

**CHALLENGES OF MANAGING LARGE SECONDARY SCHOOL
CLASSROOMS IN KYERWA DISTRICT**

OSCAR SALVATORY

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

The undersigned certifies that she has read and here by recommends for the acceptance by the Open University of Tanzania, a dissertation titled: “**Challenges of Managing Large Secondary School Classrooms in Kyerwa District**” in partial fulfillment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies (MED APPS) of the Open University of Tanzania.

.....

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.....

Date

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I, **Oscar Salvatory**, do hereby declare that this dissertation is my own original work and that it has not been submitted and it will not be submitted to any other University for a similar or any other degree award.

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Signature

.....

Date

DEDICATION

This dissertation is dedicated to Jesus Christ My Lord and my Savior who enabled me to go through the course, for without his grace and mercy on me I could not afford to accomplish this study. May his holy name be praised forever and ever.

Amen.

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Thank you all and may the good Lord bless you in abundant.

ABSTRACT

The study was carried out in Kyerwa District. The aim of the study was to explore the challenges and prospects of teachers as they manage large classrooms in order to comply with SEDP goals in Secondary education in Kyerwa district. The study was guided by the following questions: What are the teachers' perspectives on large classrooms? What are the strategies that teachers employ to manage classrooms? And what are the challenges that teachers face in managing large classrooms among public ward secondary schools in Kyerwa district? The study adopted descriptive research design with simple random and purposive sampling technique. Data was analyzed using codes, labeling, tables, percentage presentation and verbatim quotation and brief summarization. The findings showed that teachers in Kyerwa district perceive large classrooms as the one with more students than the teachers prefers to manage and the one with more students than the available teaching and learning resources can support. Strategies they employ to manage large classroom includes group discussion, lecturing, setting activities for students to teach each other, take home assignments and giving students closed type questions which are easy for teachers to mark. Challenges they face on managing large classrooms include hard organizing class activities, difficult to evaluate and checking students' progress. Recommendations put forward include: training enough teachers to attain the recommended Student Teacher Ratio (STR) and constructing enough classrooms. Further studies were recommended on equity in secondary education access, gender parity in secondary education, quality improvement in secondary education and strengthening of inspectorate and support mechanisms in secondary education.

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LIST OF ABBREVIATIONS

A – level	Advanced Level
DSEO	District Secondary Educational Officer
ESDP	Education Sector Development Programme
ESR	Education for Self Reliance
ETP	Education Training Policy
GER	Gross Enrolment Ratio
GST	Goal Setting Theory
HEDP	High Education Development Programme
MBO	Management by Objective
MoEVT	Ministry of Education and Vocational Training
NER	Net Enrolment Ratio
NGO	Non-Government Organization
ODL	Open and Distance Learning
O- Level	Ordinary Level
OUT	Open University of Tanzania
PEDP	Primary Education Development Plan
PqTR	Pupil qualified Teacher Ratio
PSLE	Primary School Leaving Examination
PTR	Pupil Teacher Ratio
SEDP	Secondary Education Development Plan
SEMP	Secondary Education Master Plan
STR	Student Teacher Ratio

TR	Transition Rate
UPE	Universal Primary Education
URT	United Republic of Tanzania

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The main concern in education sector is to develop quality human resource that can contribute to the development of society (Hakielimu, 2007; URT, 1995). The importance of education and children's performance is also evident in the ways parents struggle to enroll their children in Tanzanian schools. In fact, Tanzania has a long history of educating her citizens, reduce illiteracy and provide quality education to enable her citizens to contribute effectively to the development of the country. This is viewed in its immediate plan after independence. The first president of Tanzania, Mwalimu Nyerere made a big reform, changed the provision of education from the colonial education legacy of racial and gender discrimination to inclusive and for which was also relevant to the Tanzanian's society (Mtitu, 2014).

This is why in the year 1967, the education system of Tanzania was changed from colonial to what was termed as "Education for Self Reliance (ESR)" and this was meant to address the challenges of education inherited from the colonial education and provided education according to the learners and society needs. Tanzania has put many policies, directives and reforms in place for the last 15 years with significant contribution in education sector. These have shaped thinking, guided design and implementation of educational activities and programmes.

In 1995 the government of Tanzania formulated Education Training policy (ETP) which was generally aiming at improving enrolment at all levels of education. In

1977 the government developed the Education Sector Development Programme (ESDP) to translate the policy intentions into a feasible and coherent development framework. The government decided to start with development of primary education and gradually expand to secondary and higher education levels.

In order to support ESDP the government initiated Secondary Education Master Plan (SEMP) and Secondary Education Development Plan (SEDP). URT (2010) explains that the government introduced secondary Education Development plan (SEDP) in 2004. The plan was developed within the Secondary Education Master Plan (SEMP) which was targeting to increase student enrolment rate from 6% in 2003 to reach 12% by 2005 through increasing enrolments in the lower secondary level and having at least one community secondary school in every Ward so as to increase the Transition Rate (TR) from Primary school to ordinary level of secondary education (O – level) and from (O – level) to Advanced level of secondary education (A – level).

The overall goal of SEDP was to increase the proportion of Tanzania youth completing Secondary Education with acceptable outcome by improving enrolment to reach 50% cohort participation and transition rate from Primary education to secondary education by 2010. It aimed to increase the transition rate from primary to secondary school at (O-level) from 21% in 2002 to 40% by 2009 and transition rate from (O-level) to (A-level) from 15% in 2002 to 32% by 2009.

Despite the implementation of SEDP goals, there are still questions on whether there are sufficient schools and classrooms to meet the demand of form one and form five

entrants and whether there are sufficient teachers to satisfy constructed ward secondary schools. From these questions is where the need for this study arises. The implementation of SEDP goals has increased students enrollment in secondary education which lead to emerging of large classrooms. Due to the challenge of large classrooms there is a need to explore on how teachers' perceive large classroom, Strategies they employ to manage them and the challenges they come across in teaching large classrooms.

1.2 SEDP Goals

In the 1990s the government of Tanzania introduced education reforms, which were implemented through the sector wide approach adopted in the Education Sector Development Programme (ESDP). Within the context of ESDP and Secondary Education Master Plan (SEMP) the Secondary Development Plan (SEDP) was developed. The overall goal of SEDP was to increase the proportion of Tanzania youths who can access and complete secondary education at lower and upper levels with acceptable learning achievements. Apart from increasing enrolments other goals of SEDP are: To build laboratories and libraries, to provide laboratory equipments, chemicals and other incentives and to train adequate teachers especially science teachers. (Kira and Nchunga, 2016).

Sumra and Rajani (2002) defines Secondary Education Development Plan (SEDP) as the education plan established by the Government of Tanzania in 2004 in response to Primary Education Development Plan (PEDP) so as to absorb a bigger number of primary seven leavers seeking entry in secondary education. Furthermore, it was established in order to achieve one of the priorities specified in the Tanzania

development vision of 2025 that aims to ensure equitable access to education. The implementation of SEDP was closely linked with the Education Sector Development Programme (ESDP) and Secondary Education Master Plan (SEMP), which generally aimed at improving equitable access to quality secondary education.

The implementation of SEDP since 2004 was intending to address the educational weaknesses of Limited participation of 21.7% and transition rate from Primary to secondary education, Equitable access by location (rural-urban) and social cultural groups, Low quality of schooling outcomes (poor performance), Challenge of overloaded curriculum, Poor supply of text books and other teaching and learning materials, Low teacher qualifications and poor teaching abilities, Low utilization rates for teachers and physical facilities, Low number of hours on task by the students and Inadequate financing of the secondary education compared to other sector. According to URT (2004) and URT (2010), the goals and strategies of SEDP include:

1.2.1 Improvement of School Access

This goal aims to reach 50% of cohort participation and transition rate from primary to secondary education by 2010. This was expected to be achieved through optimum utilization of teachers and physical facilities, expansion of school facilities especially in underserved areas, support to non-governmental sector, expansion of form five and six by increasing form five intake more than five times, expansion of Open and Distance Learning (ODL), reduction of dropout, repetition and failure rate at all levels, improving affordability by reduction of household educational costs.

1.2.2 Equity Improvement

The overall aim of SEDP was to ensure equity of participation in underserved areas by geographical location, gender and income inequalities. This was expected to be achieved through allocating more resources in education to underserved areas, scholarship to students from poor families, improvement of retention and performance of girls, improvement of facilities in schools with disabled students, improvement of education provision for the marginalized social groups and reduction of school fees for day students.

1.2.3 Improvement in Performance

Under this goal, the focus was to raise the performance standard in division I-III from 36% to 70% by 2010. It was planned to focus the optimum utilization of teachers and existing physical facilities, expansion of school facilities especially in underserved areas, continuous professional development of teachers, improving entry qualification of candidates for diploma and degree teachers training, improving capitation grant for teaching and learning materials, expanding production of diploma and degree teachers.

1.2.4 Quality Improvement

Improvement of qualification and quality of teachers, review of curricular for secondary teacher education to make them more relevant, improvement of school libraries, increase of capitation grant for teaching and learning materials and other charges, enhancement of quality of examinations and assessment systems, increase of graduates of Diploma and Degree teachers, sensitization and education on HIV and AIDS, gender and environment.

1.2.5 Management Reforms

This sub-section of management reforms focuses on devolution of authority and responsibility to lower levels, development of school plans and performance indicators for schools, production of operational manuals for financial management, environment conservation, construction works, procurements, performance standards of schools and capacity assessment at all levels.

1.2.6 Education Management Systems Improvement

This area gives contribution by looking the practice of education systems. The consideration has been directed on strengthening of inspectorate and support mechanisms, expanding access to and use of EMIS, Capacity building at all levels, communication and publicity of the plan, strengthening, monitoring and evaluation systems.

Rather, from the mentioned goals and strategies of implementing SEDP there are still challenges on whether there are sufficient secondary schools and additional classrooms to meet the demand of form one entrants, Whether there are sufficient teachers to satisfy constructed public ward secondary schools, whether there are enough up to date teaching and learning equipments like laboratories and libraries and whether there is proportion of entrants to form one progress successfully to form four and if that proportion is able to access form five and six.

1.3 The Concept of Large Classrooms

Classroom size refers to the number of students a teacher faces during a given period of instruction. Some researchers and policy makers have studied the effect of class

size by using Student -Teacher Ratio (STR) although class size is not accurately captured by this metric system. Example, in case of a single class involving special education students, two teachers may jointly teach a class of 34 students. In such situation Student-teacher-ratio would describe this class size as 1:17 although these two teachers continue to face 34 students during providing instruction.

Although student-teacher-ratio does not exactly measure the class size some important studies and surveys have used student-teacher-ratio as a proxy for class size existed since around 392 BC when Socrates opened an academy of rhetoric in Athens to train Athenians. He insisted on enrolling not more than six to eight students in his school at a time. In the 12th century Rabbinic, a scholar recognized the class size in correlation with student achievement. He said that 25 students may be put in charge of one teacher. If the number in his class exceeds 25 and not more than 40, he would employ an assistant to help her/him in instruction. If there are more than 40 students' two teachers must be appointed. At the turn of the 20th century the philosophers and educationalist explained that class size should be very small for the purpose of convenience. (cf. Shamim, 1993; Rhalmi, 2013; Mgeni, 2013, Mtitu, 2014; Simith, 2015).

UNESCO (2000) explains that a large classroom has no exact size. Usually is measured in terms of the number of students per teacher (student-teacher-ratio). Under this ideology, some countries consider 25-30 students per one teacher as large class while in other countries this is seen to be normal or even quite small. In that sense, the largeness of the classroom depends on the education policy of a particular country and the perception of the implementers' of particular policy where by

teachers are the main concerns. Therefore, we can see that the concept of large classrooms to some extent is challenging and contradicting. It remains as a situational phenomenon because no universal definition could suit the particular concept.

Quiang, and Ning (2011) gives an explanation of large classroom from the experience that generally includes 100 students or more, but there is no single definition. In some cases large classroom may signify a class of 50-70 students. Therefore, large classroom is a relative term which is perceived according to personal pre determination and interests of the teachers and educational planners. The scholar has not specified about the concept of large classroom rather from their general argument is, large classroom has multiple definitions although believe that may have the minimum of 100 students.

Babyegeya (2002) argues that the class size varies from school to school depending on the location of the school and the sufficiency of classrooms. Schools with enough teachers especially in urban areas has relatively low PTR and subsequently small size, but in other schools because of few classrooms several streams of the same grade are combined to form one class which is very large for effective teaching and learning.

According to teaching and learning schedule, the average of 24 periods per teacher weekly is the suggested number of periods (teaching obligation) for effective and time utilization in the classroom. Time utilization refers to number of hours the classroom is in use per school timetable in a week. At the same time we need to

know space utilization rate, which refers to average number of students occupying the classroom which is calculated by dividing number of students using a certain classroom to the classroom capacity.

For example if the capacity of the classroom is 35 students and at the time being is accommodating 40 students, it is considered to be large classroom. Therefore, the largeness of the classroom does not only include the student teacher ratio but also the availability of infrastructures, specifically classrooms and the availability of teaching and learning facilities. Furthermore, in this argument, the focus about large classroom is the specific school and geographical phenomenon.

Rhalmi (2013) explains that the student class ratio and the student teacher ratio are the two aspects that collocate. Student class ratio is used to assess the efficiency of resource utilization where by very low student class ratio indicates inefficient use of resources and overcrowded classrooms may hinder proper teaching and learning activities e.g. Modern teaching-learning methods such as child-centered-Approach and continuous assessment techniques which require lower student class ratio.

On the other hand, student teacher ratio should not exceed national norms which determine the quality of teaching and learning as it is believed that a teacher can pay more attention to individual students in a smaller class. A higher student teacher ratio system suggests that each teacher has to be responsible for a large number of students. In other words the higher the student teacher ratio, the lower the relative access of teacher to students. It is generally assumed that a low student teacher ratio signifies smaller classroom, which enables the teacher to pay more attention to

individual students which may in the long run result into better performance of the students.

Therefore, from those provided arguments on the concept of large classrooms it can be concluded that large classrooms is beyond teachers' preference although is the only strategic personnel determined that situation. In implementation of SEDP goals under the context of large classrooms, this has impact on: teaching and learning process, teacher, student hence poor academic performance in various examinations. However, the proper management of large classroom in order to achieve SEDP and educational goals, some areas such as availability of resources and infrastructure, activate human resources, and the use of low input technique for high output should be considered.

1.4 Statement of the Problem

Teachers are the most strategic resources in provision of secondary school education. In that sense, the governing bodies are required to take this concept seriously in order to assure provision of quality education. In the efforts of implementing this successfully, some governmental or non-governmental stakeholders in educational institution have been established. Despite the establishment of educational organs such as SEDP for the sake of addressing problems facing the provision of quality education in Tanzanian ward secondary schools, still there are numerous challenges. Achievement of SEDP goals has become a big challenge in Tanzanian secondary schools. The existing challenges are such as large classrooms, teachers' perspectives on large classrooms, teachers' strategic procedures and challenges they face in implementing SEDP goals. This is evident in various scholarly studies highlighting

on issues such as poor management, infrastructure, teaching and learning resources and utilization of human resources (cf. Mtitu, 2014; Jidamva, 2012; Mgeni, 2013; Almulla, 2015; Rhalmi, 2013; Shamim, 1993 and Simith, 2015).

Despite of their contribution still there is existing challenges like geographical location, strategy, time factor, and perception in implementing SEDP goals. Therefore, the focus of this study intends to explore teachers' perception on managing large classrooms, strategies employed to manage large classrooms and challenges they face in practice of implementing SEDP goals in large classrooms.

1.5 Objectives of the Study

1.5.1 The main objective of the study

The main objective of the study was to determine the challenges and prospects of management of large classrooms within the implementation of SEDP goals in secondary education in Kyerwa district.

1.5.2 Specific Objectives

- (i) To explore teachers' perspectives on large classrooms management among public ward Secondary Schools in Kyerwa district.
- (ii) To examine strategies that the teachers employ to manage large classrooms for effective learning among public ward secondary schools in Kyerwa district.
- (iii) To asses challenges that teachers face on large classrooms management among public ward secondary schools in Kyerwa district.

1.6 Research Questions

- (i) What are the teachers' perspectives on large classrooms management among public ward secondary Schools in Kyerwa district?
- (ii) What are the strategies that the teachers employ to manage large classrooms for effective learning among public ward secondary schools in Kyerwa district?
- (iii) What are the challenges that the teachers face on large classrooms management among public ward secondary schools in Kyerwa district?

1.7 Limitation of the Study

During this study the researcher was faced with different problems including time, financial constraints, transport, unwillingness and delay of respondents to fill in questionnaires and attending interview. The researcher also had the problem of getting permission for collecting data from the university. This lead to some head of schools and education officers not to fill in the questionnaires on time because they were demanding to be provided with permission letter.

Despite those constraints the researcher tried his level best to minimize them by sending questionnaires to respondents rather than travelling to reach all targeted participants. This reduced travelling costs and saved time as well. Also he consulted his Supervisor who emailed him the permission letter of collecting data.

1.8 Delimitation of the Study

Given financial and time constraints, this study did not cover all secondary schools in the district. Not only that but also it was impossible to collect all data and explore

every fact on SEDP from all secondary schools in the district. Therefore, the study was narrowed to cover only the challenges and prospects of teachers in managing large classrooms. It was only limited in describing the challenges and prospects of teachers in managing large classrooms to comply with the implementations of SEDP goals in secondary education in Kyerwa district. The study was bounded and guided by the Goal setting Theory which has the following four steps: setting goals, accepting goals, Provision of appropriate instruments for goals achievements and timely feedback on goals performance.

1.9 Assumption of the Study

The respondents assumed to have relevant knowledge and experience in educational issues. In that sense, challenges that face teachers on managing large classrooms in provision of quality education also believed as the part of their knowledge. Furthermore, the variables of this study are large classrooms as independent variable and prospects of teachers as the dependent variable and both are considered to bring the valid and reliable findings of the study.

1.10 Significance of the Study

This study has explained the understanding the challenges and prospects of teachers on large classrooms due to the implementation of SEDP goals. The findings of the study has the significance in Administrators, Education Planners, Ministry of education and vocational Training, Non-governmental Organizations (NGOs), Education Donors, Education Beneficiaries in their activities and the society at large to understand how best to address the identified challenges which hinder successful attainment of SEDP goals.

1.11 Definitions of Key Terms

- (i) Student Enrolment- Refers to registering or entering students in a list of students of a particular school (Hyera, 2011).
- (ii) Transition Rate (TR) – Refers to the number of students admitted to the first grade of higher level of education in a given year, expressed as a percentage of the number of students enrolled in the final grade of the lower level of education in the previous year (Hyera, 2011).
- (iii) Large classrooms- Refers to the classrooms with more students than the teachers prefers and the available resources can support (Quiang & Ning 2011).
- (iv) Student- Teacher- Ratio (STR) or Pupil- Teacher- Ratio (PTR)- Refers to the number of students/pupils a teacher faces during a given period of instruction (Wikipedia, 2016).

1.12 Organization of the Study

This study comprises five chapters: Chapter one is an introduction chapter which is comprises the background to the study, SEDP goals, concept of large classrooms, statement of the problem, objectives of the study, research questions, Significance of the study, delimitation and limitation of the study, Assumptions of the study, and definitions of key terms.

Chapter Two presents theoretical framework, related literature which consists of empirical review, the research gap and conceptual frame work. Chapter Three gives the research methodology used. This includes the research design and methods,

area of the study, the scope of coverage, targeted population, sampling technique, data collection instruments, data analysis, and ethical considerations. Chapter Four presents the findings and discussion and Chapter Five presents the summary, discussion, conclusion and recommendation.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This chapter presents the reviews of previous studies in empirical literature, the theory and the research gap of the study. The arrangement of these components is as follows: theoretical framework, empirical literature review, the research gap and conceptual framework.

2.2 Theoretical Framework

The study has been guided by the Goal Setting Theory. According to Lunenburg, (2011) goal setting theory lies at the centre of performance, which is applied in human resource management in form of management by objectives. People work hard to achieve goals so as to satisfy their emotions and desires. The theory emphasize that employees must show commitment to the goals, which they set. Commitment is the determiner to reach a goal set regardless of the goal's origin. Goal setting performs four important functions for employees.

The first function is that goal setting helps an employee to focus her/his attention on a particular task or objective. The second function is that goal regulates or increase employee's efforts. The third function of goal is that they enhance workers persistence on a task. Goals consistently remind workers of where they are moving to and how they are moving. The fourth function of goals is that they enable workers to become more creative in charting out new strategies and action plans for achieving the agreed upon results. The implementation of SEDP goals emerged large

classrooms due to inadequate teachers and physical facilities like classrooms, libraries and laboratories. This situation has led to teachers having different perceptions and challenges on the concept of large classrooms which hinders the strategies and action plans for achieving SEDP goals as agreed upon.

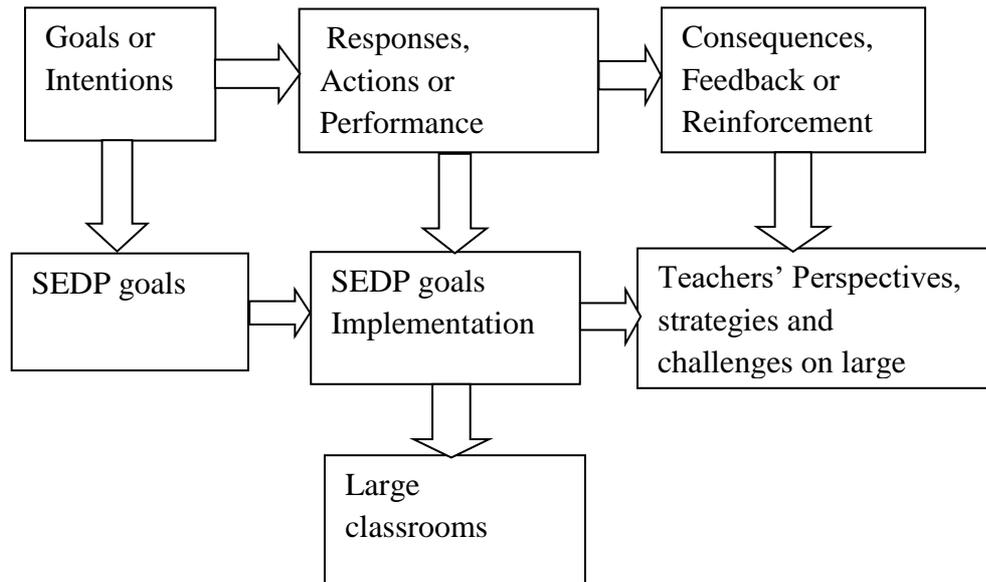


Figure 2.1: Theoretical Frameworks

Source: Lunenburg, 2011

2.2.1 Relevance of Goal Setting Theory to the Study

Lunenburg (2011) explains that Goal Setting Theory focuses on performance applied in human resource management in form of management by objectives (MBO), whereby employees work hard to achieve goals so as to satisfy their emotions and desires. The theory emphasizes that employees must show commitment to goals set in order to achieve them at the maximum level. The theory shows that the performance in the implementation of the goals set yields the consequences, feedback or reinforcement which leads to evaluation of strategies used to achieve the goals set. When the theory related to this study, the implementation of SEDP goals at

the performance stage resulted into the consequences of emerging large classrooms which are the central theme of all reviewed literature of this study. Therefore, teachers' perspective on large classrooms, their strategies to manage large classrooms and their challenges in managing large classrooms are the consequences lead by the implementation of SEDP goals as described in figure 2.1 which relates with goal setting theory as well. The Goal Setting Theory has four steps, which are setting goals, Acceptance of goals, Provision of appropriate instruments for goals achievement and timely feedback on goals performance.

When these four steps of Goal Setting Theory are related to SEDP goals implementation as described in Figure 2.2, in the first step the government set SEDP goals, then in the second step teachers and other stakeholders of education accepted SEDP goals, in the third step the Government bursed capitation and development grants for SEDP goals achievement and in the last step feedback on the SEDP goals implementation yielded large classrooms which is the independent variable of this study. The dependent variable is the prospects of teachers on management large classrooms.

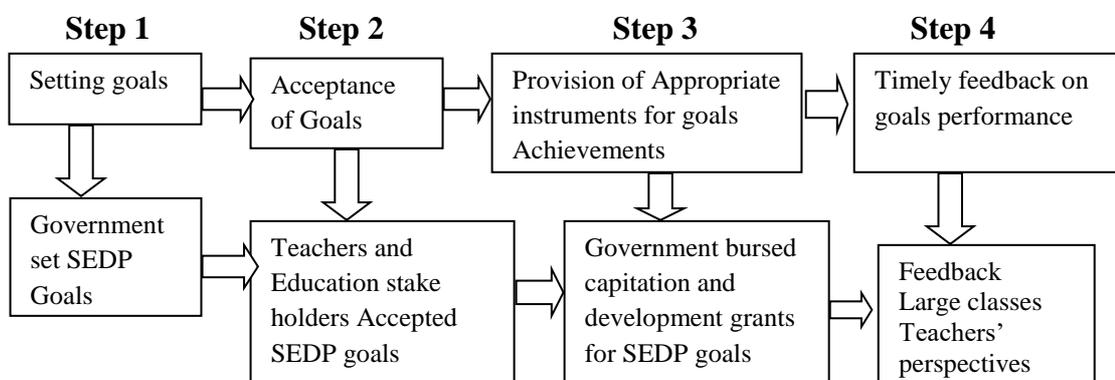


Figure 2.2: Relevance of Goal Setting Theory with the Study

Source: Lunenburg, (2011)

This study has considered the review as the basic standing point in relation to the findings of the new study. In fulfilling the requirement of this argument, some empirical information was used to show the direction of contribution from scientific information rather than theoretical assumptions.

2.3 Empirical Literature Review

This study has relations with previous studies to some contents of education and implementation of SEDP goals. The link between these two areas is strengthened through reviewing previous empirical information correlating to this study. In view of this section, large classrooms and its management technique has been the central features looked in various literatures. Let us consider the following:

2.3.1 Teachers' Perspective on Management of Large Classrooms

Shamim (1998) argues that teachers' perspective on large classrooms among secondary schools includes; the experience of previous classes compared to current classes, the point of consideration about large classrooms, number of students with physical infrastructure, inability of the teacher to handle the classroom, and congestion of students in a single room.

The described issues have direct influence on teachers' perspectives in management of large classrooms. This discussion has the general perspective that at this level, teachers' perception is negative as it faces many contextual challenges. This argument has been common from different studies that indicate to cause much failure in internal and national level examinations. Cakmak (2009) also discussed the teachers' perception towards large classrooms. The argument he came up with

was negative perception caused by large classrooms. Teachers argued that managing large classes end in time consuming rather than achieving quality education. In this concept, we can see that there is no good ratio between resources in practice. This is evident from the amount of invested resources that does not much with achievement.

TAMASHA (2010) in collaboration with TWaweza discussed about challenges facing implementation of SEDP. Their argument focused on successful strategies of implementing SEDP in order to achieve the set goals. Among the proposed strategy was the attainment of Student-Teacher-Ratio (STR) of 30:1 by 2009. The observation from their findings in (2010) indicated that the average of STR was 88:1. In four schools out of thirteen the STR was higher than 100 and eight schools out of thirteen the STR was higher than 50. In schools with higher STR students were taught fewer classes. This case was particularly in secondary schools where it is not easy for teachers to teach subjects outside their area of specialization.

Therefore, teacher's area of specialization is the big challenge of SEDP in achievements of its goals. Despite the fact that many teachers have been recruited to meet the SEDP goals, the issue of the area of specialization of teachers was not put in consideration especially science and mathematics teachers. The situation is worse in rural and underserved areas.

According to Jidamva (2012) teachers' say that classrooms are large when classes are combined in order to reduce teachers' workload especially in science subjects, English and Mathematics. Not only that but also he reports that teachers perceives

large classroom as when both late and earlier registered students are combined where by the late enrolled students are drilled and forced to cover the already covered syllabus as to be in line with others.

URT (2012) explained the ratio situation in Tanzania (2004) that had the highest Pupil-Teacher-Ratio (PTR) in secondary schools. That is contrary to the global secondary schools PTR in that year which was 43:1, and 28:1 in Africa. The highest PTR in Tanzania was evident from the relevance of 49:1 in 2004. According to the reality, that situation was beyond global and Africa.

Meanwhile, PTR situation became worse in 2009 whereby Tanzanian secondary schools went higher and reached 74:1 due to establishment of SEDP. Government Secondary Schools access under SEDP both central and district owned schools have been affected, although O-level district schools tend to have larger classrooms with PTR averaging 54:1 against 51:1 for central owned schools and fewer qualified teachers with Pupil qualifies Teacher Ratio (PqTR) averaging 75:1 against 72:1 for central owned schools. The analysis performed at the district level show even more striking disparities with PTR ranging from 17:1 in Morogoro urban to 103:1 Mtwara rural and the PqTR ranging from 19:1 in Morogoro urban to 168:1 in Simanjiro district. Therefore, the pupil/student teacher ratio in underserved areas is very large which indicated that SEDP strategies to achieve the goal of equity improvement were not attained.

Jidamva (2012) explains that from 2001 to 2011 many students accessed secondary schools due to implementation of SEDP goals. For instance in 2001 there were

289,699 students and 14,352 teachers whereby PTR was 20:1 but in 2011 the number of students increased from 289,699 to 1,789,547 and the number of teachers increased from 14,352 to 52,146 whereby PTR was 34:1. Implementation of SEDP has led to overcrowded classes caused by the increase in enrolment.

According to Ministry of Education and Vocational Training a normal class size is 40 students. However, this is not the reality in secondary schools as teachers reported teaching classes exceeding 40 students because of lack of classrooms and lack of teachers. New constructed schools are reported to have too few classrooms to accommodate the increasing number of student selected to join secondary schools. Lack of classrooms caused overcrowded classrooms forces students to squeeze themselves into the available classes in order to be taught. Large classes are taken to mean that students are crowded as the rooms are small or crowded because of large number of students and no more space is available. Also classroom is considered to be large when the teaching and learning resources are not sufficient in comparison with number of students.

According to URT (2012) Kagera region in 2009 had 0'level PTR of 63:1 and PqTR of 94:1 and the study conducted by Paulin, (2015) in Karagwe district of Kagera region revealed that the average PTR in Karagwe was 66:1. The findings indicated that community urban secondary schools had PTR of 80:1 and rural community secondary schools had PTR of 65:1. This also indicates that uneven distribution of teachers among urban and rural areas prevails and hence the SEDP goal of equity improvement is still with big challenge. Secondary schools in

Tanzania have passed in different policy implementation. Some of policies were observed facing a number of challenges.

Sumra et al (2006) expressed five key policy challenges that would be the impact on implementing SEDP goals: establish clear targets, focus on outcomes rather than inputs, teachers and teacher support over infrastructure, measuring success and language of instruction. Since the main purpose of introduction of SEDP focused on addressing secondary school challenges, therefore these policy challenges are assumed with negative impact in management of large classrooms, the part of implementation of SEDP goals.

Mgeni (2013) has the contribution on teachers' perspective resulted from large classrooms. It is believed that the large the classroom, the negative teachers' perception and the vice-versa. The relevance of this argument is viewed from the practical orientation that the classroom is large when it is difficult in assessing tests, quizzes and assignments. Therefore, the large classroom is the constraint to the improvement in performance in division one to three from 36% to 70% by 2010, which was one of the SEDP goals. The observation from the discussion assumes that large classroom has not only end in teachers' negative perception but also many failures in division four and zero.

Simith (2015) in discussion about the perception of teachers explains that teachers' perception on managing large classrooms includes grouping students to working in pair groups. The argument reveals that it is a very difficult task to activate each student's attention and enable him/her being closer to the teacher before learning

session. On top of that this situation is accompanied with wastage of resources unnecessarily such as time, and energy hence no equilibrium between input and output. In that sense, teachers' perception on managing large classroom is negative that lead on sub-standard of efficiency and effectiveness. Therefore, concluding on that he says, the evidence of negative perception on teachers to manage large classroom is viewed on the teachers difficultness of even knowing students names within the particular class.

2.3.2 Strategies to Manage Large Classrooms

There are various views concerning with the strategic-significance of education. Oluoch (2006) defines education as the strategic agent for mindset transformation and creation of a well-educated nation, sufficiently equipped with the knowledge needed to competently and competitively solve the development challenges which face the nation. In that sense, and strategic consideration, education is the most strategy in which could encourage an individual use to reach solution of either management of large classrooms or other phenomenon in education.

World Bank Report (2005) through explaining educational issues considers provision of good quality secondary education as a critical tool in generating opportunities and benefits of social and economic development. In this context, we can see the strategic status given to education. Therefore, in view of strategies in management of large classrooms in implementation of SEDP goals especially in secondary education, quality education has to be considered as very important in achieving objectives of this study. URT (2010) explained its crucial role of providing quality and relevant education. The discussion on implementation of

Higher Education Development Programme (HEDP) is one of the strategy of satisfying SEDP goals.

One of the significance of (HEDP) was to establish a scientific and progressive society particularly in innovation and advancement faculty. This function has been set in form of classroom management in order to evaluate strategic plan that could lead to the determined educational achievement. In the implementation approach, HEDP sorted out three key areas to be considered: institutional reforms, service delivery and sustainability mechanisms. Meanwhile, HEDP is an implementation series of practice in Educational Sector of Development Programme (ESDP) whereby among the situational influence is increase of enrollment. Therefore, in SEDP goals are achieved, HEDP established four strategic stages basing on full involvement of educational stakeholders in government institutions especially in each established plans.

MoEVT (2004) explains about Secondary Education Master Plan (SEMP) which was developed between; 1998-2000 to fulfill Education Sector Development Programme (ESDP). Both SEMP and ESDP work together, therefore are strategic partners of SEDP in implementing its set goals. In implementation of SEMP, two potential strategic-purposes were highlighted: The first was to achieve coherence and balance through strategic interventions in the system, taking into account both demand and supply variables.

In addition, the second purpose as the strategy focused on putting together the scarce resources for identified priorities. The significance of SEMP is involved in

the strategies of large classroom management as part of SEDP goals. Therefore, in order SEDP satisfy its goals, SEMP uses the following targets as the strategy of achieving SEDP goals: increase cohort participation rate from 6 percent in 2003 to 12 in 2005 as well as doubling enrollment of low level secondary students, support quality improvement by review of the curriculum, increase efficiency especially on Student Teacher Ratio (STR) to 30:1 by 2005 and to prioritize policy by strengthening the capacity of regions, districts and school authorities for delivery of quality education services. However, this strategy did not look on the strategies of managing large classrooms, which are the result of implementation of SEDP goals.

Dougherty et al (2012) discussed teaching process in Tanzanian context. During the discussion, the focus was based on strategies of promoting quality education. The proposed leading strategy expressed by the foundation is revision and target of need-based aid to promote teaching quality. The four key tenets of implementing this strategy are: to create pipeline between primary and secondary schools, strategically phase aid, to create teacher professional development opportunities and to measure and evaluate Asante's impact.

According to proposed strategy, this has relevance to strategy-objective concerning with this study that assesses teachers' employed strategy in managing large classroom in order to achieve quality education. Implementation of management of large classrooms needs strong strategies especially that are set with SEDP. However, failure of implementing the particular strategy is another issue for unsuccessfulness of SEDP goals. URT (2010) has proposed decentralization of the management of secondary schools as the main strategy of successfulness of SEDP.

During this programme, the following issues were involved: decentralization of management, administration, and supervision of schools in order to increase efficiency and responsiveness in the operation of secondary education through Decentralization by Devolution (D by D).

This strategy was essential to comply with determined strategy in order to manage large classrooms especially in implementation of SEDP. Within the school management level as part of this programme, establishment of management team responsible for ensuring proper implementation of Education Training Policy to some extent similar to SEDP goals. According to responsibilities of school management, large classroom management would be the experience in order to achieve SEDP goals.

Rhalmi (2013) gives the strategies that the teachers can employ to manage large classrooms for effective learning which includes: To train students to work in small groups of 5-7 students, to set simple rules for classroom management, to delegate some of the works to more able students who can play role of teacher assistant and to separate the class into two groups: high ability and low ability students, for weak students would a close assistance from the teacher.

Almulla (2015) discussed other strategies that teachers could employ to manage large classrooms for effective learning as: To use closed type questions which are less time consuming in marking, to get continuous professional development programmes which could include workshops where tactics for dealing with large classes can be discussed with participants. For example, teachers can share their

best practices in classroom management and help each other in terms of sharing ideas, to apply multimedia instruction efficiently, to organize learner centered discussions and activities, to strengthen the management of students sitting at the back and to enhance hard working and creativity among students.

Mgeni, (2013) also explains the strategies that teachers can employ to manage large classrooms for effective learning as: To use active learning by allowing students to engage in group work by setting group activities where students teach each other and to set ground rules and class culture at the beginning and remind students of them when appropriate. Strategies to manage large classroom has no limit. Teachers are in position of establishing and implementing new strategy for effective learning, which includes: to get them to comment or mark one another's work to reduce marking burden for the teachers. Let them do so based on your assessment criteria.

During this visit the different groups and give comments and suggestions when needed, to set tasks that requires group members to interact and work collaboratively, to train students on how to communicate with you using non verbal cues when doing group tasks e.g. raising arm up, to ask students to suggest group rules for maintaining discipline and reducing noise level, to ask students to write feedback on lesson. Let them note down any points that are unclear to them regarding the lesson, to find ways to be more accessible to students on a personal level. For instance, come early to class and chat with students who are already there or great students as they enter the classroom, to conduct a lesson from different points of the classrooms and thus giving all the students the feeling of being in the

middle of the action and stay few minutes after the class to answer individual questions, to enhance that student's individual response are heard let students seated elsewhere in the classroom to repeat or paraphrase their classmate's contribution and if the teacher has no enough learning resources she/he may ask her/his students to bring their own materials from home. Despite solving the problem, this can also make the students feel more responsible for the teaching and learning process according to their environment (Simith, 2015).

The strategy is one among the needed to successful technique in management of large classroom. We can see this from the strategy itself and the plan of its implementation. The more the strategy, the best large classroom management could be for quality education provision. This possibly could lead to better achievement of SEDP goals regardless of the specific large classroom.

2.3.3 Challenges of Managing Large Classrooms

Educational institution in its implementation faces some challenges. These challenges have reached the extent of motivating active organs and researchers to establish discussions on better ways to overcome existing challenges. These challenges have contextual factors impact on classroom management in teaching styles and methods adopted by teachers.

Rhalmi (2013) explains that the main difficulties that a teacher may experience while teaching large classrooms is the tremendous effort used to manage the planned objectives. In the other hand, the same applies to the students as they make harder in learning also experience the same or different gauge of difficultness

satisfactorily to acquire the needed knowledge. Intimacy with students and remembering names of students might be problem.

Other challenges that teachers face in management of large classrooms include: organizing, planning and presenting lessons may constitute another challenge for teachers in such classes as students ability might differ, difficult for a large class to benefit from school resources such as computers and books, difficult for teachers to measure effectiveness of the large class and giving to reluctant students a place to hide.

The challenges of large classes are limitless whereby other studies indicate the challenges of managing large classrooms as follows: interactive teaching strategies are difficult to use in large classrooms as such strategies require few students and more space which cannot be obtained in overcrowded classes. It is difficult to use the methods like group discussions as it needs more space and difficult to support students who lag behind in lessons since there is no enough space to go around the class. Other challenges are: difficult in assessment. For instance marking is more time consuming and sometimes delays the school timetable, it is very possible to neglect some students due to time limit, difficulties regarding to issues such as creating good relationship with students and using time effectively, very hard for all students to participate in group work due to largeness of the class, difficult to cater for students with such different levels and needs and difficult to achieve rapport with the students and many more challenges (cf. Cakmak, 2009; Jidamva, 2012; Simith, 2015).

2.4 Conceptual Framework

This section covers the research variables on the implementation of SEDP goals in secondary education in Kyerwa district. The variables included in this section are independent variable and dependent variable. The independent variable was large classrooms and dependent variable was the challenges and prospects of teachers on large classrooms as illustrated in the Figure 2.3

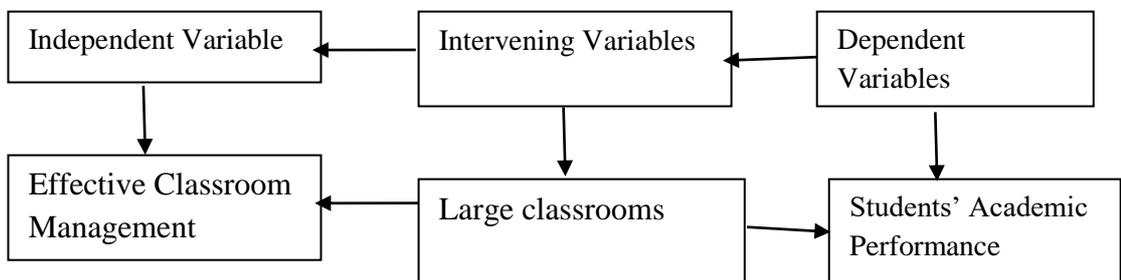


Figure 2.3: Conceptual Frameworks

Source: Researcher's Concept, 2016

Students' academic performance in this study is dependent variable that is depended on effective classroom management. However, in many classrooms that were surveyed, had accommodated too many students to the extent that even if teachers had skills in classroom management, the large number of students in a single classroom acted as intervening variable, offsetting the teacher skill in classroom management and students' academic performance. This implies that despite good intentions in SEDP, large classrooms impede the implementation of SEDP goals as it is shown in Figure 2.3.

2.5 The Research Gap

Many studies have been conducted since the establishment of SEDP. The focus of their discussion concentrated on evaluation of the achievements of the planned

goals. The studied areas covered improvement of secondary education access rate, utilization of teachers and physical facilities, allocation of teaching and learning facilities, improvement in performance and improvement in management system.

Despite contents of those studies, none of them has been conducted in Kyerwa district particularly in sampled secondary schools of Chanyangabwa, Songambebe, Nakake, Nyabishenge, Ibanda and Murongo. Therefore, these selected schools their geographical location, time of conducting this study, perception of respondents of this study are quite different from the previous studies.

Also the time factor based on currently political authorities compared to previous is an important issue. In that sense, the uniqueness of this study is due to fact that all aspects socially, politically, economically and ideologically changes with time. In addition to that political will has direct influence on SEDP practice; hence, challenge implementation of set goals. The result of this could be observed in differentiating previous challenges and current challenges. Furthermore teachers' perceptions are determined by individual pre-determined goals that could be contrary to SEDP goals. In addition to that the research methodologies used in previous studies are different from this study.

Therefore, this study came up with newly ever achieved empirical data which filled the identified knowledge gap of teachers' perception on managing large classrooms, strategies they employ to manage large classrooms and challenges they face on large classrooms of public ward secondary schools in Kyerwa district.

2.6 Chapter Summary

In this chapter, Goal Setting Theory has been regarded as the suitable theory with ability of managing set objectives in large classrooms management. This was done as the result of experiences from scholarly contribution in theoretical and empirical studies.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology that was used to reach the objectives stated in chapter one. The chapter includes research design, area of the study, scope of the study, target population and sampling techniques, data collection instruments, data collection procedure, data analysis, ethical considerations and validity and reliability of instruments.

3.2 Research Design

OUT (2012) defines a research design as a plan for collecting and utilizing data so that desired information can be obtained with sufficient precision. It provides coherent that holds the research together. It is used to structure the research to show how all of the major parts of the research such as sample or groups, measures, treatments and methods of assignment work together to try to address the central research questions. This study applied descriptive research design.

According to OUT, (2012) descriptive research design is concerned with describing the nature or conditions and degree in details of the present situation. The emphasis is in describing rather than on judging or interpreting. In carrying this study the researcher used both qualitative and quantitative techniques and procedures. Every method either quantitative or qualitative research has its limitations, therefore the two methods complements each other. They also use different techniques at the same time or one after another depending on which measures have been used. It is

also sometimes possible to transform qualitative data into quantitative data and the vice versa. This helped the researcher to acquire in-depth knowledge about the challenges and prospects of teachers on large classrooms due to the implementation of SEDP goals in secondary education in Kyerwa district.

3.3 Location of the Study

This study was conducted in Kyerwa District, which is among eight districts of Kagera Region. The district is located at the north western corner of Kagera Region. It borders with Republic of Uganda in the north, Republic of Rwanda in the west, in the east and south it borders with Karagwe District. The district has 27 secondary schools. Among them 21 are public ward secondary schools and 6 are private secondary schools. The researcher conducted the study in 6 public ward secondary schools of Chanyangabwa, Songambebe, Nakake, Nyabishenge, Murongo and Ibanda, which were sampled randomly. The researcher has conducted the study in Kyerwa district because none of such study has ever been studied in this location and the social, political, ideological, and economical status of people in Kyerwa district are quite different from the location of other districts in Kagera region.

3.5 Target Population

The target population refers to particular population to which the researcher intends to generalize her/his findings. The target population of this study was 300 teachers' which included head of schools, ordinary teachers, and education officers.

3.6 Sampling of Respondents

Websites, (1995) as cited by Kombo and Tromp, (2009) defines a sample as a finite part of statistical population whose properties are studied to gain information about

the whole. It refers to the participants selected for the representation of the total population in order to produce a miniature. Sampling is a process of selecting a number of individuals or objects from the population such that the selected group contains elements representative of the characteristics found in the entire group, (Orodho & kombo 2009). The researcher needs to draw a suitable sample from the population because covering the whole population is costly, time consuming and sometimes impractical. The researcher applied purposive sampling because the intended data could be obtained only from specific persons.

Purposive sampling was applied to get 6 head of schools, 36 teachers and 1 District Education Officer. Purposive sampling was applied because specific information about teachers' perspectives on large classrooms in Kyerwa District was anticipated from the mentioned respondents. That information could not be provided by any respondent. Also simple random sampling was applied to get 6 teachers from each sampled secondary school for participating in interview. Simple random was applied for getting teachers because the information anticipated from teachers about the challenges of managing large classrooms could be given by any teacher. Type and number of participants to this study are as presented in Table 3.1.

Table 3.1: Type and Number of Participants

Participant	Number
Head of Schools	06
Teachers	36
Educational Officer	01
Total Participants	43

Source: Research Data (2016)

3.7 Data Collection Methods

The researcher of this study has used the following instruments to collect the intended data according to the research objectives:

3.7.1 Questionnaires

The study used questionnaires, which were administered to head of schools and teachers. Questionnaires were advantageous in terms of economy and lack of interviewer bias. Questionnaires were only structured in order to increase validity and reliability of the findings. They were used to collect primary data from the respondents.

3.7.2 Interview Guide

The study used interview to get information from teachers about their perspectives, strategies and challenges of teaching large classrooms in secondary education. The questions for interview were based on research objectives and were prepared in advance as shown in appendix III. They were used to solicit primary data from the respondents.

3.7.3 Documentary Review

The review of various educational documents was significant in this study since it has contributed in getting some important needed preliminary information. Statistical information such as number of students, number of teachers, number of classrooms, number of science subject teachers, number of language subject teachers and number of social science subject teachers from the District Education Office and head of schools which were the preliminary information for this study.

3.8 The Nature of Research Data

3.8.1 Primary Data

Primary data has been collected from respondents through questionnaire and face to face interview administered to Head of schools and teachers as shown in Appendix II & III. They have been used complementarily to solicit required data according to specific objectives of this study.

3.8.2 Secondary Data

Secondary data includes preliminary information, which has been collected from District Secondary Education Officer and Head of School offices of the sampled schools. They have been used to solicit preliminary information data.

3.9 Data Analysis

Almost the data of this study has qualitative nature according to the nature of set objectives. This nature has employed description on the nature of the findings from the field. Therefore, the analysis has been done by coding, labeling and making a brief summary. Furthermore, tables and percentage representation was given priority for easy understanding of quantitative data especially for the preliminary information.

3.10 Ethical Considerations

The researcher explained to the respondents the purpose of research. He used codes numbers to present information given by respondents for data analysis and discussions. The researcher was guided by the following ethical issues: Before collecting data the researcher got permission letter from the University to allow him

conduct the study including collecting data. Also respondents of this study were given freedom to participate and they were insisted that their responses were confidential for the sake of research objectives and academic issues.

3.11 Validity and Reliability of Instruments

According to Kombo & Tromp (2009) validity is described as the degree to which a research study measures what it intends to measure. Since the researcher was guided by the objectives of the study, research questions, research design and methods, the researcher believes that the finding obtained was valid. Reliability is described as the degree to which the research instruments produce the stable and consistent results, (Kombo & Tromp 2009).

Due to the fact of piloting technique, the data were collected before the fieldwork by using pilot study. This practice was conducted at one of the secondary school in Kyerwa district, and the pilot study provided the same data as those provided by the targeted respondents. Also when the researcher asked oral questions during the interview the respondents gave similar information as those written in questionnaires. The researcher believes that the procedure of collecting data and findings of this study was reliable.

3.12 Chapter Summary

This chapter has presented the research design, location of the study, target population, sampling of respondents, data collection methods which included questionnaire, interview and documentary review as the data collection instruments. Also nature of research data which included primary and secondary data was

presented. Not only was that but also the way of analyzing data, ethical consideration issues, validity and reliability of the research instruments explained.

CHAPTER FOUR

RESULTS AND ANALYSIS OF THE FINDINGS

4.1 Introduction

This chapter presents the research findings as were observed from data collection tools. The structure of presenting these findings has been based on the research objectives that are:

- (i) To explore teachers perspectives on large classrooms among public ward secondary schools in Kyerwa district.
- (ii) To examine strategies that the teachers employ to manage large classrooms for effective learning among public ward secondary schools in Kyerwa district.
- (iii) To assess the challenges that teachers face on large classrooms among public ward secondary schools in Kyerwa district.

4.2 Demographic Information of the Research Participants

A sample of 43 participants was selected and all of them were focused in the questionnaire and interview questions. Their demographic information is as indicated in Table 4.1.

Table 4.1: Participants Statistical Representation

Type of Participants	Total Participants	Gender		Percentage
		Male	Female	
Head of Schools	06	04	02	14%
Teachers	36	19	17	84%
Educational Officer	01	01	-	2%
Total	43	24	19	100%

Source: Field Data, (2016)

4.3 Diversity of Classrooms among Public Ward Secondary Schools in Kyerwa District

Kyerwa district has 21 public ward secondary schools with total number of 6,724 students in form one to form four. The district has 295 total numbers of teachers. The general district student teacher ratio (STR) is 23:1 which means that generally one teacher in Kyerwa district is teaching 23 students which is interpreted as a small class when compared to normal class of one teacher to 40 students, the class size recommended by the ministry of education and vocational training.

However, the class size in Kyerwa district extremely diverse when measured with regard to teachers' subject specialization. For example the district has only 61 science and mathematics teachers where by one teacher is teaching an average of 110 students per class, which is very large classroom. Then the district has 107 teachers who teach language subject whereby one teacher is teaching about 63 students and in social science subjects the district has 127 teachers where by one teacher is teaching 53 students. Therefore, all teachers in Kyerwa district are teaching large classrooms as shown in Table 4.2.

Table 4.2: Diversity of Classrooms in Kyerwa District Secondary Schools

Kyerwa District	Science	Language	Social Science
Number of Students 6724	6724	6724	6724
Number of Teachers 295	61	107	127
STR 23:1	110:1	63:1	53:1

Source: Documentary Review from the DSEO Office, (2016)

When the researcher explored the diverse of classrooms among the sampled secondary school, the aspect of classroom size was not different from the general overview of district class size. For example at secondary school A there were 207 students and only 9 teachers. The general student teacher ratio of that school was 23:1 but the school had only 1 science subject teacher who was teaching the whole school.

Meanwhile the school had only 2 language teachers where by each was teaching a class of 104 students and for social science subjects the school had three teachers whereby each teacher was teaching 69 students. The diverse of classes at secondary school A is as described in Table 4.3.

Table 4.3: Diverse of Classrooms at Secondary School A

Secondary School A		Science	Language	Social Science
Number of Students	207	207	207	207
Number of Teachers	09	01	03	05
STR	23:1	207:1	69:1	42:1

Source: Documentary Review from the DSEO Office, (2016)

Then, secondary school B had 192 students and 12 teachers whereby the general STR was 16:1, but when it comes the issue of teachers subject specialization, the school had only 2 science subject teachers which means that each teacher was teaching a class of 96 students, it had 4 language teachers whereby each teacher was teaching 48 students and it had 6 social science teachers where by each was teaching 32 students. The diversity of class size at secondary school B is as shown in Table 4.4.

Table 4.4: Diverse of Classrooms at Secondary School B

Secondary School B		Science	Language	Social Science
Number of Students	192	192	192	192
Number of Teachers	12	02	04	06
STR	16:1	96:1	48:1	32:1

Source: Documentary Review from the Head of School B's Office, (2016)

Meanwhile secondary school C had 127 students and 10 teachers. The STR of that school was 13:3. The school had 2 science teachers where each was teaching 64 students, it had 3 language teachers where by each was teaching 42 students and it had 5 social science subject teachers whereby each was teaching 25 students as shown in Table 4.5.

Table 4.5: Classroom Diversity at Secondary School C

Secondary School C		Science	Language	Social Science
Number of Students	127	127	127	127
Number of Teachers	10	02	03	05
STR	13:1	64:1	42:1	25:1

Source: Documentary Review from the Head of School C's Office, (2016)

From secondary school D there were 230 students and 16 teachers. The general student teacher ratio of that school was 14:1 but the school had only three science teachers leading to STR of 77:1, it had 5 language teachers where by each was teaching a class of 46 students and it had eight social science teachers whereby each was teaching a class of 29 students. The difference in classroom size at secondary school D is indicated in Table 4.6.

Table 4.6: Diversity of Classroom at Secondary School D

Secondary School D		Science	Language	Social Science
Number of Students	230	230	230	230
Number of Teachers	16	03	05	08
STR	77:1	46:1	42:1	29:1

Source: Documentary Review from the Head of School D's Office, (2016)

Not only was that but also secondary school E had 365 students and 18 teachers. The general STR of this school was 20:1. The school had only 4 science teachers whereby STR was 91:1, it had 6 language teachers with STR of 60:1 and also it had 8 social science teachers whereby STR was 46:1. The diverse of classrooms at this school was as described in Table 4.7.

Table 4.7: Diverse of Classroom at Secondary School E

Secondary School D		Science	Language	Social Science
Number of Students	365	365	365	365
Number of Teachers	18	04	06	08
STR	20:1	91:1	61:1	46:1

Source: Documentary Review from the Head of School E's Office, (2016)

Last but not least, documentary review at secondary school F showed that the school had 565 students and 18 teachers. The general STR of that school was 31:1. The school had only 3 science subject teachers with STR of 185:1 In language subjects the school had only 4 teachers with STR of 141:1 and in social science subjects the school had 11 teachers with STR of 33:1. Table 4.8 describes diverse of classrooms at secondary school F:

Table 4.8: Diverse of Classroom at Secondary School F

Secondary School D		Science	Language	Social Science
Number of Students	565	565	565	565
Number of Teachers	18	03	04	11
STR	31:1	1881:1	141:1	51:1

Source: Documentary Review from the Head of School F's Office, (2016)

4.4 Teachers' Perspectives on Large Classrooms among the Public Ward

Secondary Schools in Kyerwa district

Objective one which was set to explore teachers' perspectives on large classrooms among public ward secondary schools in Kyerwa district has come up with the three set questions. The first question to collect the findings of objective one was, "what is the appropriate number of students you think you can control and teach effectively?" The style of presenting the findings has followed response numbers against teachers labeled with numbers. Some of the responses from teacher 1, 3, 7 and 24 are as follows:

Teacher 1: If I get 40 students only for my subject I can control them and teach them effectively. And I think all of them can pass my subject because I will get ample time to address learning challenges for the individual student.

Teacher 3: I think a class of 25 students is a normal classroom size and I am sure if I get such a class I can handle it properly and teach effectively.

Teacher 7: For me 45 students which are recommended in our curriculum I think is the appropriate number of students I can teach effectively because it has

been calculated professionally by curriculum developers. You know the problem is, “We are not told how many classes of 45 students’ one teacher should enter for one day. It is not clear about how many instruction hours should one teacher fulfill for a single day.

Teacher 24: Teaching mathematics is very difficult and many students have a mentality of regarding mathematics as very tough and complicated subject. Therefore, to teach effectively and ensure that an individual student has mastered mathematics skills I think 20 students would be enough for me.

Question one which concerns with the number of students a teacher thinks to be involved in a single class for effective teaching and better performance. A total of four teachers have responded while showing their variant suggestions. The observation from the findings seems that neither the suggested class size has exceeded 45 students proposed by professional bodies nor less than 20 students. This implies that the higher the number of students than 45 may lead to ineffective teaching while the vice-versa as the result of effective teaching for better performance. The observation from previous findings has been used as representatives of other teachers’ responses.

For further responses from the rest four teachers have also suggested that it is better to handle the small class which is not exceeding 35-40 students. They provided arguments with confidence of enabling students to perform well under that particular number. The second question under objective one was “what is your perspective

when you compare your previous class size with the recent one?” In this question, three teachers: 5, 11 and 15 have provided the following responses:

Teacher 5: I am only the mathematics teacher for this school. I teach the whole school myself. It is amazing! We used to be not less than three Mathematics teachers compared to my previous working stations. At my recent school, last year I had part time teachers (form six leavers) who were assisting me but this year parents have delayed to contribute for their payments due to free education policy. What I do I combine classes but they are overcrowded and it is very difficult to manage them.

Teacher 11: Last year we were two science teachers, but this year I am alone, my colleague, physics and mathematics teacher went for further studies. What does this imply? We experience massive enrolment of students showing the increase yearly. The assumption is, possibly there is an increase that does not match with teachers’ recruitment. Therefore, nowadays Students are many and science teachers are very few.

Teacher 15: ELIMU BURE is a big challenge! Different forces acting upon students to get back at schools have automatically increased the class size. In that sense, the comparison shows a big difference between the previous classes and recent classes. Now, it is the eighth month since ELIMU BURE has been established while what observed is the increase of number of students accompanied with multiple excuses of previous

parents' contributions. This discourages because has been resulted into a new unidirectional system of managing educational activities.

The rest of teachers provided almost the same evidence of an increase of the current classrooms than the previous ones. This has been observed in all ward secondary schools sampled in this study.

In the literature, large classrooms are discussed as a strongly neglected situation in current educational activities. This is viewed from the comparison done from the previous experience of teaching small classes. In the study by Shamim (1998) shows that teachers perceive large classrooms by referring back to variation of number of students in their schools which were showing enrolment increase in recent classrooms when compared to previous ones, the aspect referred to large classrooms. Thus, this study is in line with this literature.

The third question under objective one was; how can you compare the capacity of your classroom and the actual number of students you are teaching? The following are some of the responses:

Teacher 17: The classrooms are built to accommodate 40 students but for the time being at our school, one classroom particularly form one, accommodate an average of 90-100 students. They are overcrowded and the room is stinking.

Teacher 19: The capacity of the classrooms and the number of students accommodated in them at our school does not match. The school has

one physics and mathematics teacher, he combines three form one streams in one classroom which is overcrowded.

Teacher 25: Our school has 365 students and there is only one teacher for physics and mathematics. Form one students are about 184 and they are squeezed into two classrooms where by each class has more than 90 students which is a very large classroom. Students are overcrowded and there is no space to go around the class.

Teacher 31: Classrooms are overcrowded. I combine form one steam A to C in one classroom. The room is stinking. We are overloaded while our salary is very low. Actually I am demoralized with teaching profession. If I get an alternative, my option is to leave this job for further jobs. I see teaching like fetching water in a bird nest for hopeless life.

Teacher 33: The classroom capacity and the number of students they accommodate are quite different. In previous years teachers were very few but even schools were few and enrolments of students in secondary schools also were very limited. Nowadays, ward secondary schools has increased as well as students' enrolment. That is, no correlation between the number of employed teachers with the number of existing students. That is why we face a number of challenges of teaching large classrooms.

The capacity evidence reveals that one classroom accommodate at least 40 students. According to the findings this seems contrary from various given responses. Most of

responses show the situation being worse for teachers handling the big number beyond the capacity of built classrooms. Six teachers out of eleven teachers contributed in this objective have raised a strong questions that “how comes the class has been already built under a specified measurement relevant to a number of students accommodate excess students? Is this done professionally or which criteria guarantee this situation? Are educational activities run professionally or otherwise?” These teachers strongly see these two issues of capacity and number of students in a single classroom is incomparable.

These responses are in line with Rhalmi, (2013) who argues that overcrowded classrooms may hinder proper teaching and learning activities. E.g. modern teaching-learning methods such as child centered approach which was also discussed by Mtitu, (2014). Child centered approach cannot be practiced in overcrowded classrooms because as the teacher try to make each child to construct knowledge and share it, becomes very difficult to her/him, this may lead to poor classroom management, with negative consequences to student’s academic performance.

In conclusive based on the data for this objective, it can be said that teachers have the idea of classroom size and their views are in line with the literature. However, due to acute shortage of teachers and politics in Tanzanian education system, large classroom is unavoidable phenomenon.

4.5 Strategies that Teacher Employ to Manage Large Classrooms for Effective Learning among Public Ward Secondary Schools in Kyerwa District

The second objective was set to examine the strategies that teachers employ to manage large classrooms for effective learning among public ward secondary

schools in Kyerwa district. The question for this objective was: “what are the strategies do you employ to manage teaching large classrooms?” The questionnaires were distributed to all 43 participants as well as interview question was focused to them. In the questionnaire, a variety of four responses were observed from 27 active respondents which is 63% of all participants. Since respondents are teachers by profession have been labeled in numbers’ style from 1-27. The questionnaires in complementary with Interviews were used to solicit this information and the following are responses of four teachers:

Teacher 4: In most of the lessons, lecture method is used because of the large number in the classrooms. For example, form one has two to three streams that are combined together for teaching and learning session. Not much I can do to teach them, I must lecture them, but insist that they take notes to read after the class session.

Teacher 15: In order to manage teaching large classrooms, I normally provide home work tasks to students, and when they finish, I bring marking scheme in classroom and let students exchange their answer and mark each other.

Teacher 27: I always lecture the class, which is not recommended in O-level students, at the end of class session I provide students few closed type questions which are easy for me to mark. I cannot manage to mark essay questions for this class. It is too large classroom.

It can be deduced from the above responses that teacher use some strategies to manage large classrooms. However, these strategies contradict each other in such a

way that a teacher as an individual uses his/her own strategy. Teachers such as number 4, 11 and 27 in their responses we find that they have involved different strategies of managing large classrooms. It is observed that teacher 4 was using lecturing and providing notes to the students as the strategy of managing large classrooms.

On the other hand, teacher 15 has focused on increasing assignments, homework and students' marking one another under teacher's supervision. This has been proposed as the strategy of reducing workload at the same time managing the size of the classroom. While the next teacher 27 brings in a new area of suggestions by using lecture technique and giving close-ended questions in O-level ward secondary school students. Ratings of their responses are presented in the Table 4.9.

Table 4.9: Rating of the Strategies that Teachers Employ to Manage Large Classrooms in Kyerwa District

Strategies Rate	Rating	Response
Group discussion	1	14.4%
Giving students few closed type questions, setting activities for students to teach each other and dividing classrooms into more able and weaker students.	2	28.6%
Lecturing, Delegating role of assistant Teachers to more able students and letting Students not unclear points for later Clarifications	3	40%
Letting students mark one another's work	4	17%

Source: Field Data, (2016)

Key: 1= Most effective, 2= More effective, 3= Effective, 4= Less effective, 5= Least effective

According to Table 4.9, the response shows that about 14.4% rated group discussion as the most effective strategy of teaching large classrooms, 28.6% rated giving

students few closed type questions, setting activities for students to teach each other and dividing classrooms into more able and weaker students as the more effective strategies of teaching large classrooms, 40% the respondents rated lecturing, delegating role of assistant teachers to most able students and letting students mark one another's work as the less effective strategy of teaching large classrooms.

In the literature, strategies of managing large classrooms are discussed as setting rules for classroom management, lecturing, training students to work in small groups of 5-7 students, using few more able students to teach others, assigning group work and take home tasks. Letting students mark one another's work and note unclear point for later clarification. This is according to the study done by Rhalmi, 2013; Mgeni, 2013; Almulla, 2015. Thus, this study is in line with the literature.

In conclusion, the responses to this objective can be summarized as follows: Teachers in Kyerwa district are managing teaching large classrooms by employing the following strategies: lecturing and providing notes for students to read after the class session, providing home work assignment and letting students mark each other under the teachers supervision, lecturing and providing few closed type questions, group discussion and delegating role of assistant teachers to more able students, for example, writing notes for class on the chalkboard.

4.6 Challenges that Teachers Face on Large Classrooms among Public Ward Secondary Schools in Kyerwa District

The third objective was set to asses challenges that teachers face in managing large classrooms among public ward secondary schools in Kyerwa district. Both questionnaire and Interview included questions that were directed to 43 participants.

40 participants rating at 93% were actively responded with two strong responses: infrastructure and resource challenges. The number of teachers responded in this objective has been modeled into numbering system of 1-40 in order to represent the singularity of the response.

However, these responses have been categorized into two and the following are ratio of representation: 14:1 and 26:1 consecutively. The question for this objective was; “what are the challenges do you face when teaching large classrooms?” In the first infrastructural challenges, the following teachers: teacher 6, 11, 18 and 29 has represented the following responses:

Teacher 6: I normally face difficulties in organizing class activities such as group discussion, group assignments, quizzes, and tests. This hardship becomes worse especially in examination sessions, terminal and annual where as marking, arranging results and report preparation are too tiresome within a fixed time.

Teacher 11: My school depends on me to teach Mathematics in all classes, I cannot afford to provide exercises and mark them from form 1 to four 4, I just provide worked examples for students to study themselves. Actually, it is a big challenge for students to master mathematics skills.

Teacher 18: My class is composed of many students with different traits that make me fail to help each individual according to his/her personal ability in learning. No proper plans could fit learning process in form 1 class of 84 students.

Teacher 29: It becomes very difficult to be close to my students. I could not even remember the names of most of my students. Yes!

In this challenge, only four teachers at the rate of 29% have represented the group of respondents by providing the field findings. The rest 71% from infrastructure challenge, their contribution was almost similar to that representation. The second category of response based on resource challenge that includes personnel, books as well as educational management skills. This area has motivated participants to contribute whereby a total of 26 teachers their findings are significant. Let us consider the following field findings from teacher 1, 9, 17, 20 and 21 responses:

Teacher 1: We do not have enough books! Imagine, 195 form one students depend on 10 English textbooks. It is very challenging and contradicting on how could they be distributed for intended subject skills depending on books.

Teacher 9: We are lacking skills of managing large classrooms, which have been exposed to us abruptly in implementation of SEDP goals and free basic education policy.

Teacher 17: We receive form one students with low standard. This has been observed from some of them even failing to be familiar with 3R's (reading, writing and arithmetic). This limits learning plans and strategies of raising performance.

Teacher 20: It is not simple to evaluate curriculum requirements in a big class of 102 students, which I am the class-master.

Teacher 21: We face management problems: capitation grant is too little to manage purchasing teaching and learning resources, and it is very difficult to conduct tests and examinations according to the curriculum needs, for the little amount of money we get from capitation. We used to get contribution from the parents, but ELIMU BURE has disturbed everything.

Both infrastructure and resource challenges have indicated their concern in large classrooms. In addition to that, these two challenges seem as the agent of interference in contributing to the presence of large classrooms. According to the findings, we can see the extent of large classrooms in Kyerwa district ward secondary schools. The reality shows this with quite sad information concerning the degree of largeness. Respondents from how they see the situation, have given their perspectives, mentioned observable challenges and finally proposed some strategies of managing large classrooms. These six sampled schools are taken as the representatives for other 15 secondary schools, which have not studied. The responses on this objective from the respondents who filled the questionnaire are presented in Table 4.10:

Table 4.10: Rating the Challenges of Managing Large Classrooms in Kyerwa District

Challenges Rate	Rating	Response
Hard to organize class activities, difficult on evaluation and checking students' progress	1	28.4%
Lack of individual attention, difficult to help slow learners, disciplinary problems and extreme diversity of students	2	57.4%
Difficult to achieve rapport with students	3	14.2%

Source: Field Data, (2016)

Key: 1= Usually, 2= Sometimes, 3= Rarely 4= Never.

Generally, the challenges that teachers face in managing large classrooms in Kyerwa district are rated as follows: About 28.4% rated hard to organize class activities and difficulties on evaluation and checking students progress as the usual challenges in teaching large classrooms, 57.4% of the respondents rated lack of individual attention, difficult to help slow learners, disciplinary problems and extreme diversity of students as the challenges which appear sometimes in teaching large classrooms and 14.2% of the respondents rated difficult to achieve rapport with students as the challenge which occurs rarely in teaching large classrooms.

In the literature, challenges of managing large classrooms are discussed as hard to organize efficient class activities due to time and space constraints, difficult to provide equal chance for students to participate and practice, hard to give timely and effective feedback and evaluation, difficult to discipline the class, difficult to organize dynamic and creative teaching and learning session and difficult to achieve rapport with students. This was according to the study by Quiang and Ning, 2011; Rhalmi, 2013; Jidamva, 2012; Cakmak, 2009; Simith, 2015; The response from the participants above corresponds to these studies, hence in line with the literature.

Just to conclude, the key findings under this objective have been categorized into two: infrastructural challenges and resources challenges which include: personnel, books and management challenges. Under infrastructural challenges, the following responses were put forward: difficulties to organize class activities like group discussions, group assignments, quizzes, tests and examinations, marking, arranging results and report preparation.

Also difficult to help individual student according to her/his learning ability was another challenge of managing large classrooms given out by the respondents. Rather, under personnel, books and management challenges the findings from the respondents included: insufficient number of books, lacking skills of managing large classrooms and receiving form one students with low ability in reading, writing and arithmetic.

4.7 Chapter Summary and Conclusion

This chapter presents data for the three objectives of the study. The exploration of teachers' perception on management of large classrooms shows that almost all teachers have a sense of large classrooms and the difficulties in managing them. Among the strategies they employ to manage large classrooms includes using group discussion, take home assignments, close-ended questions, and lecturing technique. The key challenge that this study found are hard to organize classroom activities such as group discussion, difficulties to observe students' discipline, to evaluate and check students' progress and difficult to achieve rapport with students.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATION

5.1 Introduction

The chapter contains the summary of the study, discussions, conclusions, recommendations and the suggestions for the further research studies relating to this study.

5.2 Summary

This study has been organized under the main objective of the challenges and prospects of teachers on management of large classrooms due to the implementation of SEDP goals in secondary education in Kyerwa district. In chapter one, the structure of the content has included three specific objectives on perception, strategy and challenges of managing large classrooms. These objectives have been in correspondence with three set questions.

According to the hypothesis, Kyerwa district ward secondary schools were believed to have large classrooms hence difficult to manage. Chapter two has decided to use Goal Setting Theory (GST) that has strong significance in the practice of management by objective (MBO) for solving large classroom challenges. In chapter three, the study has considered Qualitative approach and the descriptive design in looking in-depth situation about the extent of large classrooms in 6 sampled schools as representative of other 15 schools. In chapter four, the findings show general STR is 19:1 quite different from 23:1 which was collected from DSEO's office. In subject specialization also the average STR under statistical observation is: science, 121:1;

language, 68:1; and social science 53:1. This information is varying from preliminary DSEO's office which is statistically having: science, 110:1, language, 63:1 and social science, 53:1 consecutively. Chapter five has discussed the findings in relation to reviewed literatures and recommended on best ways of addressing large classrooms issues in ward secondary schools.

5.3 Discussion of the Findings

The discussion of this study under this sub-section has been structured in three objectives. The findings of the study are the central focus in relation to empirical literatures reviewed in this study. The findings from the set questions were compared to existing literatures to see the extent of agreement between issues such as objectives, questions, literatures, findings as well as requirements of the objectives. The connection between those issues validate teachers' perspectives, strategies and challenges of managing large classrooms in Kyerwa ward secondary schools as follows:

The first objective was to explore teachers' perspectives on management of large classroom among the public ward secondary schools in Kyerwa district. Generally the perspectives of teachers on managing large classrooms are dynamic and mainly depend on contextual factor as well as personal pre-determined goals. The observation from the findings of teachers' perspectives on management of large classrooms in Kyerwa district falls into two arguments, which are: overcrowded classrooms and the comparison of student teacher ratio (STR).

According to the findings of this study, overcrowded classrooms are perceived as the classroom, which accommodates many students to the extent that there is no space

available for the teacher to move around the class and students have no space to sit comfortably. The overcrowded classrooms impede effective management of classrooms due to the fact that the teacher cannot move around the class to help individual student during the session of instruction, especially slow learner students.

This limits effective teaching and learning process of students, thus leads to poor academic performance. In the literature, large classrooms are discussed as the classrooms with more students than the teachers prefer to manage and more than the available teaching and learning resources can support (cf. Rhalmi, 2013). This scholar argues that overcrowded classrooms may hinder proper teaching learning activities, for instance, modern teaching-learning approach and continuous assessment techniques. Thus, we can see the relevance of the findings to the existing literature.

Another perspective put forward by the respondents to objective one is the concept of student teacher ratio (STR) whereby the low STR perceived as correspondence to small classroom while the high STR perceived as in relation to large classroom. STR impedes the effective management of large classrooms. It is difficult for a single teacher to teach a large number of students using student, centered approach. That approach if it is used could not allow students participation, hence limits effective teaching and learning which leads to poor performance (cf. Mtitu, 2014; Mgeni, 2013; Tamasha, 2010; Jidamva, 2012). In their arguments, these scholars argue that large classrooms has the negative impact on teaching styles and methods adopted by teachers, hence, the large the STR the negative teachers perception and the vice versa.

Furthermore, the findings shows those teachers in Kyerwa district perceive a normal classroom as the classroom, which ranges from STR of 20:1 to 45:1. The observation from the findings indicates that there is no unique perception on normal classroom size (cf. UNESCO, 2000; Quiang and Ning 2011; Rhalmi, 2013) with their argument that the classroom has no exact size; rather it depends on national norms of a particular country. The implication of this argument is in some countries a classroom with 25-30 students is considered to be large while in other countries this seem to be normal or even quite small.

The second objective was to examine strategies that teachers employ to manage large classrooms for effective learning among public ward secondary schools in Kyerwa district. In this objective, some key responses have been provided. The central strategy of managing large classroom observed in the findings is group discussion. This strategy has been considered as the most effective strategy for teaching large classroom. This strategy actually can help although it demands ample time and space for conducting the discussion.

Also in application of this strategy seems as a challenge within many secondary schools in the study area due to few classroom buildings in which many streams of the one class have been combined (cf. Mtitu, (2014) who argues that large classrooms creates large groups for discussion which constrains teachers close follow up, which results to un productive students involvement, whereby many students do not actively participate in the discussions of the topics assigned in the groups. Another response observed in the findings suggested the use of closed type question as the best strategy of managing teaching large classrooms from teacher 27. This

strategy is helpful although may result into students become very shallow rather than open-ended questions which are mostly used in secondary education examinations (cf. Mtitu, 2014; Shamim, 1998). Both scholars argue that using closed ended questions demands specific responses that cannot promote creativity, critical thinking and self-reflection among the students.

In the findings, teacher 17 said that lecturing is the best strategy of managing large classroom. However this strategy cannot allow students to participate in the process of learning hence minimizes the rate of understanding to the student, which leads to poor performance (cf. Mtitu, 2014; Simith, 2015). These two scholars in their arguments lecturing lack active involvement of students which leads to students being passive recipient of teacher's knowledge.

The third objective was to assess the challenges that teachers face on large classrooms among public ward secondary schools in Kyerwa district. The response from teacher 6 towards this objective claimed that it is difficult to organize class activities in large classes. The expression continues that if the class is not well organized due to its largeness will be difficult to evaluate its progress which limits effective learning hence poor academic performance (cf. Mtitu, 2014; Quiang and Ning, 2011; Rhalmi, 2013; Jidamva, 2015; Simith, 2015). The correspondence of the findings is in line with the above scholarly literatures. Those literatures argues that among the challenges of managing large classrooms is difficultness of organizing and managing students' disciplines which leads to off-task conversation, lateness to class, sleeping in class and unnecessary movements during periods of instruction.

Meanwhile, teacher 18 and 29 responded that it is hard to help students as well as create an environment to achieve rapport with them. This expression is relevant to referred literatures as well as response of teacher 6. Furthermore, teachers 1 and 9 in this objective put forward the challenge of insufficient textbooks and lack of skills of managing large classrooms, which aligns with literature in (Mtitu, 2014).

Moreover, in responses of the study, teacher 17 according to this objective has raised a new issue of ward secondary schools in Kyerwa district to receive below standard students in form one. In his claim show that is challenge due to contributing of low academic standards of students. This seems as the new challenge simply because has not been viewed either from the literatures or other findings from existing responses.

Therefore, this contribution has its own potentiality although does not align to any reviewed literature however impedes to classroom managements and hence leads to poor academic performance. The relevance of the findings to study objectives was much related. This study has collected purely a total of 24 responses; 23 that are in relation to reviewed empirical literatures and 1 which deviates from the existing literatures but potential to objective three. The constructed questions also were understood to bring about findings in line with study objectives. The observation from the findings reveals that: they match with literatures of the study while fulfils the study objectives.

Thus, it is clear that while the government advocates for student centered teaching, due to the dynamics in many classrooms in schools, teacher centered approach is used, and thus, students are taught to reproduce what teachers tell them and not to

construct knowledge according to what they know and believe. The implication of this is that, while the examination board set national examinations focusing on competence based, students are prepared from knowledge based and this may be the reason Tanzania is suffering from mass failure in secondary schools.

5.4 Conclusion

The findings of this study are clearly indicating the presence of large classrooms in Kyerwa district that need the proper management. In brief, this is caused by increase enrolment of students in ward secondary schools with no proportionality to teachers' recruitment as well as poor allocation. This has raised STR whereby science and other subjects are taught with many difficulties contrary to SEDP goals.

5.5 Recommendations

The researcher of this study recommends the following in order to address the challenges of large classrooms:

- (i) The government should recruit and train enough teachers to attain the recommended student teacher ratio (STR) of 40:1
- (ii) The government, Non-governmental Organizations (NGO's) all education stakeholders and society at large should construct enough classrooms in all public ward secondary schools to address the challenge of combining many streams in one classroom especially in form one classes.
- (iii) The government should provide in service training for teachers on how to manage large classrooms for effective learning.

5.5.1 Recommendations for Further Research

This study has generally explored the teacher's perspectives, strategies and challenges on managing large classrooms, which are relating to the implementation of SEDP goals of improving access to secondary education. Further studies are recommended on the challenges of implementation of SEDP goals in the following areas:

- (i) Equity in secondary education access in underserved areas
- (ii) Gender parity and income inequalities in secondary education
- (iii) Quality improvement in secondary education
- (iv) Strengthening of inspectorate and support mechanisms in secondary education

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APPENDICES

Appendix 1: Covering Letter for Questionnaires and Interview Guide

Dear Madam/Sir,

I am Oscar Salvatory, a post-graduate student Pursuing Master degree of Education in Administration, Planning and Policy studies of the Open University of Tanzania. I have attached questionnaire designed for collecting data on the classroom management for implementation of SEDP goals in Secondary Education in Kyerwa district: Challenges and prospects which is the title of my dissertation. The data is for the accomplishment of my dissertation carried out to fulfill the requirements of the degree award. The purpose of the questionnaire is to assess your perspectives on large classrooms, strategies you employ and challenges you face in managing large classrooms.

I assure you that the confidentiality of your response will be highly guaranteed and these data will be used for academic purpose only. I appreciate your cooperation, dedication and valuable time you will spend on this questionnaire.

Thank you in advance.

Appendix 2: Questionnaire for Head of School and Teachers

1. How many students does your school have?
2. How many teachers are there at your school?
3. What is the student-teacher-ratio of your school?
4. What do you think is the appropriate number of students for you to control and teach effectively?
5. How many science subject teachers are there at your school?
 - a) Physics
 - b) Chemistry
 - c) Biology
 - d) Mathematics
6. How many language teachers are there at your school?
 - a) English
 - b) Kiswahili
7. How many social science teachers are at your school?
 - a) History
 - b) Geography
 - c) Civics
8. How many classrooms are there at your school?
9. How many students can your school accommodate?
10. What is your perspective when you compare capacity of your classrooms and actual number of students at your school?
11. Suppose your school has an appropriate student-teacher-ratio but has very few constricted classrooms. What is your perspective on classes of such school?

Large classroom	<input type="checkbox"/>
Small classroom	<input type="checkbox"/>
Normal classroom	<input type="checkbox"/>

12. According to your perspective which strategy you think is the most or least effective in teaching large classrooms?

[Rate them from 1 to 5 whereby 1 means most effective and 5 means least effective]

Strategies	
Rating 1-5	
• Lecturing	<input type="text"/>
• Group discussion	<input type="text"/>
• Delegating role of assistant teachers to more able students	<input type="text"/>
• Spiriting class into more able and weaker students	<input type="text"/>
• Using closed type questions	<input type="text"/>
• Setting group activities for students to teach each other	<input type="text"/>
• Students marking one another work	<input type="text"/>
• Students noting down unclear points when you are teaching	<input type="text"/>

13. According to your perspectives rate the following challenges of teaching large classrooms. Rate them from 1-4 whereby

1= Usually

2= Sometimes

3= Rarely

4= Never

Challenges	
Rating 1-4	
• Hard to organize class activities	<input type="text"/>
• Lack of individual attention	<input type="text"/>

- | | |
|--|--------------------------|
| • Difficult to help slow learner | <input type="checkbox"/> |
| • Difficult to achieve rapport with students | <input type="checkbox"/> |
| • Disciplinary Problems | <input type="checkbox"/> |
| • Difficult on evaluation | <input type="checkbox"/> |
| • Difficult to check students progress | <input type="checkbox"/> |
| • Difficult to manage time for teaching | <input type="checkbox"/> |
| • Difficult to know and use students names | <input type="checkbox"/> |
| • Extreme diversity of students | <input type="checkbox"/> |

Appendix 3: Interview Guide for Teachers

1. Is it easy for you to give attention for individual students when teaching? Why?
2. Is it easy for you to give timely and effective evaluation of your students?
Why?
3. Is it easy for you to control discipline of your classroom? Why?
4. Is the school resource such as books enough for your classroom? Why? And
how do you use them?
5. What strategies do you employ to manage challenges of teaching large
classroom?
6. Is it easy for you to help slow learners in your classrooms? Why?
7. What is your perspective when you compare your previous class size with the
recent one?
8. What are the challenges do you face when teaching large classrooms?
9. What are your perspectives on large classrooms?

Appendix 4: Checklist for Documentary Review in DSEO and Head of Schools**Offices**

1. Number of students
2. Number of teachers
3. Number of classrooms
4. Number of science subject teachers
5. Number of language subject teachers
6. Number of social science subject teachers
7. Form one enrollments