

**SECONDARY SCHOOL TEACHERS EXPERIENCE IN MANAGING
LARGE CLASSES: THE CASE OF SECONDARY SCHOOLS IN BUCHOSA
DISTRICT COUNCIL MWANZA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN
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CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University a dissertation entitled *Secondary school teachers experiences in managing large classes, The Case of Secondary Schools in Buchosa district in Mwanza*, in partial fulfilment of the requirements for the degree of Master of Education In Administration, Planning and Policy Studies of the Open University of Tanzania.

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Date

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DECLARATION

I, **Benjamin Siperto** do hereby declare that this dissertation is my own original work and that it has not been submitted for a similar master degree in any other university or Institution.

.....

Signature

.....

Date

DEDICATION

This dissertation is dedicated to my beloved wife Evelyne Nicholas who struggled for my up-bringing this work to the entire level.

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First of all I would like to thank God, the creator of all things to the present work, for his continuous provision of strength and blessings in the long life education. Second, I wish to thank all those who cooperated and guided me, without them I could not have accomplished the dissertation to the level it is today. However, I would like to mention a few of them.

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ABSTRACT

The study investigated the experiences of secondary school teachers in managing large classes in Buchosa District council in Mwanza Region of Tanzania. This study was guided by three objectives: to determine the average class size in secondary schools in Buchosa District Council; analyse strategies that a teacher use to manage large classrooms; and analyse challenges teachers encounter as they manage overcrowded classrooms. The study used survey design where data were collected by questionnaire, interview and documentary review. The study revealed that the average class size in secondary schools in Buchosa District Council was as large as 100 students. The study found that the teachers used different methods to handle large classes these were lecture and group discussion, despite of those methods the teaching was not effective in teaching students. Further, the study found that teachers in large classrooms encountered many challenges, including shortage of teaching -learning materials and shortage of teachers which resulted to an increased teaching load that accelerated poor students' performance. In the light of these findings, the study recommends that, the government in collaboration with the communities should find a way to reduce class size to an average of 40 students as it used to be before. It is also recommends that school administration with collaboration with local communities' authority should construct class rooms to minimize crowded classrooms. For further studies, this study recommends that similar study should be conducted to involve more public secondary schools and also private secondary schools.

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LIST OF ABBREVIATIONS

EFA	Education for All
ESDP	Education Sector Developer Program
MOEVET	Ministry Of Education and Vocation Training
MDGS	Millennium Development Goals
OECD	Organization for Economy Cooperation and Development
PEDP	Primary Education Development Program
PTR	Pupils Teacher Ration
SEDP	Secondary Education Development plan
TAHOSSA	Tanzania Heads of Secondary School Association
TETPO	Tanzania Education Training Policy
UK	United Kingdom
UNESCO	United Nations Education Scientific and Culture Organization
URT	United Republic Of Tanzania
USA	United States of America

CHAPTER ONE

INTRODUCTION

1.1 Background of the Problem

Class management has the largest effect on students' achievement (Robert 2003) because students cannot learn in a chaotic, poorly managed classroom. Normally chaotic classrooms are those that students are packed and no room to maneuver around. Worsham (2003) has identified aspects of classroom management including arranging the room in a way conducive to effective management of a class. He further asserts that, classroom management may include an instructor ensuring that students have a sense of what they are required to do within a stated time and the consequences of not adhering to the class requirements. Another strategy may be a reorganization of seating to allow for all the students to engage in their learning experience equally.

Many studies on classroom management ascribe to behaviorism point of view where the teacher manipulates classroom environment for students to follow. For example, the use of desk arrangements, lights, ventilation and proper use of blackboard are constantly identified as strategies that teachers use to manage their classrooms. In large classrooms specifically teachers use different strategies, including developing caring, supportive relationships with and among students; organizing their instructions in ways that optimize students' access to learning; encouraging students' engagement in academic tasks using group management methods; promoting students' social skills and self-regulation; and the use of appropriate interventions to assist students with behavior problems.

However, there is a distinctive tactic for managing large and smaller classrooms. Strategies that may work in smaller classrooms cannot be easily transferred to those with large

classes. For example, in a large classroom, it is a waste of time to consider seating arrangement because of the space. In large classrooms, only the quality of teacher and student relationship may be keystone of all other aspects of classroom management.

Class size refers to describe the average number of students per class in a school Adeyemi, (2008). According to Hoffman (2000) class size means the number of students per teacher in a class. Kedney (1999) saw it as a tool that can be used to measure performance of the education system in the context that, the smaller the class sizes the more effective teaching. Stepaniuk (1997) holds a different view, arguing that the quality utilization of classroom, though may depend upon class space and size, teachers' management can determine success of the failure in teaching and learning. This, according to Stepaniuk, the important thing in teaching and learning is not depended on class size, but how the teacher manages their classrooms given the space and the size of the classroom. When there is no space, it will be very difficult for both the teachers and students to move around in the course of learning. Likewise, when the classroom is too small, the interaction suffers.

There is no global definition of what constitute a large class. The literature for example, shows large classes as ranging between 25-30 learners in the United Kingdom (Smith and Warburton, 1997), more than 35 learners in the USA (Osullivan, 2006) and 60 or more learners in developing countries (Valerien, 1991, Michaelowa, 2001).

Stepaniuk (1997) argues that there are approved norms of class size, 40 pupils per class for grades 1 to 8 and 30 pupils per class for the senior classes while the standard allocation of class space per pupil is 1:25 square meters.

Likewise, Osullivan (2006) suggests that class size and teacher's ratios (PRT) are not the same as synonymous, whereas class size is the number of children in a teacher's room

daily for whom the teacher is accountable, the pupil-teacher ratio is the total enrolment of students at one location divided by educators, counselors, special teachers and other adult who serve the location but not just only the number of teachers (Osullivan, 2006).

In Tanzania, teachers are forced to teach students that exceed a classroom capacity. Some classes are packed with students as many as 200 and students are urged to be still so that they fit in one classroom. One would wonder what kind of teaching and learning will emanate from such a situation? How can the teacher manage the classroom, teach and ensure all the students are disciplined and learn? This study aims to answer these questions from the experiences of secondary school teachers in Buchosa District Council.

Education and Training Policy of (1995) URT set out a comprehensive vision of quality, access and equity at all levels of education. The Education Sector Development Program (ESDP) approved by government in 2000 attempted to translate that vision into comprehensive and complementary sub-sector strategies. The first sub-sector to be addressed was Primary Education Development Plan (PEDP) which received strong support from development partners and there were impressive achievements with the primary net enrollment ratio increased from 59% to 96% over the year 2000-2006 (URT 2006). The expansion of primary education through primary education development program PEDP 2002-2006 in Tanzania has resulted in the growing number of students from primary to secondary education. Further, the introduction of free primary education has facilitated this great stride since 2000. This situation has led to the need to broaden to secondary schools with mindless of class size. (Oluochi, 2006).

The second phase of the ESDP focused on Secondary Education Development Plan (SEDP) scheduled to run between 2004-2009 (URT2004). The increase numbers of

standard seven leavers have forced the government of Tanzania to set the target through the Secondary Education Development program (SEDP 2004-2009) of having almost 50% almost (800,000) pupils joining secondary education in 2009 (URT 2005). It has been stated that the implementation of the secondary education sector development program (ESDP) in 1997 and the initial Secondary Education Development Program (SEDP) are an expression of commitment by the government of Tanzania to meet for all (EFA) targets and the millennium development goals (MDGS) (URT 2004).

In order to enroll that big number of primary schools in secondary education, the government in collaboration with community has started building more day community secondary schools. Building such schools however, requires the need to expand other necessary related facilities like laboratories, text books on the basis of increasing transition rates. (Oluochi, 2006). The overall goals of secondary education development plan are to increase the proportion of Tanzania youth who complete secondary education at the lower and upper levels with acceptable learning achievements. In order to realize this goals, the plan has five strategic priority area namely, access improvement, equity improvement, quality improvement, management reform improvement and education management system improvement (SEDP 2005).

Access improvement, entails to avail greater opportunities for those competing primary education to pursue secondary education to increase the transition rate from primary to ordinary level secondary education to increase transition rate from ordinary level to Advanced level secondary education (UTR 2004).

Equity improvement, intended to insure that there is equity of participation in underserved areas by geographical location, gender and income inequalities. This could be achieved

through allocating more resources in education to underserved areas so that to improve retention and performance of girls, facilities in schools with double children and education provision for the marginalized social groups (SEDP 2005).

Quality improvement focused on improvement of qualification for teachers and tutors. It further intended to review curriculum to make them relevant and improve other school facilities like libraries, classrooms and laboratories (Haki Elimu: 2005). However, these improvements are not considering class size that is ideal for quality teacher – student interaction.

The major achievement from the three goals of secondary education development plan was the increase on the enrolment rate and classroom construction as verified by table 1.1 which revealing that student's enrollment for form one increased from 58% to 81% pupils from 2006 to 2010.

Table 1: Enrolment and classroom construction in government secondary schools by 2006-2010

YEAR	2006	2007	2008	2009	2010
Government entrants Form 1.	490493	829094	1035873	1293691	1401330
Entrants percent	58%	67%	69%	79%	81%
Classroom construction	8,817	11,772	11,981	11,992	11,996
Percentage of classrooms	64.6%	80.4%	81.2%	81.9%	81.9%

Source MOEVT (2010)

According to TAHOSSA (2011) the enrollment rate has exceeded the number of classrooms constructed. Excess of students has resulted into combining different streams into a single class which is very large for effective teaching and learning. Combining streams can lead to poor performance (Babyegeya, 2002).

Table 1, presents the trend of performance in form four National examinations from 2006-2010. The table reveals that there is the increase trend of students who has failed from 2008 with 16% followed by 2009 with 27% and 2010 with 27%. The table reveals that there is fluctuation on the students who have passed. The fluctuation of pass rate from year to year may be caused by many factors with that regard this study intended to investigate the influence of class size on students' performance in Buchosa District Council.

Table 2: Pass rate in form four examinations by division in public secondary schools 2006-2010

Year	Division	Division	Division	Division	Percentage	Percentage
	One	Two	Three	Four	passed	failed
2006	4.5	6.9	24.3	53.4	89.1	10.9
2007	5.1	8.6	21.9	54.7	90.3	9.7
2008	3.5	6.4	16.8	56.9	83.6	16.3
2009	1.9	4.4	11.6	54.7	72.5	27.5
2010	2.1	4.6	11.9	63.2	73.2	26.8

Source: URT 2006-2010

Although failure in education may be related by many causes among them, the competencies of the teachers, the students' characteristics and the arrangements of curricular, many scholars have written about the challenges of overcrowded classrooms has still a large part to play in this situation.

In this regard, Dean (1996) compared class size in some countries and found that Turkey, Norway and Netherlands had class size of 20 or more, the UK, USA Japan, Canada and Ireland had class size between 15 and 20 while France, Sweden, Denmark, Austria, Italy, Luxembourg and Belgium had class size below 15.

Whitehurst (2011) suggest that average class size reductions were not large enough to improve student performance. The study conducted in United States of America by Whitehurst (2011) highlights the fact that class size in states schools is far larger than the private sector. However, the organization for economic cooperation and development (OECD) says there is no clear link between class size and pupils' achievement.

The finding says that “the United Kingdom (UK) unusual in having sizes at the lower secondary level than at primary level”. There is an average of 24.5 students per class.

Again South Korea, one of the most successful education systems in the world has even high class size with an average of 32 pupils per class Spark (2010).

Table 3: Average class size in America, Europe and Asia.

Country	Average class size in Developed countries
China	37.1
Brazil	25
Germany	21.7
Mexico	19.9
USA	25
Chile	30
Indonesia	26.4
South Korea	32
UK	24.5

Source: OECD-2011

The study conducted by UNESCO (2000) find out that current average class size in Uganda are between 40 and 80 children which lead to serious crowding in classrooms. Again the same studies were conducted in Tanzania and find the average class size range between 40 and 50 children in class UNESCO (2000). In Equatorial Guinea and Madagascar, the average class size range from 73 to 118 students in a class. This indicates that class size in African countries are very large compared to class size in developed countries, UNESCO (1995).

Rirkin et al (2000) suggest that small classes allow a better quality of teaching and learning. This has led to policy in favor of small classes. Class size reduction has been implemented in United States, the UK, Netherlands, Asia, Pacific countries as diverse as New Zealand and China. Research from Columbia University Teachers College in New York showed that the context of class size reduction can affect its success in improving student achievement (Ready 2008).

Furthermore, researchers agree that reducing the number of students in a class does not automatically translate into better learning. Therefore, teachers may need to change their teaching practice and provide more frequency feedback and interaction, (Achilles 2008). Anderson (2000), Gamaron and Willms (2001), Achilles (2003), Hattie (2005) contend that, class size differences affect children educational attainment, learning and classroom process like teaching and student behavior.

Literature has mixed suggestion on the size of classrooms. Nye et al (2000) for example report that students in small class size performed significantly better than students in large class size although students from minority ethnics' group backgrounds benefited most from small classes. Sparks (2010) suggests that average class size is a good measure of

classroom organization. This is more important to academic matters. The students should accept school class rules such as arriving at school and class on time, attending and responding to teacher initiated directives and questions. Likewise, he suggests that positive outcomes were found for small classes on such factor as time on task, individualized instruction, well behaved classes and teacher satisfaction, the result for academic achievement were mixed at times.

While small classes were found to have superior outcomes, in some literature large classes are found to performing better (Spark, 2010). This entails that, the more students in one classroom the more learning is taking place, possibly because people tend to learn from each other, and if this is correct, then the larger number and the more exposure to others' experience and knowledge.

However, Dorko and Spark (2010) contend that students who have been in smaller classes had higher achievement in all academic areas compared to students who in large class size. Similarly, students who had been in a small class size were rated as expending more effort in the classroom taking initiative with regard to learning activities and displaying less disruptive or inattentive behavior compared to their peers who had been in large class size.

Boozer and Rouse (1995) found that the average class size is a direct measure academic achievement. Although, the number of pupils can be compared to the number of teachers in a single school. The ratio increase the teaching load faced by one teacher in one classroom, the amount of attention the teacher gives to the pupil and change of class size may have effect to student achievement.

Overcrowded classroom have increased the possibilities for at- risk students to lose interest in school and do poorly on tests. The problems caused by overcrowding include; students loose individual attention, low reading scores, frustration and stress and the inability of students to concentrate on task while in class. This results into poor classroom management by the teacher.(<https://www.lotsofessays.com/view paper/169482>).

Overcrowded classroom situation in government secondary schools in Tanzania is the result of lack of enough classrooms and teachers (Wedgwood 2013). According to Wedgwood, this also is one of the factors that caused mass failure of students in final examinations in Tanzania in recent years. However, the current theories of teaching and learning worldwide insists on students centered approach to teaching and classroom management is expected to be designed based on the main principles of constructivist learning theory. In Tanzania student centered approach is a large-scale curriculum reform, which has been implemented since 2005 in primary schools in country level. This reform aimed at major changes in the primary school programs in all subjects and has been described as “constructivist education reform. In line with these changes in the way teaching and learning should take place, teachers have to adapt their classroom management techniques strategies into the learning environment, where every student is given a chance to learn.

Mary in Kippenbuerg (2014), reports that, in Chad overcrowded classroom management is so difficult because one classroom is numbered as many as 85 students (UNESCO 2012) .

1.2 Statement of the problem

Literature is not clear on the difference between the number of enrolled students and students' academic performances. While others believe large classes have negative effect

on students achievement (Robert, 2003), others such as Nye et al (2000) believe otherwise. The literature shows that while the number of classrooms constructed in various part of the country, and the enrolment in all secondary schools especially community schools have doubled as reported by Mary in Kippenbuerg (2014). While this situation is open knowledge in Tanzania, there is distinguished literature on how teachers are managing large classrooms in order to provide quality education despite massive noted challenges with little suggestive ideas. This study aims to fill this gap in the literature. This study will examine the teachers' experiences in overcrowded classrooms in Buchosa District Council; assess the strategies that teachers use to manage overcrowded classrooms in order to determine the challenges that teachers encounter as they manage overcrowded classrooms.

1.3 Research objectives.

1.3.1 General objective

The general objective of the study will be to examine the experiences of secondary school Teachers in managing overcrowded classrooms in Buchosa District Council

1.3.2 Specific objectives

The specific objective for this study includes:

- i. To examine the average class size in secondary schools in Buchosa District Council.
- ii. To analyse the strategies that teachers use to manage large classrooms
- iii. To assess the challenges that teachers encounter as they manage overcrowded classrooms.

1.4 Research Questions

- i. What is the average of the class size in secondary schools in Buchosa District Council?
- ii. What are the strategies that teachers use to manage large classrooms?
- iii. What are the challenges that teachers encounter as they manage overcrowded classrooms?

1.5 Significance of the study.

The study is usefully to school administrators to formulate a policy on identifying schools with large numbers of students in a single classroom and construct enough classrooms which will be accommodate big number of students.

The class teacher is sensitive on the effect of class size on academic performance. They will identify different strategies to alleviate the problem and improve academic performance in schools. Policy makers will utilize the recommendation of the research in constructing many classrooms and come out with new strategies of improving academic performance in various schools. The result from this study will inform other researchers to search more knowledge.

1.6 Scope of the study

The study was conducted in public secondary schools in Buchosa District Council. The study focuses on the effect of class size on academic performance. Also the study concentrates to number of students in a class, teacher's schools administrators and resources (physical and human resources) available.

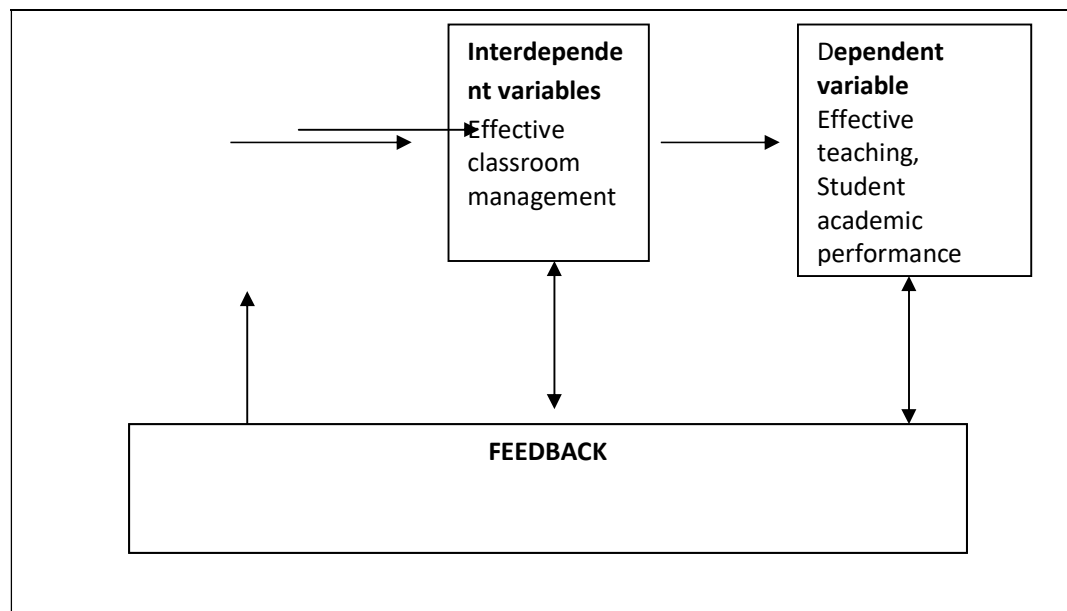
1.7 Limitation of the study.

The study was conducted in Buchosa district in Mwanza region to involved the school administration and teachers who were expected to respond to the interviews questions. Some people due to hiding nature of human beings were reluctant to volunteer. This affected the reliability of the information to be used for the study. However, the researcher used other method to increase the richness of information (questionnaire).

1.8 Conceptual frame work

There are effects that can be found between class size and pupils achievement.

The conceptual frame work is presented as follows:



Source: Researcher (2017)

Conceptual framework

The literature has shown that many of the African countries schools are lacking the necessary facilities such as classrooms, library and the offices to support effective learning. This characteristic feature has been reported in Mozambique, Uganda and Zimbabwe as well as Tanzania and Kenya. This situation leads the school to have double shift (Babygeya, 2002) and thus causes the problems in managing the classroom as the students

are congested in a single classroom. The consequence of this is to hinder students learning and make the task of teaching difficult as the teacher fails to see, monitor students learning and the task of teaching is of low quality as there is no effective classroom interaction and collaboration. The end point is to result in low cognitive skills development among students and failure (poor academic performance).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter is about literature review. The first part presents theoretical literature that focuses on key area to be discussed includes the empirical literature, theoretical literature the relationship of the literature to the study and lastly the gap in the literature.

2.2 Theoretical literature

The following section presents the theories related to the study. It covers Constructivist theory, Class management theory, Traditional classroom management theory and Child centered classroom model.

2.2.1 Constructivist Theory

Constructivism, learning is a dynamic and active process of constructing meaning and transforming learning as the learner interacts with the environment (Grabinger& Dunlap, 1995:9). The four key principles frame constructivist learning theory: knowledge is constructed, rather than passively absorbed; knowledge is socially invented, not discovered; learning is essentially a process of making sense of the world and real-live situations; and effective learning requires meaningful, problem solving activities (Fox, 2001). In constructivist learning theory, learners are considered as active meaning makers as they reflect on the materials for learning, which means they integrate new material with the existing reservoir of knowledge. Constructivists believe that instead of confronting learners (in this case, student teachers) with simplified (schematic) problems and basic skills drills, they ought rather to deal with complex real-life situations, as exemplified in teaching in over-crowded classrooms.

The socio-constructivist learning theory is a variant of the constructivist learning theory (Edu-tech Wiki, 2009:1-2). Socio-constructivism focuses on the effect of collaboration in learning, explaining that collaboration in learning brings about creativity, and effective collaboration is often described as creative collaboration (Eteläpelto & Lahti, 2008). According to socio-culturalists, learners learn from experts and from their peers through collaboration. Woolfolk, (2010) however has pointed that this approach is conducive to small classrooms where a teacher can use student-centered teaching and learning.

In this research, the teachers are expected to assist learners to construct knowledge through collaboration with peers in the classroom. However, it becomes more difficult to do this in large and congested classrooms. It will be used to understand teachers' experiences in managing overcrowded classrooms and efficacy of the strategies that they use to manage overcrowded classrooms.

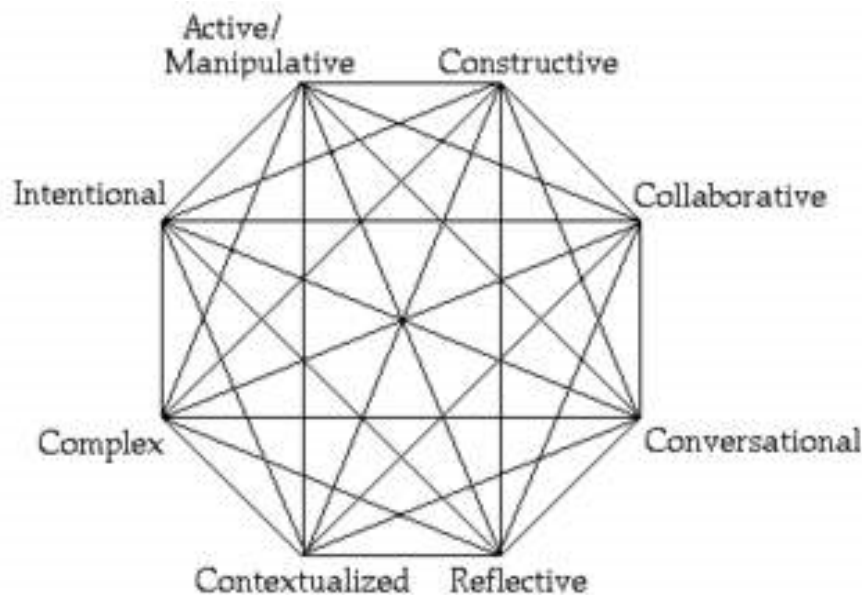


Figure 1 : Constructivist Model

Source: Constructivist Model by Woolfolk, (2010)

2.2.2 Class Management Theory.

Hattie is one of the originators of class management theory. Within this theory Hattie (2005) suggests that, it seems plausible to claim that improving class management will improve learning.

Outcomes, although good class management might improve the environment for learning. Improving student learning outcomes through class management require teachers to reconfigure, the interaction, curricula and strategies used by teachers in large classes to change the student's interactions within the small classes. The theory shows that teachers continue to use the same interaction, curricula and strategies with the student regardless how many students are there. If teachers do not change their practice when working with smaller class sizes, the quality of teaching, student learning and student interaction does not change when class size change.

2.2.3 Traditional classroom Management

Traditional classrooms management can be called as teacher-centered classroom management and this follows behaviorist principles that developed from the work of Skinner. In traditional classrooms management, students are often viewed as empty waiting for the teacher to manage and tell them what to do and how to behave in a classroom. As a result, teachers manage their classrooms according to their own preferences and consistent with what they are teaching. The traditional classroom management model requires strong intrusion of students' freedom (Garrett, 2005). This model of classroom management is heavily depended on behaviorism theory. Behaviorists believe in rewards and punishments as modifying behavior from negative toward positive behavior in the classroom. Behaviorists essentially use observable variable such as rewards and punishment to shape students' behaviors in a desirable way (Lerner, 2003). In such a

context, teachers are solely responsible for all ongoing issues in the classroom. When students misbehave, teachers are blamed and when they behave, teachers are praised.

2.2.4 Child-centered Classroom Management Model

Child-centered classroom management model is a critique of behaviorism, a teacher-centered classroom management. The child-centered theory places the student at the center of classroom management, and emphasizes a child's capacity to lead his or her own learning and thinking, developing self-efficacy in learning (Lerner, 2003). In this model, teachers perceive classroom management, not as discrete event but as a process. In child-centered classroom management, teachers encourage and accept students to be autonomous, allow their responses to lead the discussion, shift teaching methodologies and content according to students' learning (Brooks & Brooks, 1993). Thus, a child-centered classroom manager is more concerned about how students can learn best rather than how they can teach better.

Although both model help in managing classroom, this study supports child-centered classroom management models that enables teachers to promote students' learning in a more meaningful way than punishing them for exercising freedom as they explore options in learning. In the child-centered classroom management model learning as sense making rather than on acquisition of rote knowledge that is transmitted by the teacher. In child-centered classroom management model teachers help their students understand that they are co-constructivists of knowledge that they can make sense of things themselves and that they have the power to seek knowledge and to attempt to understand the world. In child-centered classroom management, students are also producers and merely consumers of knowledge.

2.3 The empirical literature

Overcrowded classroom has been reported as growing and enduring challenges which hinder effective teaching and learning process as reported by Frace (2016) in Morogoro. According to France, the numbers of students in class-rooms that she studied were too big for the available limited capacity of classroom. France, observed that teachers student ratio in all the schools surveyed ranged from 1:80-90. In such a situation, it was difficult for teachers to apply effective teaching and learning instructional methods. Also researcher noted that teachers were overloaded in such a way that they could not move around a classroom.

Likewise in Kenya, a study done by Anne (2013) got the same experience as that of France in Morogoro. In, Kenya, free primary education resulted to the overcrowded classrooms in which it was very hard for the teachers to implement learner-centered approach. Anne lamented that, while most classes were designed to accommodate 45 students, most of them had 80 to 90 students, exceeding the number prescribed by the Ministry of education. The outcome of this is that, it tends to affect teacher student and students – students interaction during group discussion, with negative implications on their academic performance.

While Jason (2006) reported that, large classes are significant disadvantages including strained impersonal relation between students and the instructors with limited range of teaching method, discomfort among instructors teaching large class.

Furthermore, he reports that small class size hold advantage on the level of performance despite a conflict idea of among researchers between class size and student's performance.

While Magee (2001) reports that large class have impact of effectiveness of teaching methods, were she report that in a traditional class room which teacher centered method is preferred characterized with high number of students featured with lecturer methods limit student creativity and curiosity thus, for a research is application of learners cantered is most suitable in a smaller class size were jigsaw methods, discussion, team project would have positive impact on learners.

While Stanly, (2002) reported that, in education issue of class size remains a problem that needs to be solved in which observation have revealed that most of occur classes in secondary school have not less than 50 to 70, student in developing countries in which there would be the challenge of the classroom management, classroom control and maintenance while opined by Okoro (1985) who reported that few pupils per class are un economical as they do not make full use of space and teaching materials.

Although Kennedy (1991) reported that small class size increase in teacher – students contract and interaction which Anne (2013) the student to sit and write comfortably to do group and pair work, to reach all the students in the classroom, physical discomfort for the teacher, to give attention, monitor and control the students as well as difficult to check learners progress and to provide immediate feedback.

2.3.1 Teachers' experiences in managing large classrooms

Sanders (1997) noted that, teachers play vital roles in a typical classroom, but surely one of the most important is that of classroom manager. Effective teaching and learning cannot take place in a poorly managed classroom. If students are disorderly and disrespectful, and no apparent rules and procedures guide behavior, chaos becomes the norm. In these situations, both teachers and students suffer. Teachers struggle to teach, and students most

likely learn much less than they should. In contrast, well-managed classrooms provide an environment in which teaching and learning can flourish. But a well-managed classroom doesn't just appear out of nowhere. It takes a good deal of effort to create and the person who is most responsible for creating it is the teacher.

Teachers play a key role in classroom management that is the rules and procedures they introduce to ensure the smooth and effective process of learning. The lack of such rules can lead to a chaotic environment, where students do not learn as well Robert Marzano (2003), in his book *Classroom Management that Works: Research-Based Strategies for Every Teacher* "Individual teachers can produce powerful gains in student learning," Marzano concludes on the basis of his own research.

Jere Brophy's *Classroom Strategy Study* from the early 1990s in turn reveals that teachers who act in a different manner with each student are more effective than those who apply the same teaching methods for all students. Some studies from the 1980s dedicated to classroom management show that introducing strict rules at the beginning of each school year is crucial for an effectively managed classroom.

Rules and procedures are another critical part of classroom management. Guidelines that tell students how to behave during lessons further support the effective work of teachers. Conversely, the absence of such rules and routine practices can lead to distraction and lack of interest on behalf of the students, according to Emmer, Evertson and Worsham, the authors of *Classroom Management for Elementary Teachers* and *Classroom Management for Secondary Teachers* (both 2003).

Another issue related to classroom management is discipline in her book *School wide and Classroom Discipline* (1990) Kathleen Cotton estimates that discipline takes up half of the teachers' time in classrooms, while the other half is used for instruction. However, the matter of discipline depends not only on classroom management but also on effective school management. Teachers can use a variety of discipline techniques, including punishment, reinforcement, assertive discipline and discipline with rewards. A combination of "negative consequences for inappropriate behavior and positive consequences for positive behavior" is recommended by many scientists, as it prevents disruptive behavior, while rewarding and motivating appropriate behavior.

2.3.2 Strategies used to manage large classroom.

In his study, Kapolesya (2010) found that the methods used in managing large class were questions and answers, group discussion, independent studies, field visits and excursions and debates. However, he observed that without good teaching methods in large class, it is difficult to improve student academic achievements. He observed that, group discussions ensured students success because it enabled the learners to participate in what they were learning and thus gain a higher level of understanding and achieve better. Where teachers promote team spirit, co-operation and competition with application of Question and answer style this enabled individuals to be familiar with the content.

On other hand, Osaki (2000) report, the use of variety of teaching and learning method as another strategy that teachers use in large classrooms. He opined that varying teaching method assists students to manage time and promote students actively involvement in the subject matter, and making the subject very interesting. He suggested field visits to various place to enable students to relate the things taught in class to real life. He also suggested the application of interactive teaching and learning approach that include debate and group

work in order to promote the spirit of discovery and creativity. While Achille (2008) report that, teachers of small classes spent significantly more time on task and significantly less time on discipline organization compared with teachers in large class size, he further assert that; in size less time is spent on classroom management as a result student are likely to perform well, where a teacher is assured of full monitoring of student task as required.

Thus in large class teacher spend more time on class management than interacting learner with material as the end result poor performance is expected among the learners.

However, Howely (1997) reported that, the academic achievement of many students suffer at large size compared to small size class student learning is said to be effective in which teachers have more time for instruction, and interacting learner with learning teaching materials with as argued in Uganda that class size should be determined as influence learner performance since teachers enjoy maximum freedom of high class management.

Thus they should be pupils – teacher ratio of 35:1 and even below, thus he proposed better instructional strategies to be introduced in Ugandan primary in classrooms for improvement of teaching and learning in the prevailing large classes. Where the report from several international research studies shown that learning is effective in small class than in large classes.

Likewise the Schreyer institute for teaching Excellence (1992) reported the craft of teaching large class, educator use more effort than class of less student, therefore, he suggested three broad area to be considered when teaching of large classes namely; creating a small class atmosphere, encouraging class participation and promoting ethical learning with associated activities. Moreover Valerian, (1991) asserted that, in large class

tutoring should be accepted to reduce teachers work load, to him the method is said to be applied to aged people whom are said to be ethically but from the study, he listed several challenges which could limit the application of method in the most developing countries where majority of school faces a large number of students in class room. Thus, peer tutoring is difficult and require huge effort to be succeeded, and becoming difficult for a teacher in meeting goal on delivering knowledge to their learning in large class which limit learner centered.

Furthermore O'silivan (2006) reports that for promoting effecting teaching learning teaching skill should be adopted to a large class with individual teacher to facilitate smooth delivery of curriculum to the learners.

2.3.3 Effect of large class size on performance

Blatchford (2003) on his report found that, there was a clear effect of class size differences on student academic attainment. Changes in class sizes from year to year have effect on students educational progress especially a large class has a negative effect on education progress, such that large class led to more and bigger work and concentration from teacher compared to small class, therefore he suggests that increased class size tends to lower students level of achievement. Where in smaller class's students achieve better than in large classes, However, Kiesling, (1996) reported that performance may not at all related to class size, further he pointed that class size seems to have little effect on teaching effectiveness.

While; Asadullah (2005) concluded that, education in Bangladesh class size in secondary school is remaining a historical challenges remarkable with high number of students year by year as calling for more discussion to rescuer the alarming situation that lead to mass

failure among learners. The reports listed a number of many negative effects on teaching large number of students in classrooms. Such that *teachers do not having time to grade each student's assignment*, and difficult on classroom management in terms of disciplining students. Which bring chaos on teaching and lead inefficient of teacher organization of class room.

2.3.4 Challenges faced when managing large classes

As the large class size bring more challenges for classroom management, with pupil control and marking, planning and assessment difficult. While, students in small classes are more engaged in learning behaviors and they display less disruptive behavior, Asadullah ibid, in his study documented that, in large classes pupils are more likely to simply listen to the teacher but not interact in an active way with teachers through initiating, responding and sustaining contact. This situation affect, teachers working conditions with less ability to provide quality education. Therefore the effort should be done for ensuring better condition of infrastructure, availability of text books and learning material as well as class size, tin the entire will influence teachers" performance in class room.

In additional Valerein (1991) suggests that, teachers experienced with number of challenges when trying to promote learning in large classes. These, includes; classroom control and management difficult resulting into indiscipline case, excessive noise and children dogging exercise, he further reported that, teacher face preparation of many teaching and learning materials for the big number of students, with less provision of exercises and practice given for purposes of reducing marking burden.

2.3.5 The relationship of the literature to the study

It is through the literature review that the research problem becomes well addressed. Since literature review is reading and incorporating previous studies which are relating to the study. Finn J, (2000) cited in paper presented by *UNESCO, (2000)* suggested that the quality of schools facilities seems to have an indirect effect on learning and teaching, where by students achievement is basically based on teaching methodology, subject content, teacher knowledge and skills, class size and teaching and learning environment all in all these influence student achievement.

As reported by Canon and Chau. (1996) that, the quality of the learning environment is strongly correlated with pupil's achievement in various subjects, such as, Literature surveyed from various developing countries in Africa noted from, Mozambique, Uganda, Zimbabwe and Nigeria has revealed that, there is the relationship between class size and performance among learners. Therefore, it is the role of this study to trace how class size have estimated increase effect on learners among learner's with witnessed poor performance in Buchosa district council found in Mwanza region as a part of Tanzania.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

The chapter is about research methodologies presented under the following sub-sections. research approach, research design, and study area, sampling procedures and data collection methods. Others are ethical considerations and data analysis strategies.

3.1 Research approach

Basing to epistemological positions there are three types of approaches that one of them was applied in this study. This study employed quantitative approach in completing research process. For the purpose of this particular study quantitative approach was employed. Quantitative approach quantifies data in numerical forms which would be worked out in terms of frequencies, percentage and charts. The approach uses large sample to capture the opinion of the respondent and it thus quick method of research as compared to qualitative approach. The researcher employed descriptive social survey. Descriptive survey is among other things concerns with beliefs, points of views or attitudes that are held effects that are being felt and general trends of the phenomenon. (Fred and Omrod, 2001). Also they argue that in descriptive survey researcher is able to summarize the responses in frequencies, percentages and charts. For the purpose of this study quantitative approach was employed to collect statistical information from District Education Officer, Heads of Secondary-Schools, Teachers and Students on how they experience the teaching in large classes.

3.2 Research design

This study employed a social survey approach. The survey design helps to collect a large amount of data from a big number of respondents in a highly economic way (Orodho. 2003). With survey design data was collected predominantly by self-completion questionnaire on more than one case and at a single point in order to collect a body of quantitative or quantifiable data in connection with two variables (class size and academic performance) which was then examined to detail patterns or relationship between variable understudy (Bryman. 2008:696). Survey design has many advantages to the study this includes, data gathering on one short basis, help in generating numerical and statistical data and provides descriptive and explanatory information. The researcher is able to manipulate variably to drive frequencies. The survey research designing is appropriate to be applied in the data inquiry because it represents a wide range population and contains correlation hence the need of sampling and connection between variables.

3.3.1 Location

Buchosa District Council is one of the eight Districts in Mwanza region of Tanzania. It is bordered to the North and East by Lake Victoria, to the South by Geita region and the South east by Sengerema District where majority of secondary schools are traced to have large number of students, therefore, the researcher selected this area in order to make investigation on how class overcrowded affect the overall teaching and learning among teachers in the region as whole.

3.3.2. Administrative structure

Buchosa District Council is comprised of two divisions namely, Buchosa and Kahunda. Also it is divided into 21 wards; this study will be carried out in both Divisions. The area of study selected is applicable to the topic to be researched, hence the researcher will be

able to collect and analyze the data in the reasonable time and less costs. The area of the study is relevant to the problem of the study because the targeted respondents with the same characteristics will be available.

3.4 Population

3.4.1 Population

Refer to the entire group of individuals with similar characteristics the researcher wishes to investigate. Population form a basis from which the sample of the study is drawn (Bryman 2008:168). The population for this study included public ordinary secondary schools in Buchosa District Council where the study was conducted.

3.5 Sampling procedures

This study employed multi-stage sampling technique whereby both probability and non-probability sampling were adopted in this study. Probability sampling procedures are used to ensure a relatively small sampling error and control systematic bias. Students and teachers were randomly selected from the division. In which 10 secondary schools are selected from the total of 21 secondary schools in the division. This being the case simple random sampling is used to get respondents from students, wards and schools are chosen using probability sampling. The techniques provide an equal chance for each ward and school to be included in the sample.

3.5.1 Study population

The target population for the study comprises all Head masters, teachers, and students in 21 government secondary schools in Buchosa District Council. These are the respondents who were interacted. Also District Education Officer was included in a target population.

3.5.2 The sample size

The target population was public ordinary secondary schools in Buchosa District Council. Buchosa District Council has 21 public secondary schools with a total number of nine thousands one hundred and twenty-four students (9124). Among those students 5551 are boys and 3573 are girls while teachers are 320. This study employs a simplified formula for proportions to determine the sample at the precision level of 10% and confidence level of 95% (Yamane, 1967:886)

$$n = \frac{A'}{1 + \frac{A'}{N} \cdot e^2}$$

Where, n is the sample size, N is the population size and e is the level of precision, the formula will be used to determine student sample. From the formula above the sample size is computed as follows:

$$n = \frac{4400}{1 + \frac{4400}{9124} \cdot (0.1)^2} = 99 \text{ students}$$

From the formula therefore, the sample size to represent students is 99. The researcher purposively selected 20 Secondary School Teachers and Heads of school and one District Education Officer making a total of 149 samples.

3.6 Research Methods

3.6.1 Quantitative

For the purpose of this study quantitative approach is employed to collect information from District Education Officer. Heads of school. Secondary teachers and Students. The mentioned stakeholders are assumed to possess, information which enriches respondents.

3.6.2 Research instruments

These are tools or devices or techniques of data collection (. Haussler, (1992).

3.6.2.1 Questionnaires

The researcher administered questionnaires to teachers and students with intention to collect quantitative data on the Effect of Class size on Academic Performance of government secondary schools of Buchosa District Council. Questionnaire is one of the most widely techniques in research for obtaining information from respondents (Kothari. 2002). In spite of their risks in data collection, they are useful and handy because they are relatively economical, can ensure anonymity and collection of information from participants in a relatively short lime and while maintaining confidentiality as well as freedom for these reasons the method was employed for this study. In the study, the questionnaire comprises open- ended and closed ended questions. The open ended questions enable the researcher to look critically at a problem by getting divergent views and opinion from the responds. Closed questions elicit specific information from respondents regarding a matter.

3.6.2.2 Interview

Set of questions was administered through oral communication in a face to face relationship between a researcher and respondents (Travers. 2004). The interview is flexible and the opportunity to restructure the question is always there, yet. Problems can be controlled effectively as they arise, with no difficulty of missing returns and non-response generally remaining very low (Kothari, 2002). Interview was conducted in order, to seek clarification and confirmation in regard to information obtained through questionnaire. This approach is triangulation of methods and it increases the richness of the data and increases the credibility of the findings. Therefore, the researcher prepared

the interview guide to collect qualitative information from the Heads of school and district education officer on the effect of class size on academic performance of public secondary school of Buchosa district council.

3.6.2.3. Documentary review

Documentation was obtained by examining records, reports pictures memos and meeting minutes. All these are important source of secondary data. This instrument were used to help in addition to other techniques to collect data for the study (Omary 2011). This refers to the process of going through different types of documents so as to get useful information for the study. The study used both primary and secondary sources. Primary sources consist of original information: they include personal records such as academic records and experiences. This helped to justify the response in interview and questionnaires. Secondary sources include various written literature work namely as, journals, books, papers, pamphlets and reports that are related to the study. Documents are important sources of information for any given research. All investigations that claim to constitute research start with a literature review. In this case, documents are said to act as the platform for a given research. On the other hand, documents can be sources of data on their own right, hence a useful instrument of data collection (Omary, 2011).

3.7.1 Validation of instrument.

The content related validity of instruments was determined by pilot testing the instrument with teachers in two secondary schools: Nyehunge and Nyakaliro. The feedback enabled the researcher to determine validity of the questions and make corrections before subjecting them to the research participants.

3.7.2 Reliability of instrument.

Omary (2011) argue that, to test reliability. The draft questionnaire will be administered to teachers and students in Nyehunge secondary school, again the same questionnaires will be administered to teachers and students at Nyakaliro secondary school. Teachers and students from the two secondary) schools will produce the same answers. Therefore, the researcher concludes that the instruments are reliable.

3.8 Data recording and analysis.

The quantitative data collected was recorded and analyzed using different techniques. The process of recording data obtained from the field of research through questionnaires and structured interview was recorded in by using pre-prepared forms which then was analyzed statistically and presented through tables, charts, frequencies and percentage. Data analysis is the process of making sense out of one's data. In order to make sense out of data the researcher employs quantitative techniques for data analysis.

Descriptive statistics was used to analyze the data collected quantitatively from the questionnaires. Data collected tabulated and summarized in order to give a brief explanation of the characteristics of Education officer. Heads of school, secondary teachers and students who participated in the study. The rationale of using quantitative data analysis lies on the fact that frequencies and percentages give general trend of the participant views on the issue. I however numbers on their own are voiceless, therefore, the need of qualitative data in order to answer the trend of the study.

3.9 Ethical consideration.

The research explained fully the benefit of the study to the respondents and the society, the researcher informed on objectives of the study. Again the informed consent was

sought and willingly given to responds. Also the respondents were free to refuse participation or opt out. Therefore, the dignity, privacy and interest of participants was observed. The participants had the right to know the intent, procedures and outcomes of the investigation. Lastly all regulations guiding the conduct of research in the country were observed

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter presents research findings and discussion as a response to research questions drawn from the objective of the study under the following sub sections Class size in secondary school, methods used in managing larger classes, the effects of a large class size to students on the academic performance and challenges faced teachers in teaching large classes.

4.1 Class size in secondary schools

The first research objective was to examine the average class size in secondary schools in Buchosa District Council. Documentary review was used to get this information from ten schools. For the sake of ethical consideration, I use pseudo A, B, C, to avoid disclosing the schools' identity.

Table 4: Documentary Analysis Results on the Class size

Name of school	number of students				Total	Number of classes	student class ratio
	I	II	III	IV			
Bupandwa	240	254			494	4	1.123
Nyakalilo	240	300	165	104	809	8	1.101
Lugata	240	256	102	160	758	12	1.63
Nyehunge	238	249	84	195	766	8	1.96
Irenza	240	-	-	-	240	2	1.120
Iligamba	240	200	85		525	6	1.88
Koma	240	314	120	190	864	12	1.72
Bangwe	124	129	45	105	403	8	1.50
Nyamadoke	240	265	94	167	766	8	1.96

Source: Buchosa District Education Officer (2016)

Table 4, above presents documentary analysis from the heads of school and District Education officer which showed the average number of students per school for the past five years. The analysis showed that this implies that the ratio between teachers and students are not in balance as reported by, Tanzania Education Training policy (TETPO, 2014) that, the class ratio should be 1:45, from these findings the ratio of classroom and students in Buchosa is contrary to TETPO as it is very large. Likewise, Babyegeya (2000) suggested that a very large class size has a negative impact on student achievement. The accelerated poor performance in Buchosa District can be easily connected to large class size.

Interview with heads of school and District secondary school Education officer revealed that the average class size varies from one school to another. The question was: Please explain how would you describe the class size at your school? (How many teachers were involved in this interview). The average class size ranged between 56 to 123 students in a class. They said that, the average class size is between 40 and 100 students. Their responses are depicted in table 4;

4.1.1 Description of Secondary School Class size

Table 5: Student's Opinions on Class Size Preference

Response	Frequency	Percentage
Class size with 40 students	72	82.8
Class size with 60 students	14	16.1
Class size with 100 students	1	1.1
TATOL	87	100

Source; field study 2017,

From Table 4, above, 82.8% students responded that they like to study in class size with an average of 40 students, because the class size was manageable and teachers significantly spent more time on task and less time on discipline, class size with 60 students 16.1% and students who like to study in class size with 100 students 1.1% because the class was not manageable and teachers spent a lot of time to discipline the students rather than teaching and most of the students in large class size feared to show their cooperation to the teacher by fearing their fellow students who were many in the class.

It can be concluded that, class sizes in Buchosa District are large. These findings corroborate with what the literature say especially a study by France (2016) in Morogoro and Anne (2013) in Kenya. Like France, whose study found the number of students in classrooms as too big for the available limited capacity of classroom, and Anne's (2013) study in Kenya where she found overcrowded classrooms because of free education, in Buchosa, the same phenomenon is the reality.

4.1.2 Opinions of Teachers on Suitable Class size on Student Performance

The researcher further wanted to know what were the views of the teachers with regard to class size, and if they thought it had any effects on teaching and learning. The question was: Do you think class size has any effect on student performance? What effect do you think a class size on student's academic performance?

The first part of the question found 90% responses agreeing that class size had an effect on academic achievement. The second part generated the following responses:

Teacher 1: In large classroom teacher provide few work compared to small classes, they said more that if you provide large work the teacher could not enable to bypass or pupils work on time.

Teacher 2: More over the large classes featured with high noise were more pupils talking to each other, were teacher had to make special effort to speak loud in order all students to listen during teaching and learning as a result of teacher tiredness and un comfortable all the period.

Teacher 3: While another reported challenge was difficult into monitoring students during classroom teaching and learning in the un behaviour student compared to small classes in which a teacher enjoy maximum control of the class, thus in this arguments the large class were reported that sometimes lose control during the whole process of teaching and learning.

Large class size make teachers use less time on task, do not allow individualized instruction; create students indiscipline and create dissatisfaction of teachers and students. Others had opinions that teachers with large classes were more under more strain because of big teaching loads like control and marking exercise, test and examination; it is not easy for teachers to spot problems and give feedback.

These findings are supported by Dork and Spark (2010) who contended that students who are in smaller classes have higher achievement in all academic area compared to students in large classes. This finding leaves no doubt that class size has effects on students' academic performance and large classes have disadvantage over small class size in students' performance.

4.2 Methods used in managing large size class

The second objective was set to analyse the strategies that teachers use to manage large classrooms. Questionnaire was used to get this information. The question was: Please list

all the methods that teachers use as a strategy to manage large classrooms. The following Table 4.5 provides the answer.

Table 6: Students' response on Methods used in teaching large size class

Response	Frequency	Percentage
Lecture	6	11.5
Question and answer	18	20.7
Group discussion	53	57.9
Debate	10	9.9
Total	87	100

Source field study 2017.

From Table 6, above, teachers responded that group discussion 57.9% was the prominent method that teachers used in large classrooms. This was followed by questions and answers method 20.7%. It was interesting to note that, the two methods mentioned are the ones that have a high possibility of allowing students to share knowledge, skills and experiences. On the part of the student the following were the responses

Table 7: Student's responses on the Methods used by Teachers assisted by line graph

Response	Frequency	Percentage
Lecture	6	3
group discussion	68	76
Debate	10	15
Project	3	6
Total	87	100

Source, field study 2017

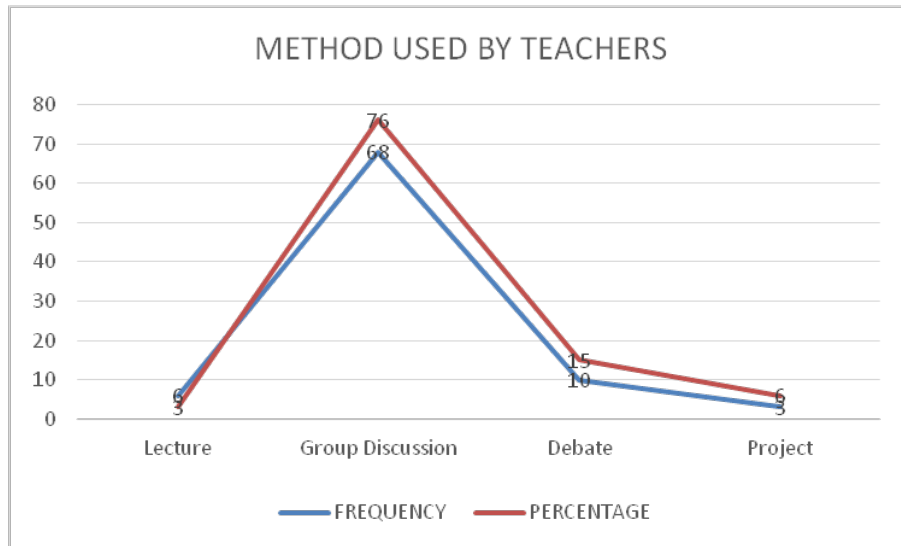


Figure 2: Supporting Table 7

Source, field study 2017, from table 4.6.

From Table 7, above, 76% of Students responded that the most prominent methods used by the teachers in large classrooms were group discussion 76%, followed by debate 15%. The response on the second part of the question was as follows as which a popular used by teacher during classroom instructional namely as demonstration, lecture, brainstorming, group discussion, questions and answers, memorization and recitation were reported to be commonly used during classroom learning teaching.

From the interview, the following were some of the responses:

Teacher 1: In large classroom, it is impossible to provide more individual attention. Thus, it is more profitable to use the time to ensure that all the students access the information that the teacher wants to communicate. Lecture method becomes at handy.

Teacher 2: In different from the first teacher in large classroom management the teachers believe about difficult to reach all student in the classroom featured

with difficult to give attention, monitoring and control the student thus the teacher fail to check learners problem with immediate feedback

Teacher 3: While during interview the teacher agreed that it is difficult to do sum classroom activities like reading around by the student further he argued that it is difficult to ask question for all student and give adequate amount of practice, carefully for him concluded that in classes with more student would make difficult in the whole process of teaching learning probably other method of teaching is applied with enough time therefore for them liable size of student per class should be considered for effective teaching learning the same as supported by Anna (2013) who did a research in Kenya relating to primary school education with the impact of free primary education in Kenya.

This was supported by McKedre (2003) who observed that without good teaching methods in large class size; it is difficult to improve academic achievement.

4.2.3 Challenges that teachers encounter as they manage overcrowded classrooms

The third and the last objective were to assess the challenges that teachers encounter as they manage overcrowded classrooms. The question was: What are the challenges that teachers encounter as they manage overcrowded classrooms? Questionnaire and interview were used to teachers.

Table 8: Teachers' response on Challenges on managing a large size class assisted by bar graph

Response	Frequency	Percentage
Shortage of teaching and learning materials	16	40
Poor classroom management	12	30
Increasing of teaching load	8	20
Poor discipline to students	4	10
Total	40	100

Sources field study 2017.

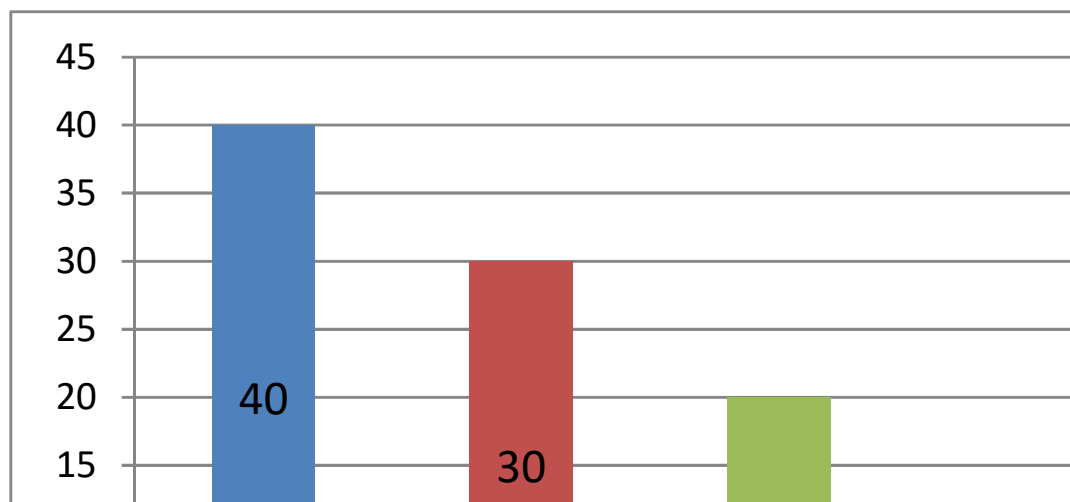


Figure 3: Supporting Table 8

Sources field study 2017.

From Table 8, above, 40% of the teachers responded that shortage of text books was a serious challenge. Poor classroom management was outlined by 30% of the teachers while another 20% of the teachers mentioned big teaching load to the teacher. However, 10% of teachers outlined indiscipline cases of the student due to big class. An interview produced the following responses:

Teacher 1: A large classroom is a challenge in many ways. First, many classroom have no adequate textbooks, space for all the students to sit and listen is a challenge, students are indiscipline in some classes, noises are deafening.

Teacher 2: More over teachers desire to spend less time on class assignment with less Participation which will affect learner's performance

Teacher 3: And lastly teacher will fail to make close fall up on student exercise home work and test at time since teachers are required to mark them and make correction as require.

These findings suggest that most challenges teachers encountered when teaching large class size, the teacher faces, shortage of teaching and learning material such as text books, laboratory apparatus and chemicals. Teacher - student book ratio was so big. This means that one book was shared with many students. Another problem was the shortage of class room. The findings showed that schools had no enough class rooms; therefore, many students assembled in a single class room that made the class to become large as a result some teachers did not like to teach in schools with shortage of classrooms.

This was supported by Bassett and Brown (2005) who suggest that large classes present more challenges for classroom management, pupils control, marking, planning and assessment. They added that teachers are put under strain when facing with large class size.

The discussion was built around the research objectives. An attempt was also made to relate the analysis and empirical findings contained in the reviewed of literature. The key findings that associated the objectives are the average of the class size in secondary schools in Buchosa District Council, the strategies that teachers use to manage large classrooms and the challenges that teachers encounter as they manage overcrowded classrooms were closely considered during the whole process of data collection and analysis.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATION

5.1 Summary of Findings

Objective 1, it was found that the average class size in government secondary schools was very large, as large as 100 students. In some school there were more than 90 students. This implies that secondary students in Buchosa district are in large classrooms with all the disadvantages discussed in the literature. In the literature, it has been established that large classrooms cannot manage students to develop ability to think better by using skills beyond the basic acquisition of information. This is because teachers with large class size spend significantly less time on task and significantly more time on discipline or organizational matters compared with teachers of small class size (Spark, 2010). Furthermore, large class sizes, by their nature do not promote students engagement in learning and do not provide the conditions for teachers to encourage students' participation in learning. This is against the collaborative learning model which insists interaction between the teacher and the students.

Objective 2: analyzed the strategies the teachers use to manage large class

The findings have revealed that teacher use group method and lecture and discussion method to manage large class. In essence the method although were used they were not effective as the management of the class when it is large class create problem in following up as the result learning become difficult and unmanageable and it is where the students turn the class as playing point and the task and the learning of skill is ineffective.

Objective 3: it was found that teachers in large classrooms encountered many challenges, including shortage of teaching -learning materials and shortage of classrooms that made

many students to concentrate in a single room which resulted into increased teaching load that accelerated poor students' learning and thus resulting to poor performance in public secondary schools.

5.3 Implication of the findings

The need of the nation to ensure that the philosophy of education for all is attained at all cost is well related to the findings of this study. The EFA emphasizes that children must join school and acquire relevant cognitive skills such as writing, counting, communication, and innovation and royalty. Given teaching and learning environment such as that of Buchosa, it makes learners difficult to acquire the cognitive skills in various disciplines, thus the example of Buchosa makes far for Tanzania to attain the goals of EFA. This is likely to retard development which would have been contributed by the skilled youth from schools to work in different sectors including the industries.

5.4 Conclusions

The following conclusions were made from this study. Class size is a critical factor in determining the students' performance in public secondary schools of Buchosa District. Students in schools with large class size had poor performance than students in schools with small class size. It is therefore, recommended that, the government should build more classrooms in all schools in the district. In order to do so, much emphasis should be given to the provision of more classrooms in the district Annual Capital Budget. As regards to the average class size which ranged from 56 to 123 students in a class, it was concluded that, the class size was very large. Large class size was the source of students' poor performance because there was no effective teaching and learning process.

Large class size affects students' education attainment, learning and classroom process like teaching and students behaviors, therefore, poor students' performance are associated with large class size. Also large class size leads to poor teaching and learning process and this has an adverse effect on amount and quality of students work which results in poor students' achievement.

Provided that lecture is the common method used by teachers in large class size, it was concluded that students were more likely not to listen to the teachers. Also the method does not offer opportunities for teachers to teach better or using different teaching strategies that can create and facilitating conditions for teacher to teach and students to learn. In terms of challenges teachers encountered in large class size, it is concluded that shortage of teaching and learning material influenced poor students' performance in government secondary schools. Furthermore, shortage of class rooms, poor performance and increasing teaching load are also challenges which influenced poor students' performance. Generally, the study concluded that large class size had negative effect on students' performance in government secondary schools in Buchosa District.

5.4 Recommendations for Action.

In this light of the study findings, the analysis, discussion and conclusions, the following recommendations are made for the District as well as secondary schools. The government of Tanzania in collaboration with the community should find initiative to reduce class size to an average of 40 students in the class. Also the Government should build more classrooms in all public Secondary schools in the district. School administration with collaboration with local communities' authority should construct many class rooms in government secondary schools. The government should provide secondary schools with adequate funds to purchase enough teaching and learning materials. Teachers should adopt

team teaching or co-teaching to manage their large classes because the co-teaching can help teachers to plan, teach and reflect together. Teachers should create a small class atmosphere in a large class setting, encourage class participation and promote ethical learning. Remedial programs should be adopted in public secondary schools so as to assist slow learners and disadvantaged students to address learning problems in large class size.....

5.5 Recommendation for further Studies

This study was conducted in only ten government secondary schools. It is suggested that similar study should be conducted to involve many public secondary schools and more private schools.

This study concentrated on the effects of large class size on academic performance of public secondary schools. A similar study should be conducted in primary schools.

It was also observed in this study that, due to shortage of class rooms for students' accommodation, there is a possibility of schools to have their own meaning of class size. A study can be conducted to assess this meaning.

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APPENDICES

APPENDIX 1

QUESTIONNAIRES FOR TEACHERS

Dear respondent

Aim a student at Open University of Tanzania, pursuing degree of master of education in Administration, planning and Policy Studies (MED APPS) conducting a research on the **SECONDARY SCHOOLTEACHERS' EXPERIENCES IN MANAGING LARGE CLASSES IN BUCHOSA DISTRICT COUNCIL.**

You are kindly requested to read very carefully and answer the questions as required. All information will be confidential.

Sex:

Male () Female ()

Tick the appropriate answer, give explanation where needed.

1. Which class size do you like to study so that to improve performance of your school (Tick one)
 - a. Class size with 40 students.
 - b. Class size with 60 students
 - c. Class size with 100 students and above.
2. Is there enough classrooms at you school
 Yes () No ()
3. Please choose the following teaching methods in order of how much you like them, choose only one.
 - a. Lecture
 - b) Group discussion
 - c) Debate

d) Question and answers

e) Project

4. How would you describe the class size at your school? Tick one

a. It is large

b. It is small

c) It is neither small nor large

d) it is very large

Please explain

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What teaching methods do teachers normally use in large classrooms? Please explain

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Please explain your experience in teaching large classrooms

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7. Please explain the strategies that you use to manage large classrooms

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8. Please explain the key challenges that you encounter as you try to manage large classrooms.

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