testing based on the use of questions to be answered by the pupils.

Joyce and Weil (2000) discuss role playing method as a teaching strategy that fits within the social family of models that emphasize the social nature of learning and see cooperative behavior stimulating students both socially and intellectually. Characterized by taking on a role of character and acting as that an individual would do in the typical setting, improve common action skills (Huyack, 1975), enhances communication (Ettikin and Snyder, 1972) and it extends knowledge of the subject. It teaches empathy and understanding different perspectives, students are not passive recipients of the instructive knowledge rather they take an active part (Poor man, 2002).

Weimer (2012) describes five characteristics of learner-centred teaching. First, learner-centred teaching engages students in the hard, messy work of learning. It means students develop sophisticated learning skills when provided the chance to practice. Second, learner-centred teaching includes explicit skill instruction. Learning skill develop faster if they are taught explicitly along with the content. Third, learner-centred teaching encourages students to reflect on what they are learning and how they are learning it. It includes assignment components in which

students reflect, analyze and critique what they are learning and how they are learning it. The goal is to make students aware of themselves as learners and to make learning skills something students want to develop.

Forth, learner-centred teaching motivates students by giving them some control over learning process. The motivation to learn decreases and learner become dependent when listen teachers makes decisions. They might make classroom policies something students can discuss. Fifth, learner-centred teaching encourages collaboration. Even though teachers have the expertise and obligation to share it, but also they can learn from students as well. Learner centred teachers work to develop structures that promote shared commitment to learning. They see learning the most important goal of educational experience.

Napoli (2004) says, teachers should avoid seeing ‘student-centre learning as a quality’ imposition on the part of governments and institutions, as it should really be at the centre of our preoccupations as educators. If done properly and with a collective effort among peers, student-centered learning can be one way of re-appropriating our own professionalism in the face of fast, top-down changes.

Learner- centered teaching places the emphasis on the person who is doing the learning (Weimer, 2002). Learning-centered teaching focuses on the process of learning. Both phrases appeal to faculty because these phrases identify their critical role of teaching in the learning process. The phrase student centered learning is also used, but some instructors do not like it because it appears to have a consumer focus, seems to encourage students to be more empowered, and appears to take the teacher

out of the critical role (Blumberg, 2004). Weimer (2002) described five learner-centered practice areas that need to change to achieve learner-centered teaching: the Function of Content, the Role of the Instructor, the Responsibility for Learning, the Processes and Purposes of Assessment, and the Balance of Power. The functions of the content in learner-centered teaching include building a strong knowledge foundation and to develop learning skills and learner self-awareness. The roles of the instructor should focus on student learning.

The roles are facilitative rather than didactic. The responsibility for learning shifts from the instructor to the students. The instructor creates learning environments that motivate students to accept responsibility for learning. The processes and purposes of assessment shift from only assigning grades to include constructive feedback and to assist with improvement. Learner-centered teaching uses assessment as a part of the learning process. The balance of power shifts so that the instructor shares some decisions about the course with the students such that the instructor and the students collaborate on course policies and procedures.

While Weimer's model appeals to faculty, they find that is less pragmatic in describing ways to implement change (Wright, 2006). Since these five practices are broad abstract categories, they do not identify specific learner-centered behaviors for many instructors. To assist faculty, it defined each practice into specific components and incremental steps between instructor-centered and learner-centered teaching. Incremental steps allow instructors to make changes gradually over time. These incremental steps define a manageable transition process from instructor-centered to learner-centered teaching.

Napoli (2004) conducted a study on Educational Initiative Centre and viewed that Students are not considered to be empty vessels. They come with their own perceptual frameworks. Focus is not just on what is taught but on how effective learning should be promoted Student learning becomes the main preoccupation of the teacher (not his/her performance as a teacher or a raw number of facts to be transmitted to the students). It is recognized that students learn in different ways and have different learning styles.

Learning is recognized as an active dynamic process in which connections (between different facts, ideas and processes) are constantly changing and their structure is continually reformatted. Such connections are fostered through dialogue between teacher and students, and students with their peers. Students construct their own meaning by talking, listening, writing, reading, and reflecting on content, ideas, issues and concerns.

Thungu et al (2008:88) conducted study on learner centered approach and identified that, learner centered approach make student help at school, use experience of learner, enable learner engage actively in the learning process, enhance them feel understood and appreciated, provide opportunity for creativity and self expression, foster responsibility and cooperation among learners, and enable learner use their leisure time properly.

Thungu suggested that role of teachers in learner centered approach should be; to involve learner in learning process, to promote group work, to know learner as an individual and strength and weakness, promote happy classroom atmosphere, to

make the see the need to learn, to encourage learner to take responsibility, to plan lessons with learners needs, to make learner learn regularly and to employ variety of methods to teaching and learning.

2.4 Knowledge Gap

The reviewed literatures have revealed that there were ineffective use of teaching and learning methods in primary schools which result from increased class size. The findings shows that teachers use lecture method where group discussion and question and answer are rarely applied. In studies conducted to observe the methods of teaching revealed that was one way traffic, Kayombo (2014) over 83% teachers used non-participatory method due to inadequate time and shortage of materials; Sunra (2005) 35% of primary school teachers use lecture methods in teaching; Kambuga (2013) 90% of lesson teaching activities are teacher centeredness.

The findings showed that there was unlimited amount of pupils in primary schools UN report (2008) revealed that African countries abolished a thing lead to increased enrolment in turn class size increased. Mbiti (2009) elaborates that enrolment in Sub-Saharan Africa increased from 54% to 74% in 2006 and from 75% to 88% in East and South Africa. Studies conducted most addressed the issue of quantity and are less concern about the issue of quality in terms of using effective teaching methods in primary schools. The review shows nothing has been done on effects of increased class size on teaching and learning methods. Therefore, this study intended to investigate about what is not known on the general question of what effects does an increased class size have on teaching and learning methods?

2.5 Chapter Summary

In chapter two, both conceptual and empirical literatures have been covered where conceptual includes explanation of constructivism, enrolment expansion and pupil-teacher ratio, increased enrolment, quality education and universal primary education. Empirical literature covers studies done by other researchers in various places concerning education especially at primary level in relation to the present study objectives.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter covers research design, research approach, study area, target population, issues of sample size and sampling technique. Also it covers methods of data collection, validity and reliability, ethical consideration data analysis plan and the chapter summary.

3.2 Research Approach

In this study research approach refers on issue of quantitative, qualitative or mixed paradigm. Omari (2011) explains that research paradigm means modes of thinking about the conduct of research on any social reality. However, Dill and Romiszowski (1997) explain that paradigm defines the questions to be asked and methodologies to be used in answering research problem. The researcher opted on qualitative paradigm although some methods from quantitative approach was borrowed to address issues emerged in numerical data

3.3 Research Design

In this study the term research design refers to the structure that shows how all the major parts of research work together to address the central question. This study was the case study due to limited amount of time and financial that was allocated for the study. This claim is supported by Kombo and Tromp (2006), they say that research design can be thought as the structure of research. The researcher used case study for the following reasons: First, the researcher needed to learn more about the little

known situation of the teaching and learning approaches in the face of increased enrolment. Secondly, the researcher needed to talk and listen to teachers, pupils and officer at education office to understand their thinking over teaching and learning in the context of increased class size.

3.4 Area of the Study

This study was conducted in Dar es Salaam region focusing on Kinondoni municipality which is one of three districts in Dar es Salaam, Tanzania, the others being Temeke and Ilala. The area covers total of 531km² and administratively subdivided into 4 divisions and 34 wards (URT, 2013). This area has been chosen due to availability of large number of public primary schools of about 140. The researcher assumed that the large number of schools has resulted from increased enrolment thus it would have worth information about this study. Also the researcher assumes that pupils in town area are more active to participate in various things including learning. So it was expected to get more information about constructivism learning approach.

3.5 Population of the Study

Population is totality group of unity which has one or more characteristics in common that is of interest to the researcher (Omari, 2011). The target population of this study were; pupils, teachers, head teachers, chief school inspector and District Education Officer. Pupils were involved as a focus group because they are recipients of teaching methods and enrolment. Teachers were involved because they are implementers of teaching methods; therefore they have information about teaching and learning in the face of increased enrolment. The Head teachers also were

involved due to their special role of administering teaching process and pupils' enrolment. District Education officer and chief school inspector were involved because of their role of monitoring of the teaching process in primary schools.

3.6 Sample Size and Sampling Technique

3.6.1 Sample Size

The study was carried out in four public primary schools in Kinondoni municipality, Tanzania. These schools were selected through probability sampling method. Four school headteachers, twenty teachers and forty pupils drawn from four schools participated in the study. Other participants were two officers at district education office. Purposive sampling was employed to select headteachers, district education officer and chief school inspector.

This completed the sample size of sixty six (66) participants. This number is thought to be enough for this study because qualitative research is very intensive analyzing a small sample, can be time consuming and often simply impractical (Crouch & McKenzie, 2006). Four public primary schools selected randomly from the list of schools at district educational statistics office. The researcher took every fifth school in the list in order to get four schools.

Table 3.1: Composition of the Sample

Participants	Male	Female	Total
DEO		1	1
Chief inspector		1	1
Head teacher	2	2	4
Teachers	10	10	20
Pupils	20	20	40
TOTAL	32	34	66

Source: Field Data (2014)

3.6.2 Sampling Technique

By sampling the researcher understands a process of choosing the units of the target which are to be included in the study. Kothari (2012) explains that sampling may mean the selection of some part of the totality on the basis of which judgment is made. Selection of sample based on the probability and non-probability sampling. In non-probability sampling, the researcher used purposive sampling due to the fact that the categories of participants had specific information which is relevant for this study like District Education Officer and headteachers.

In probability sampling, the researcher selected sample by using random sampling whereby every unity has equal chance to be selected such like pupils and teachers. The procedure of selecting big numbers of teachers and pupils was done through papers labeled YES and NO where teachers and pupils picked a piece of paper and read what is indicated. The procedure was conducted separately for teachers and pupils and for male and female.

3.7 Data Collection Methods

Enon (1995) elaborates data collection method as the instruments, tools, techniques or procedures of data collection. The main data collection instruments were semi Structured interview, questionnaires, documentary review and observation.

3.7.1 Documentary Review

Documentary source in this study was used in order to collect secondary information related to the study. This source is recommended in Bailey (1994) saying that the use of documentary review is the analysis of documents that contain information about

the phenomenon we wish to study. The documents that were reviewed in this study include the trend and extent of enrolment, and number of pupils in each class. These documents were obtained from the Headteachers' offices and class teachers.

3.7.2 Interviews

The semi-structured interviews selected to collect because enabled the researcher to gather information through conversation with respondents in natural settings. This allowed the respondents to express their feelings freely. The interviews also enabled the researcher to probe on answers given and this flexibility of interviews made it possible to the researcher to gather as much information as possible.

The interviews used to collect subjective views from some respondents such as head teachers, district education officer and chief school inspector. This source is also supported by Kvale (1996) because it allows people to convey to others a situation from their own perspective and in their own words.

3.7.3 Questionnaires

Questionnaires were used to gather views from the larger group in order to save time. Achary (2010) explains questionnaire as a document contains questions and types of items designed to solicit out. The researcher prepared a list of questions which was also included clear instructions and space for answers. This technique was used to gather information from twenty teachers and forty pupils who were provided with paper questions to fill and/ or tick some characteristics available at a particular school.

3.7.4 Observations

The researcher used observation method to collect information during classroom session. This method was important in which the researcher would understand how the process of teaching and learning proceeding in the classroom and of method being used as well as class size. Marshall and Rosman (1995) say observation is a fundamental and critical method in all qualitative inquiry for it is discover complex interaction in natural social settings.

Observation was used to assess teachers' classroom activities, pupils' participation in teaching-learning process and sitting arrangement in the classroom. The non-participant observation was used to observe teaching and learning methods whether participatory or non-participatory, availability of enough desks and classrooms, attractive chalkboard. Also the researcher observed classroom environment in relation to class size, teacher-pupils ratio, the use of textbooks by pupils as well as teachers ask questions, pupils participation by answering questions posed by the teacher and interaction between pupils themselves and pupil-teacher interaction.

3.8 Validity and Reliability of Data Collection Instruments

3.8.1 Validity

Kothari (1990) explains validation of the instruments as the quality of the data gathering instruments or procedures which measure what they are supposed to measure. In this study the researcher was developed pilot study which conducted to check the effectiveness of each instrument. The pilot study was conducted through interview of one headteacher and one school inspector, and also observation of one

class in Kinondoni municipality. Information provided by the respondents enabled the researcher to correct research instruments before actual data collection.

3.8.2 Reliability of the Instruments

Reliability is the extent to which a test or procedure of data collection yields similar results under constant conditions on all occasions (Bell, 1997). That is, if we repeatedly assess the effects of increased enrolment of pupils on teaching and learning methods in public primary schools will get the similar responses. According to Bell there are several devices for checking reliability in scales and tests such as re-test, alternative forms methods or split half method. As Bell (ibid) recommends, reliability of this study instruments are ascertained by pre- testing the instruments before going to the field. The researcher gave questionnaire guides to the same groups of the respondents and pre-testing them.

3.9 Data Analysis Plan

Research data analysis provides the crucial link between research data and information that is needed to address research questions (Taylor et al, 2011). In this study mixed methods from paradigms used hence analysis for each method was followed. The data that collected related to qualitative approach were organized into categories and themes, interpreted and presented in the form of tables or narrations. Quantitative data were computed into percentages and presented into graphs and tables.

3.10 Ethical Issues to be considered

Hamersley and Trianou (2012) provide principle of ethics, which are protecting privacy, respect autonomy, minimizing harm, offering reciprocity and treating people

equitably. Through these principles the researcher observed the following: The research clearance letter was obtained from the Open University of Tanzania and thereafter it was taken to the district educational officer (DEO) in Kinondoni municipality for the research permit in selected schools. On meeting the participants the researcher introduced herself, clarified the purpose of the study including the use of findings of the study and how it would be conducted.

The researcher assured participants that personal details like names would not be exposed in the research report. Participants were informed that they were free whether or not to participate in the study and fill on questionnaire as well as taking photographs during the teaching and learning process.

3.11 Chapter Summary

Chapter three covered general issues on methodology including research design, research approach, study area, target population, sample size and sampling technique. Also, methods of data collection, validity and reliability, ethical consideration, and data analysis plan have been covered.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents the data for Effects of increased class size of pupils in public primary schools on teaching and learning methods. These data are arranged according to the research objectives developed in chapter one, which are; to find out the extent to which pupils enrolment has increased in public primary schools, to investigate teaching methods mostly employed by teachers, to identify teacher's views on the use of pupil centred method and to identify pupil's views on the use of pupil centred method of teaching and learning. The first part presents demographic characteristics of the participants; the second part presents the data, while the last part presents the chapter summary.

4.1.1 Profile of the Research Participants

This part provides the general information of respondents. The research provided respondents background information such as gender and responsibilities as shown in the Table 4.1.

Table 4.1: Profile of the Research Participants

Respondents	Male	Female	Total	
			No	%
DEO		1	1	1.5
Chief school inspector		1	1	1.5
Headteachers	2	2	4	6.1
Teachers	10	10	20	30.3
Pupils	20	20	40	60.6
Total	32	34	66	100

Source: Field Data (2014)

The study had 66 respondents including DEO (1.5%), chief school inspector (1.5%), headteachers (6.1%), teachers (30.3%), and pupils (60%). All these were involved in the study. The intention of this section was to investigate the extent to which public primary school class size has increased. More specifically it focused on the trend of pupils' enrolment and the reason for increased enrolment. Data relevant to this section were gathered through semi-structured interview and documentary review. The research findings are summarized and presented in the Table 4.2.

4.2.1 Enrolment Trends

The intention of this section was to investigate the extent to which public primary school class size has increased. More specifically it focused on the trend of pupils' enrolment and the reason for increased enrolment. Data relevant to this section were gathered through semi-structured interview and documentary review. The research findings are summarized and presented in the Table 4.2.

Table 4.2: Pupils Enrolment in Public Primary Schools by School, Year, Gender and Number

School	2004			2005			2006			2007			2008			2009			2010		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
A	96	70	166	105	110	225	97	86	183	58	56	114	105	92	200	90	90	180	96	98	194
B	82	80	162	77	89	166	79	80	159	75	81	156	87	83	170	77	83	160	88	91	179
C	42	55	97	54	52	106	46	57	103	91	90	181	67	70	137	97	91	188	71	72	143
D	114	98	212	96	73	169	80	97	177	73	85	158	63	70	133	73	80	153	70	92	162
Total	334	303	637	332	324	656	302	320	622	297	312	609	325	315	640	337	344	681	325	353	678

Source: Field Data 2015

Key: School A: Kimara Baruti

School B: Makoka

School C: Kibwegere.

School D: Mwalimu Nyerere

Based on the data in Table 4.2, the following observation can be made. There were increased class in four public primary schools namely Kimara Baruti, Makoka, Kibwegere, and Mwalimu Nyerere. The data shows that there was no standard class in surveyed schools; each class has more than 90 pupils. This is not similar with Knutson (2005) who elaborates that a standard class of pupils should be 45 pupils.



Figure 4.1: The Overcrowded Classroom in One of the Classes at Makoka Primary School



Figure 4.2: The Overcrowded Classroom in One of the Classes at Kimara Baruti Primary School

From the photos 1 and 2, it was observed that the classrooms were very crowded. The number of pupils in the two presented photos was 139 and 125.

4.2.2 Reasons for Increased Class size

The researcher was interested in issues that accounted for increased class size in primary education sector in the research settings. Data relevant to reasons for increased class size were gathered through semi-structured interview held with district education officer, chief school inspector and Headteachers. Respondents were all pointed out that:

The number of pupils had increased in all schools. All headteachers mentioned the reason for increased class size is abolition of school fees. The school fees used to be a heavy burden for many families especially poor families. The school fees often forced children from poor families not to be enrolled to schools by their parents. A school fee was an obstacle for poor families to acquire education. One female respondent noted that increase of awareness among the parents had contributed to increase of pupils in primary schools.

One of the head teachers answered the same question as which factors lead to increased of class size as follows:

Expansion of population that resulted from increase of income through different economic activities including pet business and employment. These enabled parents to afford education costs like buying education materials such as exercise books, pens and pencils and other facilities.

Due to income expansion which enables people to build their own houses and form the new settlements in turn lead to increase of population to the area. This also mentioned as the reason for increased number of pupils at schools included in the study.

The head teacher from school A mentioned that good performance lead to increase of enrolment in Kinondoni municipality whereby parents use to transfer their children from other schools. This observation indicates that new settlement, school performance, community awareness and political influence are the reason for increase of class size in public primary schools surveyed by the researcher.

These findings are similar with Carnoy and Samoff (1990) who say that introduction of UPE (1973) whose goals was to make primary school education available, compulsory and provided free of cost through abolition of school fees lead to increase of primary school enrolment.

The interview also conducted to the District Education Officer (DEO) and chief school inspector. The researcher wanted to know factors necessitated enrolment increase and whether the increase had any relationship with political, economic or social factors.

DEO said that “always the major reason for increase of pupils enrolment in Kinondoni Municipality relate to the economic and social factors. Due to good school performance parents being attracted to enroll their children in our schools.” The DEO added that people migrate from different areas for the purpose of

conducting business in the particular district. When the same questions were posed to the chief school inspector, the answer was as follows:

“Pupils enrolment in our district has doubled because of parents awareness about important of education to their children. Population increase which resulted from new settlement also leads to enrolment increase. Another reason which related to political factor is that of the announcement by the government to enroll every child whose age has reached at seven years in standard one. Also abolition of school fees enabled even poor parents to register their children in schools.”

However, the issue of class size has risen because of increase in the population, the quest for higher education and better living conditions of life (Yellpieri et al, 2012). These findings indicate that social and political factors were the major causes of enrolment increase in public primary schools. Implementation of UPE policy by the government of Tanzania accompanied by abolition of school fees, the government announced all children reach at seven years old should be enrolled in primary school lead to higher enrolment of pupils. Economic factors were among reasons for enrolment increase where people migrate in the area in order to conduct business. Also social factors contributed much in enrolment increase as the informant noted the rapid increase in the population as a major reason for enrolment increase.

4.3 Teaching Methods Mostly Employed by Teachers in Public Primary Schools

The second objective was set to solicit information on methods mostly used by teachers in public primary schools. Teaching methods were seen as important in assisting teachers in improving instructional process. Data were collected through

questionnaire, interview and classroom observation. The researcher intended to answer the question what teaching methods are mostly employed by teachers and to know the effects of increased class size on the methods of teaching and learning. The questionnaires were distributed to 60 respondents including 20 teachers and 40 pupils in 4 public primary schools. Their responses are summarized in the Table 4.3.

Table 4.3: Respondents' Responses on Teaching Methods Mostly Employed

Response	Frequency			
	Teachers		Pupils	
	No	%	No	%
Lecture method	12	60	25	62.5
Questions and answers	5	25	13	32.5
Group discussion	3	15	2	5

Table 4.3 shows that 12 teachers out of 20 which is 85% and 25 pupils out of 40 that is 62.5 said that lecture method is mostly used in teaching in the classrooms. 5 teachers out of 20 which is 25% and 13 pupils out of 40 which is 32.5% said that the mostly teaching method used in public primary schools is questions and answers. 3 teachers out of 20 that is 15% and 2 pupils out 40 that is 5% said that group discussion is the mostly used teaching method in public primary schools. This was similar with what have seen by the researcher during classroom observation. The researcher found teachers lecturing, used most of the time to explain concepts while pupils listening and provide exercise at the end of the period.

The researcher also wanted to know from the teachers whether the re were relationship between teaching approaches are used and increased class size. The

respondents replied as follows. 10 teachers out of 20 which is 50% agreed that the approaches were related with increased class size, while 10 teachers out of 20 which is 50% said the used approaches were not relate with class size. These added that group discussion creates noise when conducted in the classroom because there are should be many or large and one of them added that lecture method is the best to be used for larger classes. Mmbaga (2002) noted by Kambuga (2013) that confirms that large classes force teachers to use lecture method rather than pupil-centred strategies to enhance learning.

They also added that in group discussion, few pupils participate to discuss while others remain watching, and question and answer involve few pupils always who are sharp thinking while slow learners left back. 2 teachers complained about the time, that time allocated for a period is inadequate compare to the number of pupils. This is similar with what the researcher found during classroom observation. For observed teachers, History teacher class five used 75 minutes to assist all groups instead of 40 minutes. Mathematics teacher class four took 70 minutes to perform group work while Mathematics teacher class six ask few questions which also answered by few pupils.

This observation indicates that major teaching and learning approach employed mostly to teach in public primary schools are lecture method and question and answer and group discussion are rarely applied. These findings are similar with Kambuga (2013) who noticed 90% of lesson teaching activities are teacher centeredness.

4.3.1 Effects of Increased Class Size on Teaching and Learning Methods

The researcher was interested to know if teaching methods have been affected by increased class sizes. Data for this question collected through interview and classroom observation. Interview conducted to DEO, chief school inspector and headteachers. When DEO, chief school inspector and headteachers were asked to give their views on the effects of increased class size on the teaching and learning methods they responded as summarized in Table 4.4.

Table 4.4: Effects of Class Size on Teaching and Learning Methods

Respondents	Class size affects the teaching and learning methods				Total	
			Disagree			
		%	No:	%	No:	%
District Education Officer	1	17	-	-	1	17
Chief School Inspector	1	17	-	-	1	17
Headteachers	4	66	-	-	4	66
Total	6	100	-	-	6	100

Source: Field data

The DEO explained about how class size affects teaching and learning methods as follows.

“Overcrowd classes hinder effective use of participatory teaching methods, in that Sense teachers use lecture method in order to serve time and this method serve in Scarcity of teachers”, said DEO. However, the Chief inspector explained that, “Increased enrolment of pupils leads to overwork teachers which in turn hinder teachers to provide enough work to pupils, poor classroom management which also hinder teachers to control classroom discipline during teaching hours. Also teachers fail to recognize pupil talents and also to provide assistance to slow learners.”

Head teachers explained the effects of increased enrolment of pupils on teaching and learning methods by saying the following. One head teacher said, “Increase of pupils’ class size make teachers fail to attend all pupils effectively.” Two of them said, “Class size increase make teachers fail to practice participatory teaching methods like group discussion and if they have to do that, groups either will be very big or too many.” The other head teacher pointed out that, the time allocated for periods (40 minutes) cannot enable teachers to assist all groups.

The findings showed that increased pupils’ class size affect teachers to use participatory methods due to overcrowded classes, hinder teachers to provide enough work due to overloaded, fail to attend all pupils effectively also it leads to inadequate teaching and learning facilities, teachers fail to conduct group discussion and/or assist all groups formed, also teachers fail to provide assistance to all pupils during classroom session.

4.3.1.1 Classroom Management

During classroom observation, it was observed that classroom management was difficult. In one lesson observed at Mwalimu Nyerere primary school, three pupils were talking while the teacher instructing and the teacher stopped from teaching for some minutes and starting punish them. In conversation between the researcher and mathematics teacher observed, the teacher agreed that the time that was allocated for teaching was lost due punishment to maintain discipline.

4.3.1.2 Teacher’s Presentation and Using Prior Pupils’ Knowledge

Another important component in line with learning is introducing the lesson and questioning. Also using prior pupil knowledge helps the teacher to know what and

how pupils understand the topic. In one class at one primary school surveyed the teacher was observed entering the class and starting lecturing the new lesson without probing from the pupils. In conversation with the teacher concern, he said that overcrowded class discourages to start the lesson with questions. The findings revealed that there is little use of pupil prior knowledge.

Classroom arrangement: Increased class size of pupils had an effect on classroom arrangement. The arrangement system did not favor group discussion observed in classrooms. Pupils sit in rows that made it difficult for all pupils to participate in the lesson. Some pupils were not able to see properly on the chalkboard a thing which made them to write while standing. The findings from researchers classroom observation revealed that large class hinder the effective application of group discussion as strategy of involving pupils in the process of teaching and learning.

Classroom interaction: Classroom interaction involves teacher and pupil in asking and answering questions as well as discussing. During classroom observation the interaction categorized in to teacher-pupil interaction and pupil-pupil interaction. Teachers said a big number of pupils in the classroom have a negative effect on an interaction in the class. There was little interaction between teachers and pupils.

The conversation with English teacher observed, the teacher revealed that, interaction was very difficult due to the language as well as big number of pupils in the class. In most schools one class found to contain more than one stream. Teacher pupil interaction was observed in asking and answering questions while teacher concentrated with pupils who were able to reply on the questions.

The pupil-pupil interaction is important during group discussion. It observed that it was very difficult for the teacher to facilitate group discussions in classrooms due to very big or many groups. The classes observed practicing group work formed large groups of 6 to 8 pupils, this caused noises during discussion. Pupils did not report on what they had discussed due to availability of large groups and inadequate time. The findings indicated that there was little pupil-pupil interaction to facilitate effective teaching and learning.

4.4 Teachers' and Pupils 'Views on the use of Pupil Centred Method of Teaching

The third objective was set to get information on the views of teachers and pupils on the use of pupil centred method. Pupil centred methods were seen important in assisting pupils in improving their academic performance. In this objective the researcher intended to answer the question on what are the teachers' and pupils' views on the use of pupil centred approach. The questionnaire was distributed to twenty teachers and 40 pupils and their responses are summarized in the Table 4.5.

Table 4.5: Response of Respondents on Teachers' and pupils' views on the use of Pupil Centred Methods of Teaching

Response	Frequency			
	Agreed	%	Disagreed	%
Pupils understand what they are taught	57	95	3	5
Active involvement of pupils.	45	75	15	25
Create over slating memory.	48	80	12	20
It creates creativity and confidence to pupils.	50	83	10	17
It enables teachers understand pupils capability in classroom.	60	100	0	0
It helps to detect pupils talent	55	92	5	8

The Table 4.5 revealed that, 57 respondents out of 60 which is 95% said pupils centred method of teaching enable pupils to understand what they are taught by their teachers, while 3 respondents out of 60 which is 5% disagreed. 45 respondents out of 60 that is 75% revealed that pupil centred method enhance active involvement of pupils in lesson during teaching and learning process, while 15 respondents out of 60 that is 25% disagreed. 48 respondents out of 60 which is 80% said pupils centred method of teaching create everlasting memory, while 12 respondents out of 60 which is 20% disagreed. 50 respondents out of 60 which is 83% said that pupil centred method enable teachers to understand pupils capability in the classroom, while 10 respondents which is 17% disagreed. 60 respondents out of 60 which is 100% said pupil centred method help to detect pupil talent.

These findings indicate that teachers and pupils viewed pupil centred method as important in teaching and learning process because enables pupils to understand what they are taught; it is active method since it involves pupils in learning, creating everlasting memory and creativity among pupils. It enables teachers to understand pupils' capabilities and help to detect pupils' talents. These observation are in line with Weimer (2012) who describes some characteristics of pupil centred method, which are: engages pupil in the hard in many work of learning, encourage pupils to reflect on what they are learning and how they are learning it and motivate pupils to learn. In order to get detailed information concerned with the study the researcher asked teachers on what are the teacher attitudes about using pupil centred approach, 20 teachers out of 20 means 100% revealed that it is a good method and should be encouraged to be used by all teachers.

4.6 Chapter Summary

In this chapter, the major findings regarding the effects of increased class size of pupils on the teaching and learning were presented, analyzed and discussed. The research findings indicated that there was an increase of pupils enrolment in primary schools. It was established that the increased class size of pupils was accompanied by the use of learner-centred and teacher-centred methods where lecture was mostly employed, and group discussion and question and answer were rarely used. The next chapter presents the summary, conclusion and recommendation.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter presents the summary of the study and the major findings also covers conclusion part and provides recommendation for future action and further study.

5.2 Summary of the Study

This study intended to investigate effects of increased class size of pupils on teaching and learning methods in public primary schools. The study had three objectives, namely: to determine the extent to which pupils' class size has increased in public primary school, to investigate teaching methods mostly employed by teachers in public primary school, and to identify teachers' and pupils' views on the use of pupils-centred method of teaching.

The sample was selected from schools namely Kimara Baruti, Makoka, Kibwegere and Mwalimu Nyerere primary schools. The participants selected were expected to provide information about the research problem. Teachers and pupils were selected randomly while DEO, chief school inspector and headteachers were selected purposefully to provide maximum information required by the researcher. This study had a sample size of 66 participants.

The research adopted qualitative approach as the author intended to enter participants experiences on how they perceived the effects of increased enrolment of pupils in public primary schools on teaching and learning methods. To achieve this intention,

in depth interviews were used along side with questionnaires, observation and documentary review in order to increase the reliability of the findings (Triangulation).

The study guided by four major questions namely; to what extent pupil's enrolment had increased in public primary schools from 2004 to 2010? What are the teaching methods mostly employed by teachers? What are the teachers views on the use of pupil-centred approach? And what are the pupils' views on the use of pupil-centred approach? The first research question revealed that trend of pupils' enrolment in the public primary schools surveyed by the researcher was not stable because it changed over period of time. These changes were resulted from new settlement, school performance, community awareness, political influence and abolition of school fees in primary schools. But also classes were large than it required.

The second research question revealed that teachers employed mostly lecture method in teaching and learning process, and question and answers and group discussion were rarely used. The third research question revealed that teachers views on the use of pupil-centred method was that pupils centred method was important in assisting pupils in improving their academic performance. The fourth question revealed that pupils view pupils' centred method as good because they are well involved in teaching and learning process.

5.3 Conclusion

The findings of this study indicate that most teachers in Kinondoni municipality are teaching large classes of more than 90 pupils. Due to those findings, all four

objectives developed by researcher were in line with the findings of this study whereby the first assumptions were pupils' class size in the public primary schools surveyed by the researcher was not stable. These changes were resulted from new settlement, school performance, community awareness, political influence and abolition of school fees. The methods mostly employed by the teachers were lecture, question and answers and rarely discussion. Teachers view pupil-centred method as important in assisting pupils in improving their academic performance and pupils view pupils-centred method as good because they are well involved in teaching and learning process.

5.4 Recommendations

These research findings recommend for policy and further research. As policy, these research findings tend to suggest that in order to promote quality primary school education enrolment of primary school pupils should be in line with availability of human resource and school infrastructures.

5.4.1 Recommendation for Action

The following recommendations are made on the bases of the discussion of the findings and conclusions.

- (i) The ministry of education and vocational training (MoEVT) should build more classrooms to schools so as to overcome overcrowded classrooms. This will enable those schools to accommodate the increased number of pupils.
- (ii) The (MOEVT) ought to prepare training development for teachers in order to equip teachers with proper methods of teaching and learning and update their

knowledge, skills and attitude; this will enable teachers to teach pupils effectively and efficiently.

- (iii) Government should increase more budgets for the MOEVT for development and recurrent education funds. This will ensure construction of more school infrastructure and to cover official demands.

5.5.2 Recommendation for Further Study

The current study has covered only few primary schools in Kinondoni, Similar studies should in other districts and regions of Tanzania so as to probe the same issue for better generalization.

REFERENCES

- Abunola, O. (2011). *The Impact of Teachers' Teaching Methods on the Academic Performance of Primary School Pupils in Ijebu-Ode*. Nigeria: Booster Books.
- Achary, B. (2010). *Questionnaire Design*. Nepal: Tribbuvan University.
- Adeolu, A. R. (2009). *Redistribution of Education and Redistributive of Education Spending in Nigeria*. Germany: University of Bremen.
- Aturupane, H. Glewwe, P. and Wisniewski, S. (2007). *The Impact of School Quality and Child Health on Students' Performance: Evidence from Sri Lankan Primary Schools*. Sri Lanka: University of Minnesota.
- Aziz, Z. Mohamed, S. A. and Rahmat, R. (2011). *Teaching Strategy to Increase Science Subject Achievement*. Malaysia: IDOS Public.
- BEST, (2001). *Education Sector Performance Report 2010-2011*. UNICEF
- BEST, (2011). *Education, Equity and Quality*. UNICEF
- Bold, T. Kimeyi, M. Mwabu, G. and Sndefur, J. (2010). *Free Primary Education in Kenya: Enrolment, Achievement and Accountability*. Nairobi.
- Bryman, A. (2003). *Triangulation Encyclopedia of Social Science Research Methods*. SAGE Publication.
- Cafarella. (2003). *Teaching Approach*. Resources pbwork.com/w/page/19991956/institutional_approaches retrieved on 22/2/2015 at 12:30pm.
- Carnoy, M. and Samoff, J. (1990). *Education and Social Transition in the Third World* Princeton N.J, Princeton University Press.
- Chakraborty, D. (2012). *Research Methodology*. New Delhi: Surabh Publishing House. *Child Health on Students' performance: Evidence from Sri Lankan Primary Schools*.

- Cohen, L. (2007). *Research Methods in Education 6th ed.* UK: Routledge 2Park Square.
- Cresswell, J. W. (2012). *Mixed Methods and Qualitative Research.* Soft ware.
- De Vaus, D. A. (2001). *Research Design in Social Research.* London.
- Denzin, N. K. (1970). *The Research Act in Sociology.* Chicago: Aldine.
- Denzin, N. K. (1978). *The Research Act 2nd Ed.* New York: Mc Graw Hill.
- Di Napoli, R. (2004). *Educational Initiative Centre; Educational.* University of Westminster. From: <https://www.westminster.ac.uk/> retrieved on 20.06.2015 at 17:08pm.
- Dill, C.R. & Romiszowski, A.J. (1997). *The Instructional Development Paradigm:An Introduction.* NJ. Educational Technology Publication, Inc.
- Dufto, E. (2007). *Peer Effects, Pupils Teacher-Ratios, and Teacher Incentives in Kenya.* Nairobi.
- Edholm, F. (2009). *Education for All in Tanzania.* Sweden: Souderton University.
- Enon, J. C. (1998). *Educational Research Statistics and Measurement.* Kampala: Makerere University
- Fauka, G. and Mantzorou, M. (2011). *What are the Major Issues in Conduct Research? Greece.*
- Fidelia, I. (2012). *Learning and Teaching Methodology.* Nigeria :Borno State.
- Galabawa, J. C. J. (2001). *Development and Issues Regarding Universal Primary Education Tanzania.* Arusha: ADEA.
- Haji, H. F. (2014). *Influence of Teacher Attributes on Students Academic Performance in Secondary Education.* Iringa Rural District: Open University of Dar es Salaam.

- Hammersley, M. and Traianou, A. (2012). *Ethics and Educational Research*. London: BERA (British Educational Research Association).
- Hanushek, E. (1999). *The Evidence on Class Size*. Washington DC: Brookings Institution. Hsu, C. and Sandford, A. B. (2000). *Research Methods*. Sage Journals.
- Hayack, E. T. (1975). *Teaching for Behavioral Change*. Cambridge: Cambridge University Press.
- Hussein, T. and Waile, T. (1989). *Consructivism in Education*. New York: Oxford University.
- Jacobsen, A. D. (2009). *Methods for Teaching*. New York: Pearson Education Inc.
- Jacoby, E. G. (1959). *Methods of School Enrolment Projection*. INESCO..
- Johnson, R. B. (2007). *Journal of Mixed Research Methods*. SAGE Publications.
- Joyce, B. and Weil, M. (2000). *Model of Teaching*. Boston: Allyn and Bacon.
- Kafumu, M. P. (2014). *Assessment of Learner Centered Approach in Tanzania*. Presented at the 3rd Conference on Community of Practice Learner- Centered Education (Cop3) InTanzania: Tanzania Episcopal Conference (Tec): Dar es Salaam.
- Kambuga, Y. (2013). *The Impact of Teacher-Pupil Ratio on Teaching-Learning Process in Primary Schools*. *International Journal of Education and Practice*. Dodoma: PAKL.
- Kimaryo, L. A. (2008). *Primary School Teachers' Views on the Use of Participatory Teaching Approaches in Tanzania* Morogoro: MoEVT.
- Kitzinger, J. (1994). *The Methodology of Focus Group: The Importance of Interaction Between Researcher and Participants*. Glasgow University: Media Group.

- Knutson, B. (2005). *Education for All or Enrolment for All?* Vaxijo University.
- Komba, W. Nkumbi, E. Warioba, L. (2006). *Capacity of School Management for Teacher Professional Development in Primary Schools*. Dar es Salaam: Open university of Tanzania.
- Kombo, D. K. and Tromp, D. L. A. (2006). *Proposal and Thesis Writing An Introduction* Nairobi: Paulines Publication Africa.
- Koohang, A: Riley, L. and Smith, T. (2009). *E-Learning and Constructivism: From Theory to Application* .Jeanne Belgium: Schreurs.
- Kothari, C. R. (2012). *Research Methodology: Methods and Technique 2nd ed*. New Delhi: New Age International Publishers.
- Kruijer, H. (2010). *Learning How to Teach in Sub-saharan Africa: Lesson from Tanzania, Malawi and Nigeria*. Belgium: Educational International.
- Kwale, S. (1996). *An Introduction to Qualitative Research Interviewing*. California: Sage Publications.
- Marshall, C. and Rosman, G. (1995). *Designing Qualitative Research*. London: Sage Publication.
- Maying, P. (2009). *Qualitative Content Analysis*. Germany: University of Berlin.
- Mbelle, A. and Katabaro, J. (2003). *School Enrolment, Performance and Access to Education in Tanzania*. Dar es Salaam: Mkuki na Nyota.
- Mbelle, A. (2006). *The Impact of Reforms on the Quality of Primary Education in Tanzania*. Repoa.
- Mike, M. M. (2014). *Class Size and Effects on Teaching-Learning Process*. Tanzania.
- Miles, M. B. and Huberman, A. M. (1994). *Qualitative Data Analysis 2nd ed*. United State of America: Sage Publication.

- Mogalakwe, M. (2006). *The Use of Documentary Research Methods in Social Research*. Gaborone, Botswana.
- Mtunda, F. G. and Safuli, D. D. (1997). *Theory and Practice of Teaching*. Blantyre: Dzuka.
- Mwanosike, O. F and Onyije, E. (2011). *Colonialism and Education* .Nigeria: IATEL.
- Olayemi, O. A. (2012). *Class Size and Teachers' Productivity in Primary Schools in Ekiti State*. Ado- Ekiti, Nigeria.
- Omari, I. M. (2011). *Concepts and Methods in Educational Research*. Dar es salaam: Oxford University Press.
- Orodho, A. J. and Kombo, D. K. (2002). *Research Methods*. Nairobi: Kenyatta University, Institute of Open Learning.
- Osaki, K. M. (2010). *Reflection on the Change Process Implied on the Teacher Education Master Plan in Tanzania*. Dar es salaam: Ecoprint.
- Powell, R. A. and Single, H. M. (1996). 'Focus Group' *International Journal of Quality in Health Care*.
- Rajabu, A. R. (2000). *Teacher Education Tanzania* in J. C. J Galabawa. F. E. M. K, Senkoro and A. F. Lwitama (eds). Dar es Salaam: UDSM.
- Ralph, E.G. (2003). *Effective College Teaching Fresh Incites and Exemplary Practices*. USA: Nova Science Publishers.
- Ramsden, P. (1992). *Learning to Teach in Higher Education*. New York: Routledge.
- Rena, R. (2011). *Challenge for Quality Primary Education in Papua New Guinea*. Guinea Hinda in Publishing Corporation.
- Rodney, W. (1972). *How Europe Underdeveloped Africa* .Dar es salaam: Longman.

- Saki, K. O. (1990). *A Study of Classroom Interaction in Primary School in the United Republic of Tanzania*. Routledge.
- Secretary General UN, (2008). *The Millennium Development Report NY. MDG Monitor UNDR*.
- Smittle, P. (2003). Principles for Effective Teaching. *In Journal of Development Education*, volume 26:1 to 9.
- Sri Lanka: University of Minesota.
- Stiko, N. J. (2013). *Designing a Qualitative Research Project: Conceptual Framework and Research Questions*. IAPRI.
- Sumra, S. (2003). *Implementation of the Primary to Cope Education Development Plan Voice From the Community*. Dar es salaam: Haki Elimu.
- Sumra, S. (2004). *The Living and Working of Teachers in Tanzania: A Research Report*. Dar es Salaam: Haki Elimu.
- Swai, F. Ndide, A. and Research Team of Education from Four District in Singida. (2006). *Characteristics of Effective Primary Schools in Singida*. Gabon: ADEA.
- Taylor, B. (2011). *Research Methodology: A Guide for Researchers in Management and Social Sciences*. New Delhi: PHI Learning Private Limited.
- Taylor, J. and Wood, C. (2005). *Early Childhood Studies: An Holistic Introduction*. London: Holder Arnold.
- The Partnership Management Board, (2000). *Active Learning and Teaching Methods for Key Stage 3*. Northern Ireland Curriculum.
- Thungu, J. Wandera, K. Gachiel. and Alumande, G. (2008). *Mastering PTE Education*. Nairobi: Oxford University Press

- Till, J. E. (2001). *Ethical Issues in Qualitative Research on Internet Communities*. United Nations Educational, Scientific and Cultural Organization Administrative Committee on Co-ordination Working Group on Community Development (1956). *Working Paper on the Definition of Fundamental Education*. Paris: UNESCO.
- URT, (2012). *Population and Housing Census: Population Distribution by Administrative Areas*. Dar es Salaam, Tanzania.
- URT, (2000). *Basic Education Master Plan: Strategic and Programme Framework 2000-2005*. Dar es Salaam.
- URT, (2006). *Status of Implementation of Primary education Development Plan*. Dodoma, Tanzania.
- URT, (2001). *Education Sector Development Programme: Primary Education Development Plan 2002-2006*. Dar es Salaam.
- Weimer, M. (2012). *Effective Teaching Strategies: Five Characteristics of Learner-Centred Teaching*. Magna Publications.
- Weimer, M. (2009). *Effective Teaching Strategies: Six Keys to Classroom Excellence*.
- Yellpieri, D (2012). *Effects of Large Class Size on Effective Teaching and Learning at the Winneba Campus of the UEW*. Ghana: David publishing.

APPENDICES

Appendix I: Interview Guide for Headteacher on Effects of Increased Class Size of Pupils on Teaching and Learning Methods in Public Primary Schools.

Name of school_____

Years of experience as a head teacher_____

Date _____/_____/_____

1. To what extent has class size increased in your school by years 2004-2010?
2. What reasons do you think facilitate the increase of pupils?
3. Do you think increased class size affect teaching and learning methods in your school? If yes, how?
4. If the answer in question 4 is Yes, what challenges do school face due to the imbalances?
- 5 . How do these challenges affect teaching and learning methods in your school?
6. What are your views about quality of education acquired by pupils through teaching and learning methods in by teachers in the context of large classes?
7. What are your suggestions on improving teaching so that pupils could acquire knowledge and skills for their personal development and nation at large?

**Appendix II: Questionnaires for Primary School Teachers about Effects of
Increased Class Size of Pupils on Teaching and Learning methods
in Public Primary Schools.**

Name of school _____

Date _____/_____/_____

Sex _____

Please, fill in the appropriate response(s)

1. What is the class size of the class you are teaching?
2. What is the total of your periods per week/ Do you afford to teach all of them?
If not please explain why.
3. What is your understanding about participatory and non-participatory approaches of teaching?
4. As a teacher which approach do you apply mostly and why?
5. Do you think there are any relationship between the teaching approach you are using and increased class size of pupils? Please explain.
6. What are your views about involving pupils in the process of teaching and learning?
7. Do you think that the approach of teaching, which has been used mostly to teach, fosters understanding and creativity or lead to cramming what has taught?
8. What do you suggest to make teaching effective and quality acquisition of knowledge for development of our nation?

Appendix III: Questionnaires for Pupils about Effects of Increased Class Size of Pupils on Teaching and Learning Methods in Public Primary Schools.

Name of school _____ class _____ date _____ / _____ / _____

1. How many pupils are there in your class?
2. How many pupils use to sit on a single desk?
3. Do your teachers involve you in the process of teaching and learning during classroom activities?
4. Do teachers allow you to discuss with your fellow pupils or teacher during class session?
5. Which technique facilitates you to understand the subject matter?
 - (a) Discussion with your fellow pupils or teacher?
 - (b) Individual learning?
6. What do you suggest to be done for the improvement of your learning process?

Appendix IV: Interview Guide Questions for Educational Officer and Chief District School Inspector on Effects of Increased Class Size of Pupils on Teaching and Learning Methods in Public Primary Schools.

Date ____/____/____

Sex_____

Years of experience_____

1. What do you understand about enrolment of pupils in primary schools?
2. Do you think what factors have necessitated increased of class size in primary schools?
3. Do you think this increase of class size has any relationship with political factors?
4. Does the increased of number of pupils match with the available number of teaching and learning facilities? If not, why?
5. Does increased class size affect teaching and learning methods? If yes, how?
6. As educational officer, do you think there are any challenges brought about increased class size on teaching methods?
7. To what extent these challenges have affected the quality of education acquired by the pupils?
8. What do you suggest in order to make effective teaching and learning methods in face of increased class size of pupils?

Appendix V: Documentary Review Guide

Name of school_____

Date_____/_____/_____

Item	Information sought	Remarks/Information obtained
1. Admission book	Enrolment records	
2. Attendance Register for pupils	Number of pupils in each class	
3. Attendance register for teachers	Punctuality	
4. Teachers' lesson plans	Teaching and learning methods and number of periods per week	

Appendix VI: Classroom Observation Schedules

Name of school_____ class_____ subject_____ number of
pupils_____ date_____

No.	Time	Behaviors to be Observed	Teacher	Class	Pupils
1.	40 minutes	Classroom management			
2.	40 minutes	Classroom environment			
3.	40 minutes	Pupils participation			
4.	40 minutes	Teaching approach			
5.	40 minutes	Teacher presentation			
6.	40 minutes	Classroom interaction			
7.	40 minutes	Using pupils prior knowledge			

The observer at the end should answer the following questions:

1. What are implications of increased class size of pupils on teaching and learning methods?
2. What is the class size?
3. Does the class size allow systematic arrangement of the classroom?
4. Does class arrangement influence pupils' group discussions? How?
5. Who communicate most of the time?
6. Does the lesson described in participatory or non-participatory methods of teaching?
7. Are the teachers' methods assisting for learning actively?
8. Are there any group activities to encourage pupils' participation in the lesson?