

**Teaching in Large Classes of West Hararghe Zone General
Secondary Schools: Challenges and Prospects**

Andinet Tibabu Workineh

**A Thesis Submitted to the Department of Curriculum and Teachers'
Professional Development Studies Presented in Partial Fulfillments of
Requirements for the Degree of Masters of Arts (Curriculum and Instruction)**

Addis Ababa University

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This is to certify that the thesis prepared by Andinet Tibabu Workineh entitled: Teaching in Large Classes of West Hararghe Zone General Secondary Schools: Challenges and Prospects and submitted in partial fulfillment of the requirements for the degree of master of Arts (Curriculum and Instruction) complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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Abstract

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Addis Ababa University, 2012

The purpose of this study was to investigate the challenges and prospects of teaching in large classes of secondary schools of west Hararghe zone. Though many research conducted in large class and its challenge encountered, they all limited to some specific areas. Since the area for this study is different from the area studied before in different situation like environment, custom, economic and way of living, conducting this research was important and timely. To conduct this research, descriptive survey method was employed. The primary sources of data were 165 teachers, 400 students of secondary school (9-10) and 10 principals, vice-principals and school supervisors. Purposive sampling, simple random sampling and stratified random sampling techniques were employed to select secondary schools, teachers and students respectively. Questionnaires were the main data gathering instruments while interview, observation and document analysis were employed to enrich the data gathered through questionnaires. Likewise, the collected data were analyzed quantitatively using percentage and mean values, and qualitatively by using descriptive narration. The finding of the study mirrors that, on average, the number of students accommodated in a section was 80 and above which is relatively very large. There was an implementation bottleneck with respect to methods of teaching used in large classes. Most frequently teachers utilized lecture method of teaching in these classes. Disciplinary problems, lack of communication, lack of effective assessment and feedback, class involvement and inability to identify students need and behaviors by teachers were problems observed in large classes. Majority of the teachers teaching in the large classes were not acquainted with the know-how of teaching large classes. Besides, they didn't get initial and on-job trainings on how to teach large classes and the support provided to them by the principals and school supervisors were not sufficient. On top of these, educational facilities / material including textbooks were not sufficient enough to materialize effective teaching-learning process in large classes. Finally, necessary recommendations regarding teachers load and training, teaching method (promoting active learning) deeper understanding of causes and types of conflict with careful planning and implementing it for classroom management, teaching methods that increase students involvement, text books and the necessary materials, and professional support given by principals and supervisors were given for improving the challenges of teaching in large classes of secondary school.

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Abbreviations and Acronyms

AAU	Addis Ababa University
ICDR	Institute of Curriculum Development and Research
UNESCO	United Nation Education and Scientific Organizations.
PSR	Pupils Section Ratio
TPR	Teacher Pupil Ratio
OESAA	Oromiya Education Statistical Annual Abstract
SNNPR	Southern Nation and National People Region
NRLF	National Tritium Labeling Faculty
CTE	Center for Teaching Excellence

CHAPTER ONE

1. INTRODUCTION

This section of the thesis deals with background of the study, statement of the problem, purposes of the study, research questions, significance of the study, delimitation of the study and operational definition of related terms.

1.1 Background of the Study

Class size is a relative word that has been variously defined by different writers in different ways. Shamim (1993) cited in his (2007:17) explained class size in terms of students' size (number) in a classroom. However, teachers' and learners' perceptions of a large class are determined not only by number of students but by several additional factors. These include: physical conditions of the classroom such as the amount of space available, teaching focus, teaching methodology, and the availability of resources. Hence, number alone is not sufficient to arrive at a shared definition, even within one country.

As explained by Monroe (1956:12) cited in Desta (2001) class size refers to the number of pupils regularly scheduled to meet in the administrative and instructional unit, known as class or section, usually under the direct guidance of a single teacher. Educators are concerned about class size for the very reason that learning can only occur positively when lessons are under appropriate conditions both for the students and teachers. The class size has its own impact in enhancing or hindering activities of teaching and learning.

In addition, large class is one with more students than the teacher prefers to manage and available resources can support. From this point of view, large classes usually are considered to pose problems for teachers (Hayes, 1997:31). According to many teachers' view and complaints, Hayes classifies the problems associated with teaching in large classes into five categories:

discomforts caused by the physical constraints, difficulty on evaluation, control problems (discipline aspect), lack of individual attentions and problems of learning effectiveness.

In similar way, Harmer (2000) also finds out in his study that large classes bring difficulties to both teachers and students sitting at back and for students to get the individual attention, and it is even impossible to organize dynamic and creative teaching and learning sessions.

According to Center for Development of Teaching and Learning (CDTL, 2006:30), teaching in a large class is often an unwelcome assignment due to many annoying problems associated with the sheer size of the class. These problems include challenges of encouraging students, taking attendance in large classes, preventing academic dishonesty, getting feedback from students about the course and making a large class interactive. Enerson et al (1997:35), also mentioned that large classes work best when students take an active interest in the subject and when teachers personalize their presentations and respect their students. However, while those basic principles of good teaching apply in large as well as small classes, the sheer number of students in a class can magnify some problems that might be more manageable in a smaller class. It is obvious that, the teachings of large classes are challenging, however, "Large classes are not necessarily less effective than smaller one but they do require more conscious effort and planning."(Ibid: 36).

Moreover, a major challenge that one often encounters when teaching in a large class size is how to engage the students in active learning throughout the lesson as students tend to be passive in the learning process especially in a lecture theatre. Using the monologue way to teach large classes does not attract students to attend lessons in such classes. The problem is further compounded if the materials presented during such lectures are taken directly from the textbooks and/or lecture note. In such a situation, only outstanding speakers would be able to hold the

students attention for the entire period. There is, therefore, a need to promote students' interaction in class to help them focus and sustain their attention on the underlying concepts (CDTL, 2006:31). In relation to this, Obanya et al (1995: 95) describes the way many teachers settle the problem by lecture method when faced with a large classes. To them, it is the line of least resistance, while some present the lecture in a rather boring manner; some others make their lectures attractive and exciting.

Generally, Stinnett (1968:100) as cited in Kumarra (2004:37) large class means more papers to correct, more records to keep, more seat work to plan, more plans to make and more individual difference to meet which increase the works to be done in the class by the teachers. Thus, large groups not only use more energy of the teachers, but require more time as well. It means that, large class impedes the effectiveness of teaching learning process by a wide gap between the teacher and the students. Supporting the above view, Tozer et al (1993:298) explained that large class size leads to discipline problems, less involvement of students in classroom activities and little or no support to individual students given during the teaching learning process. As a result of this, the lesson become boring and students may develop an atmosphere of disinterest in their learning which leads them to different disciplinary problems. This is because of that they do not know or consider whether they did good or not. All the problems discussed above and other related problems make large classes difficult.

With this substantial information in mind, the current study was designed to investigate the challenges and prospects in teaching large class size in secondary schools of West Hararghe Zone.

1.2 Statement of the Problem

Though many research conducted in large class and its challenge encountered, they all limited to some specific areas. Since the area for this study is different from the area studied before in different situation like environment, custom, economic and way of living, conducting this research was important and timely. Class size has a direct effect on the teaching learning process, on the rate and number of communication between the teacher and the student which in turn has direct effect on the desired outcome of the instruction (Kumarra; 2004 cited in Girma; 2007:4). Teachers who have many students in overcrowded classroom often have difficulty to provide activities and group work for such classes as students take advantage of making noise and talking to nearby students and creating disciplinary problems in the classroom (Lue; 2000:17). According to Finn et al (2003) class size may also impact teachers' motivation and job satisfaction. They constructed a conceptual model that considers the impact of class size on teachers' morale and enjoyment of their profession that is created due to disrespect happened as a result of noise and disciplinary problems, which in turn impact students' enjoyment of their learning.

Survey conducted on the effects of large class in Southern Nations, Nationalities and People Region indicated that many teachers believe that they cannot do practical activities, problem solving investigation or other learner-centered approaches in overcrowded classrooms. They also believe that the application of student-centered method is giving the opportunity for students to make different disciplinary problems (SNNPR, 1997 cited in Girma 2007:3). Similar study conducted on the teachers' perceptions of educational problems in Ethiopia by Amare (1998:294) shows that over-crowdedness of classroom is one of the observed critical problems of

the education system in this country especially in sharing the educational resources in the class and in the school. Similarly, Tekeste (1990:34-35) has noted that:

The imbalance between resources for education and the number of students in school is one of the central problems affecting the quality of education in the Ethiopian case. One of the most important factors that brought the crises of education to the fore and, on the one hand, the desire of the state to expand the educational system, on the other hand, the inability of the state to provide adequate financing for the proper implementation of the educational program.

Possibly, from the above discussions, one could understand that large classes have adverse effect on instructional program while small classes are favorable for smooth running of the teaching learning process.

In practice, large classes are a reality in most African countries today and this is likely to remain the case for some years to come. The majority of African governments, along with those from other developing countries are committed to the goal of Education for All by the year 2015. It is, therefore, important to acknowledge that large classes may become a reality in developing countries who are trying to enroll all school-age children as stipulated (Shamim et al, 2007: 21). This implies that unless care is taken in the provision of all facilities, with the increasing number of student from time to time the chance to reduce the class size in developing countries may be very slight.

In Ethiopia, the school system in general and urban and rural areas in particular is characterized by large class size, since there is a large number of populations in urban and a limited number of schools in rural. As indicated in the first Education Sector Development Program (ESDP I), the plan was to increase primarily school class size from so as to allocate the available fund for the

books, desks and other needs that were severely under-funded MOE (1999:6). In practice, however, the number of students per class was more than the target set for 2000/2001.

The Ministry of Education (2005:18), in the third Education Sector Development program showed that by the end of the program, the average class size in secondary schools of Ethiopia (Grade 9-10) was increased to 78 in 2004/05 from 65 in 1996/97. The target set by the end of this program (2004/2005) was to reach 60 but the achievement was higher than the program target by 30%.

Region wise comparison shows that Amhara (56), Addis Ababa (44) and Tigray (54) have made considerable progress in bringing down the ratios below the national average (58) in 2010/11. On the other hand, the ratios for the remaining regions have remained higher than the national average, for instance, in Oromiya the pupil-section ratio is above 63 in 2010/11. Hence, this trend calls for serious action to bring down the student/section ratio to the standard that has been set (ESDP III, 2005: 18).

On the other hand, class size is directly related to the number of schools/classrooms made available for students. Where there are few schools or classrooms to accommodate large number of students, there could be larger student-section ratios than others. For instance, the presence of limited number of secondary schools both in urban and rural area was important factor that resulted in large classes in secondary schools of Ethiopia until recent years. According to the ESDP IV (2010:34), many new secondary schools were opened and the total number of secondary schools in the country increased from 706 in 1997 to 1202 in 2000 which is a 70% increase over four years. Of these secondary schools, only 17% are found in the rural areas, indicating the wide rural-urban gap in the number of schools. The disparity was also evident among regions. That is, the expansion of secondary education which has allowed some increase

in the overall enrolment levels has not succeeded in overcoming regional disparities in this aspect. For instance, in Oromiya the number of secondary schools in urban were 380 and in rural 96 in 2010/11, that illustrate still there is a big gap between urban and rural in the expansion of secondary schools (MOE, 2010:34).

In the context of Oromiya Regional State, student/section ratio is above the national average in 2010/11. West Hararghe Zone, the area for this study, has student per section of over 78 in 2010/11 showing that students were learning in crowded classes. This means, the target (60 students per section) set in ESDP II was not met at the completion of ESDP III and even at the base year of ESDP IV, (Ibid, 35). The main reasons for this problem could be the inability of the region to provide the education system with adequate classrooms and other facilities proportional to the size of student enrolled.

The education sector development program ESDP-IV put the ratios of student/teacher in secondary schools as 40.2 and student/section to 64 at the base year (2009/10) of the program at national level which does not approach to the reality we are observing at this time in the area under discussion (Ibid,92-93).

Generally, from the above discussion and other related evidences, the researcher believed that large class size is a reality in Ethiopia and national average may not come down to the standard rapidly in the coming few years. Hence, beside the effort to reduce the class size, it seems important to simultaneously create conducive environment and adapt favorable teaching methods that could be used in large classrooms. By using a number of techniques and applying principles and approaches to enhancing large class learning, teachers could mitigate the pressure of large classes. With this inspiration, the researcher was, therefore, focused his study on large classes with particular emphasis on challenges related to students' involvement, methodologies

employed, management and use of resources, assessment and feedback in large classes of secondary schools of West Hararghe Zone.

1.3 Objectives of the Study

The general objective of this study was to investigate the challenges and prospects of teaching large classes in secondary schools of West Hararghe Zone. Specifically, the following specific purposes were undertaken.

- ❖ To analyze the trends of class size in secondary schools of West Hararghe Zone.
- ❖ To assess the methodologies being used in the large classes of secondary schools of West Hararghe Zone.
- ❖ To assess the challenges related to student involvement, classroom management, and assessment in large classes of secondary schools of West Hararghe Zone.
- ❖ To examine availability of instructional facilities in teaching large classes.
- ❖ To investigate efforts made by stakeholders to overcome the problems in teaching large classes.

1.4 Research Questions

Accordingly, in order to achieve the above purposes, the study tried to seek answers to the following basic questions.

- ❖ How classes are large in secondary schools of West Hararghe Zone?
- ❖ What methodologies are employed to maximize students learning in teaching large classes in West Hararghe Zone?
- ❖ What are the main challenges/ problems in teaching large classes?
 - What are management related problems faced in large classes of West Hararghe Zone?

- What are the problems faced by large class teachers' in giving adequate feedback and make an effective assessment?
- Are there enough instructional facilities for teaching large class size?
- ❖ What effort has been done by teachers, school principals and supervisors to overcome the problems?

1.5 Significance of the Study

Since there were no researches were made on the title under discussion, assessing the challenges and prospects of teaching large class size in secondary schools of West Hararghe Zone and suggesting some ways were important and timely. Therefore, the study was significant in the following aspects.

1. Identifying problems in teaching large class size helps teachers to understand their practice and problems in teaching learning process.
2. The study is important for teachers in suggesting some techniques to be used to maximize teaching in large class size.
3. The study may contribute for policy makers to make policy in considering challenges of large class.
4. The study is also helpful to school principals, supervisors and educational officials to be aware of the problems of teaching in large class size and thereby work with teachers to seek solutions.
5. The study may also set an agenda for other researchers in conducting wide and deep research on teaching large class and related variables.

1.6 Delimitation of the Study

Teaching in large class size can be studied from different angles such as; class size and students' achievement, class size and students' academic performance and students' overall ratings for course interaction delivered in large class.

This study was, however, delimited to challenges encountered in teaching large class size in general and prospects in government secondary schools (Grade 9-10) of West Hararghe Zone in particular. The rationale behind this was that to make the study manageable within the resource capacity of the researcher. The secondary school level (9-10) was chosen as the focus of the study because of the experience the researcher have on that level. Moreover, only government secondary schools were chosen since there was no private secondary school in the zone.

The scope of the study was also delimited to five schools out of twenty secondary schools considering their current pupil/section ratios which are higher than the ratio of the zone. It is because teachers and students of these schools better understand the situation, and it was believed that the responses of respondents from these schools were adequate samples to represent the rest of secondary schools in the zone.

1.7. Limitation of the Study

Due to lack of time and shortage of budget the study could not cover many of the study area. The most pressing problems encountered the student researcher in the course of conducting this research work include the following.

- Problems of getting supervisors in the schools and disinterested to be interviewed.
- Unwillingness of teachers for classroom observation and unable to conduct frequent observation by the researcher.
- Problem of getting reliable information about different ratios.

- The inability to employ a co-researcher for due to financial scarcity was one of the biggest limitations too.
- Although I confronted with these limitations, an adequate care was made to preserve the quality of this thesis.

1.8 Organization of the Study

This research was organized into five chapters. In the first chapter, the problem and its approach which covered the background of the study, statement of the problem, significance of the study were included. The second chapter focuses with review of related literature and explores some of the basic principles of teaching in large classes. Then, the third chapter deals with research methods and procedures employed in the study to gather data required to assess issues under investigation. Presentation, analysis and interpretation of data are treated in chapter four. Finally, chapter five concentrate on the major findings, summary and recommendations.

1.9 Operational Definitions

Class size: refers to the number of students assigned to and enrolled in a specific class under the direction of a specific teacher (Deighton, 1971:157).

Large class size: the number of students enrolled in a class greater in size than the norm put by Ministry of Education (40) (ESDP IV, 2010:93).

Secondary school: according to Ministry of Education refers to Grade 9-10 (MOE, 1995:17).

Challenge: is a difficulty or difficult task that tests somebody's skill or ability that needs to have a deal with it.

Prospects: the possibility in which large class size exist.

Section: sections are multiple streams of a single grade.

Pupil section ratio: is the average number of pupils at a given educational level, in a given section.

Rural school: are all schools located in areas that are not defined as urban by the Central Statistics Authority (CSA)(MOE,2010:106).

Urban school: are schools that are located in urban areas as defined in the national census by CSA (MOE, 2010:106).

Quality: is the level of excellence in performance which can be measured by establishing an acceptable criteria and standards of good performance (Mosha, 1998)

Standard: the knowledge and skill that are considered appropriate and adequate for students to have acquired at particular levels in education system (Kellaghan and Greaney, 2002:24)

CHAPTER TWO

2. Review of Related Literature

2.1. Definitions of Class Size

Class-size is an educational tool that can be used to describe the average number of students per class in a school. Hoffman cited in Adeyemi [1] described it as the number of students per teacher in a class. On the same book, Kedney [2] saw it as a tool that can be used to measure the performance of the education system. In relation to size, Stepaniuk [3] reported that the rational utilization of classroom space depends upon class-size. This in turn would depend up on the area of the classroom (Adeyemi; 2008:7).

There is no agreement or standard definition in the literature as to what constitutes a large class. Different countries and people have varied perceptions of what constitutes a small or large class. These perceptions are influenced by experience, educational theories and philosophies. In Ryan and Greenfield's words: There is no such a thing as a small or large class. Because a 'small' class of 30 may prove to be as effective as a 'small' class of 20. The opinion of the teacher is probably what determines 'small' or 'large'. This opinion, in turn, is dependent on such things as:-

- The size of the class relative to other classes in the school or district;
- The size of the class relative to the teacher's experience and training;
- The level of schooling;
- The subject; and
- The total teacher workload

What constitutes a desirable size for classes in the secondary school is a controversial matter. Some aspects of the secondary program can probably be carried out under highly skilled teacher

as effectively in classes of forty, fifty or even sixty pupils as they can be done in classes of twenty five- thirty (Lookwood;1984:68).

However, other activities should be carried in class of more than twenty-five or thirty pupils. Classes or groups in which activities designed primarily for social and emotional development are carried on, should undoubtedly be quite small, so that teachers in charge may become thoroughly familiar with each pupil, his needs, his personal qualities, and his problems (Steven;1994:52).

2.2 Class size in Different Countries

The average number of pupils per class is an important indicator and gives a rough estimation of class size. It is used to assess the teaching/learning process (OESAA: 2002; 92). Class size varies from region to region; from one teaching level to the other; and from subject to subject and can also be varied from country to country, from subject to subject and from grade level to grade level to which students attend. According to Frankish (1972:17) the typical classrooms in America provide instructional space for 25-35 students and this class can be extended to contain 30-40 desks. What is implied here is that the class size can also be extended to a number of 40 which is said to be a crowded situation in their performance. This figure has similarity with France, too. According to Frankish (1972:43-77), secondary schools in France accommodate 48 students as in England and while the classroom student in secondary schools of Japan is 37-40. Lynn (1988:37) indicated that the class size in Japan crept to 55. This would be considered very large in the USA and all parts of Europe, while in China large class generally refers to that of holding 50-100 students or more, which to some foreign teachers may be super large. The national standard set for pupil per section ratio for Ethiopian secondary schools recommends a

class size of 40 students in a room. But which is not practical in most part of secondary schools of the country and in West Hararghe zone the pupil per section ratios of 2009/10 and 2010/11 were 92 and 80 respectively (OESAA:2003;48).

If class size maintained in our country is made practical, students have sufficient share to benefit from their teacher and have the chance to be engaged in all the facilities the school provides. The size of the class has great role in creating conducive environment for the process of teaching and learning (Kumerra; 2004:40). Concerning this issue, Mills (1985:88) says, "In most schools the majority of lessons taken place in a classroom in which 30 or 50 pupils are engaged in a process of simultaneous learning." Class size should be small if possible, children progress at different pace, they need time and space with their teachers. Some need more attention than others do, "large class size makes big difference to the learners: the students will feel as lost in the crowd, unnoticed and for the teacher being available become more of a challenge" (Brown and Race;1995:80).In general, the optimum classroom student ratio is good for providing appropriate instructional opportunity. The larger the enrolment, the more difficult the teaching and learning programs will be.

2.3 Problems of Large Class Size

There are a number of factors that can affect class size. Some of these are: the imbalance between teacher supply and pupil population, losses of school revenue and increase in pupil enrolment. Concerning the above factors of class size Elsbree (1967:520) said that the combination of the increasing number of population and lack of trained teachers brought class size in to a matter of wide discussion.

Large class is one with more students than the teacher prefers to manage and available resources can support, from this point of view, large classes usually are considered to pose problems for teachers (Hays, 1997). Taking the views of many teachers and complaints, Hays classify the problems associated with teaching in large classes in to five categories:

- Discomfort caused by the physical constraints
- Control problems (discipline aspects)
- Difficulty on evaluation
- Lack of individual attentions
- Problems of teaching learning effectiveness

In similar way, Shamim et al (2007:13) identified challenges for teaching in large classes as follow:

- Insufficient student involvement/ learning
 - Inability to use a student-centered approach.
 - Difficulty in ensuring every body's participation in activities.
 - Many students are off-task particularly in group activities.
- Managing large classes
 - Class management.
 - Class control.
 - Issues of discipline and noise.
 - Managing group work.
- Assessing learning and providing feedback
 - Evaluating the work of students/ continuous assessment.
 - Inability to identify problems of learners.

- Inability to know the progress learners make.
- Inability to provide a remedy based on the feedback from the assessment.
- Limited resources for teaching
- Lack of adequate materials to be distributed to each student

Harmer (2000) also finds out in his study that large classes bring difficulties to both teachers and students sitting at back and for students to get the individual attention, and it is even impossible to organize dynamic and creative teaching and learning sessions. Most importantly, large classes are especially intimidated for inexperienced teachers.

According to Gorton et al (1988; 58) teachers view that the quality of their teaching and their interaction with their students decline with an increase in the size of the class. Various studies emphasize the disadvantages of larger class size for both teachers and students. A study conducted by Bennett (1996:4) indicates that as class size increases, the volume of work in marking and preparation increases. Regarding to this problems UWO (2002:2):

both teachers and students in large classes face a number of physical and psychological problems that have to be confronted; for professors it is not enough to just talk louder, write bigger and make larger gestures, although sometimes those things help, perhaps more telling than the physical problems of being heard and seen, of finding ways to deliver material clearly and forcefully to a large groups are the difficulties of overcoming the psychological effects we and the students feel as part of a potentially faceless, undifferentiated mass. It's worth bearing in mind that if the faces of the students farther back in the room are nothing but a blur to you, that's probably how you appear to them too, and if

you're anxious about speaking to them, how they might feel about speaking up in class?

In addition, Smith (1961:59) has also mentioned the following challenges that come as the result of large class.

- Individualization of instruction is limited;
- Instruction tends to be lecture, without group participation;
- Oral communications within the classroom from pupil to teachers are minimized;
- Written works assigned less frequently and receives less teacher attention;
- Pupils are less well known to teachers and individuals.

Though many studies stated problems of large classes in different ways, a study conducted by Wang Qiang and Zhang Niag (2011) summarized difficulties teachers encounter in teaching large class size are: to satisfy all the needs of students who have different interest; personalities and capabilities; to organize efficient class activities due to the constraints of time and space; to provide equal chance for the students to participate and to give timely and effective feedback and evaluation. This implies that such class size problems are serious in teaching large classes where more interaction, demonstration and experiment are needed of students.

2.3.1. Teaching Methods

Desta (2001) explained teaching methods as, " methods are means of conveying ideas and skills to impact and acquire a certain subject matter in a more concrete and comprehensive way; method is used to achieve desired educational objectives." Desta also stated that, they are all tools for educating learners and require appropriate selection and application. There are a number of methods, but they can be categorized in to two main areas the teacher-centered and student-

centered. The lecture method is related to the teacher centered approach and the problem approach is related to student centered methods. The student centered approach gives a due emphasis to the student to be an actor in learning and searching.

In support of this idea, Reece and Stephen Walker (1994:116-117), the lecture method is accepted in universities and higher education as part of the learning experience where large groups are conveniently brought together in the initial stage of a subject to motivate their subsequent learning by other means (for example, seminar, tutorial and individual learning).

Research in to the lecture method has shown that the amount of information that is remembered is not nearly as much as might have been expected.

In relation to this, Bligh (2000:20) based on his extensive review of the research literature, “the balance of evidence favors this conclusion: use lecture to teach information, do not rely on them to promote taught, change attitudes, or behavioral skills if you can help it”.

Different educators who are concerned with education see the problem of large class size on methods of teaching. Barger (1973) as cited in Getahun (1990:9) large class instruction is teacher-centered because the teacher in such classes usually uses lecture method of teaching. In addition to this discussion, tutorial and role playing methods of teaching which require involvement on the part of the students cannot be conducted in large classes (Demisse; 1986:32).

Similarly, Robert Anderson (1966) as cited in (Ibid) stated that, it is possible to be well acquainted with twenty or thirty students in class discussion, but when the number exceeds thirty it becomes more difficult and a good instructor commenced to feel frustration. But if one chooses lecturing with no opportunity to other methods, it is possible to teach a large number of students in a classroom. However, all instruction cannot be achieved and taught only by lecture. Also it is true the secondary school students (grade 9-10) cannot follow attentively when one gives lecture,

this means they need active participation in the teaching-learning process. In order to make a choice of teaching method it is important that you are familiar with each and where they might best be used.

The effectiveness of teaching method summarized by Fosnot (1989) cited in Carpenter (2006) as the traditional passive view of learning involves situations where materials are delivered to students using a lecture based format. In contrast, a more modern view of learning is constructivism where students are expected to be active in the learning process by participating in discussion and collaborative activities.

Over all, the results of recent studies concerning the effectiveness of teaching methods favor constructivist, active learning methods. The findings of a study by Caprariis et al (2001) cited (Ibid) suggest that lecture leads to the ability to recall facts, but discussion produces higher level comprehension.

2.3.1.1. Teacher Centered Approach

Desta (2001:9) explained that, the teacher centered teaching method gives the priority role and responsibility to the teacher. The teacher is considered as the source and the student as a recipient. This method includes methods like recitation and classroom lectures. Some people agree that this method if properly handled by experienced teachers, it can give students the necessary knowledge. However, many scholars in the field of pedagogy emphasize its disadvantages.

Some of the disadvantages mentioned by scholars are, since traditional methods have no variety, they become monotonous and boring; the learning process depends on the talking of the teacher where the learner becomes a passive listener. Moreover, inhibits active participation and

research ability of the students and encourage them to be submissive (Terefe; 2005:18). The teacher is who decides on the syllabus, chooses the methods, selects the resources, creates exercise and tasks and decides when, where, how and even why things are to be done (Branders and Ginnis;1989:27).

The teacher-centered method focuses on content, emphasizes knowing what students work as individuals and often in competition with each other. Students are highly dependent on the teacher's activities, and learning objectives are imposed; lecture dominates as the mode of curriculum delivery. The teacher's role is that of an expert (Ellis; 1995:291).

Mckeachie (1986; 181) notes that, "[class] size and method are almost inextricably intertwined. Thus, the research on class size and that on lectures versus discussion overlap. Large classes are most likely to use lecture methods and less likely to use discussion than small classes".

Generally, in smaller classes there is more individualization, greater group activities, more positive student attitudes and less misbehavior. Not surprisingly, teachers are more satisfied in smaller classes (Pollock and Waller, 1994:143).

2.3.1.2. Effective Teaching Method for Large Class Size

A teacher with responsibility for teaching large classes needs to be organized. Obanya et al (1995: 115) state that large classes require more advance preparation and structure than small classes. Lapses in the flow of the class, while collecting thought or locating instructional material can result in loss of student attention. Before the course begins, prepare or identify a variety of instructional aides, demonstrations, and activities to support each meeting of the class. Many teachers settle for the lecture method when faced with a large class. To them, it is the line of least

resistance! While some present the lecture in a rather dull manner, some make their lectures exciting.

According to Lambert and McCombs(1998:10) cited in Yalew(2004:19) learning is a constructive process that occurs best when what is being learned is relevant and meaningful to the learner and when the learner is actively engaged in creating his or her own knowledge and understanding by connecting what is being learned with prior knowledge and experience. Thompson et al (2001:1) cited in (Ibid; 22) underlined the importance of teaching method should be the process of discovering what students are thinking, that provide opportunities for students to examine and correct possible misconceptions and provide situations that invite students to expand their thinking and building new knowledge enhanced by students' active participation in guided and authentic collaborative exercise. Generally teaching methods in addition to enhancing student learning, they should be the one increase retention.

2.3.1.3 Promoting Active Learning Excellence Large Class Size

Several reasons have been put forward for greater emphasis on active as opposed to more passive forms of learning (Stern and Huber; 1998: 357-358). These reasons have to do with learners, teachers, schools and society at large explained as:

Active learning can be more attractive for learners than more passive forms of learning because they can become more motivated and interested when they have a say in their own learning and when their mental activity is challenged. Being involved in the decisions about learning they can connect to their prior knowledge and their own needs and interests. In finding out things independently, they can follow their own interest and motivations and take responsibility. Moreover, active learning is important because of opportunities for learning it gives. Students

can learn how to learn by practicing how to do it, giving them responsibility for parts of the decisions that can or should be made, is one way to teach them how to learn.

Many researches advocate the use of active learning for better involvement of students in the classroom interaction. Active learning involves providing opportunities for students to meaningfully talk and listen, write, read and reflect on the content, ideas, issues, and concerns of an academic subject (Meyers and Jones; 1993:6). Meyers and Jones (1993) discussed active learning as it shifts the focus from the teacher and delivery of course content to the student and active engagement with the materials. Through active learning technique and modeling by the teacher, students shed the traditional role as passive receptors and learn and practice how to apprehend knowledge and skills and use them meaningfully (Ibid: 8).

As explained by National Tritium Labeling Faculty (NTLF; 2001:2), Active learning is simply that to let students engage in some activity that forces them to think about and comment on the information presented. Students won't simply be listening, but will be developing skills in handling concepts in our disciplines. They will analyze, synthesize and evaluate information in discussion with other students through asking question, or through writing. In short, students will be engaged in activities that force them to reflect up on ideas and up on how they are using those ideas.

In addition, the Center for Teaching Excellence (CTE;1989:2) explained that active learning means that students are engaged in processing the information being presented, not just passively receiving it. Different scholars promote as active learning lead to better students' performance. Teaching situations vary and what works for one teacher in one classroom may not be as effective in another situation. The ways of involving our students in learning activities are as varied as our disciplines. In relation to this, Simons (1987) cited in Stern and Huber (1994)

explained active learning as, all learning is active in a certain sense, but some kind of learning are more active than others. Here, active learning is defined in one sense to mean that the learner uses opportunities to decide about aspects of the learning process. A second definition of active learning connects it to mental activity in another sense; it refers to the extent to which the learner is challenged to use his or her mental activities while learning. Thus, active learning on the one hand has to do with decisions about learning and on the other hand making active use of thinking.

2.3.1.4. Factors Affecting Active Learning in Large Class

Stern (1994:52) states, "Despite teachers' interest in active learning, they are not always able to arrange for students to do it". According to stern one of the obstacles is that some students find it threatening to learn with this method. This is because of they do not want the challenge, or they are more comfortable in a more passive role. Another barrier is the possible conflict with required curriculum and accompanying examinations. Active learning project take time. They may deepen students' understanding of certain ideas, but teachers may be concerned about sacrificing breadth of coverage. If students' opportunities for further education depend on broad knowledge of material in the required syllabus, there may be little time for active learning (Ibid: 55).

Similarly, several impediments to active learning have to do with students characteristics. The first student factors concerns learning conceptions. As it was shown by Vermunt (1987) cited in Stern (1994:87) among others, students differ in the way they see the fundamentals of learning and the division of tasks between teachers and students. There are students who regard learning as coping ideas and information out of books and the heads of teachers in to their own head.

These students tend to see teachers as responsible for structuring presentation and assignments. Students with this conception will not engage in active learning on their own, because they wait for the teacher to do for them. According to Vermunt other impediments to active learning are:

- Many students do not think about the goals of learning.
- Motivational, volitional and affective factors may also impede active learning.
- Lack of teaching materials for active learning and the pressure of exams.

In addition, Terefe(2005:41) explained that social environment of a given educational institution, the location, size, shape and construction of the classroom, the presence and effective management of different instructional facilities like furniture, resource centers, and laboratory, library service have direct bearing on the instructional methods. Generally, according to NTLF (2005:5):

Despite the fact that trying new teaching methods can feel uncomfortable, instructors who are using active learning in their large classes believe it makes a difference and is worth experimenting with. Without truly sacrificing breadth of coverage, we are able to increase depth of understanding, since students must engage with material we are presenting and immediately attempt to use it, not just note it down for future thought.

2.3.2. Classroom Managements in Large Class Size

When teachers talk about the most difficult problems they experienced in their first years of teaching, classroom management and discipline consistently rank among the most difficult. Classroom management is possibly the most important challenge facing teachers, since their reputation among colleagues, school authorities, and even students will be largely influenced by

their ability to create and to maintain an order and effective learning environment (Arends; 1997:36-37). The importance of classroom management is also added by Nobuok (1998:5) as classroom management is necessitated by virtue of the fact that teaching demands effective management of a group of diverse students, control of a shared social and physical environment, attainment of common academic and social goals, and establishment of conducive relationships between teacher and students. Teaching cannot be effective unless these aspects of classroom life are addressed.

Similarly, Shamim et al (2007:49) state that the main aim of classroom management is to create an environment that is conducive to optimum learning take place. Good management of large classroom is not something that happens naturally- it requires careful and detailed planning, particularly in large classes. Shamim et al in their description added that large classes are not only large but they are inevitably diverse- diverse in terms of students' level of knowledge, their learning needs, learning style and expectations.

2.3.2.1. Factors Affecting Classroom Management in Large Class

In Classroom (physical), it is very important to have a pleasant working environment for your students. Classroom should be one that is carefully planned and organized and one that is flexible. You will need to change the way you arrange the students' seating depending on whether you are teaching the whole class at one or having them work in smaller groups, as pairs or individually(MOE;2004:6). It is very important to have a positive social atmosphere in your classroom. Students learn best when they feel comfortable and confident in their surroundings, when they understand what is expected of them and that they will be treated fairly by their teacher and their peers in their classroom(Ibid:28).

The other challenge for classroom management is students' behavior. Concerning this MOE (2004:77) added that as the teaching learning process demands certain rules and regulations that have to be maintained by the students, the teachers and in general by all the school community. Most of our students understand discipline in its negative sense. But discipline is about knowing and accepting self-responsibility and accountability. Good discipline allows students to develop confidence in their participation in the classroom and in their engagement in all school activities. Some of the factors are teachers related. Among these teacher training is one. According to Borg and Ascione(1982) as cited in Feten(1998:25) found that teachers who were trained in the Utah state University classroom management program learned to use the specific skills emphasized in the training program and that students' classroom behavior was favorably affected. Hence, teacher training in management's skills is one of the most crucial factors in influencing teacher's performance and proficiency in classroom management tasks. In the second place teacher's experience and age is the other. Good classroom teaching practice can greatly be influenced by teacher's accumulated experience in teaching for a number of years. Brooks cited in Doyle (1986:441), found that more experienced and old junior teacher had better organization, sequence, smoothness and with-it-ness (eye contact and visual scanning) than in experienced and young teachers. Thus, this show more experienced teachers solve and view classroom management problems different from less experienced teachers. They are better in interoperating the complexity of environment in which they work (Cole and Chan; 1994:15).

In addition to training, experience and age of teachers, some evidences showed that the "desired professional attitudes" of teachers have positive relationships with successful teaching in the classroom including managing children over all successful teaching (Ibid;1994:318-319).In addition to this Feten(1998:26) stated that, teachers who have unfavorable attitude towards their

profession reflect unnecessary behavior in the classroom. These teachers threaten the students with terrible punishment; shout at them to establish control and being inconsistent in the action taking place in the classroom.

The other factors are student related, age and students background has a contribution in the student related management problems. According to Feten (1988:27), the early period of adolescence is the period when teachers face more problems of managing individual students both inside and outside classroom than any students' developmental stage. In strengthening this, Eccles and Midgley cited in Wentze(1991:1067) states that teacher of early adolescents tend to spend more of their time dealing with issues of classroom management and student behavior than with direct instruction.

Classroom management tasks are also influenced by students' background and their parents' socio-economic status. A study conducted by Evertson et al (1980) cited in Sanford and Everston (1981:34) showed teachers in low socio-economic status schools face more special problem in establishing productive learning climate within their classroom. These students manifest more misbehavior in the classroom than students from high and middle socio-economic status.

Disciplinary problems of students are the other factors related to students. With this respect Doyle (1986:394) defined discipline as "the treatment of misbehavior in classroom or school". It is usually concerned with the enforcement of classroom order. Reichey (1968) as cited in Getaneh (1990:12), the size of the class is directly related to the amount of disciplinary problems that means as the number of students assigned in a specific class increases, the amount of disciplinary problems also increases.

Similarly, Borich(1988:250) stated that, teacher who had a classroom in which large percentage of students were off-task, talked without raising hands, talked back, moved about the room without permission and ignored rules, disrupted others and failed to complete assignments.

Moreover, cheating, vandalism, fighting and substance abuse are the most serious but less frequently occurring problems of large class size. In addition to this idea, Kounin(1970) found that most of classroom discipline problems were related to talking and noise; some are related to late comers, not having home work, or moving about the room without permission; and some also related to off-task behavior such as completing other assignments, reading without permission or day dreaming.

Classroom research findings by Doyle (1986:394), and Good and Brophy (1987:219) support the view that sound discipline correlates positively with proficiency classroom organization and efficient instruction. That is, if a teacher treats pupils with respect, uses variety of teaching methods and audio visual materials, students will be interested and inappropriate behaviors diminish.

2.3.2.2. Strategies for Reducing Disciplinary Problems in Large Class

As Shamim et al (2007:44) stated there are some strategies that are used for reducing disciplinary problems:

- Establishing ground rules collaboratively with your students. At the start of a course take time to involve students in writing ground rules for acceptable behavior. If students are involved in the writing of ground rules, they will generally observe them.
- Remind students of the ground rules regularly

In addition, Shamim et al have put the experience how two teachers remind their students of the ground rules in their classroom as follow:

- Teacher A: Once I have written the ground rules with my students, I write them on a poster and mount them next to the board throughout the year. I make sure that they are well written and add color to the classroom.
- Teacher B: I ensure the ground rules are copied in to the first page of each student's exercise book, whenever the need arises, I'll refer my students to the first page.

2.3.3. Assessment and Feedback in Large Class Size

It is believed that regular constructive feedback is very important to the learning process (Shamim et al; 2007:54). He also added that feedback helps both learners and teachers monitor the development of understanding and identify areas where further work is needed to dispel misconceptions or consolidate learning.

2.3.3.1. Importance of Assessment and Feedback in Large Class

As it is discussed by Shamim (2007:56) assessment and feedback are often differentiated in terms of their purpose. Assessment usually refers to more formal ways of evaluating students' progress and achievement and is often linked to the awarding of marks or grades. In contrast, feedback provides more informal but more regular monitoring throughout the learning process. According to Shamim the importance of feedback and assessment stated as:

Feedback and assessment are an integral part of the teaching learning process. They allow learners to monitor their progress and achievement. At the same time, they help the teacher identify students who need further help and perhaps remedial work. Feedback and assessment

also allow teachers to monitor their own performance and suggest ways to revise and improve units of instruction (p.55).

2.3.3.2. Challenges of Assessment and Feedback in Large Class

One of the problems that students raise in large class is their view on assessment is the problem of transparency and fairness by teachers. On the other hand, teachers of large classes also mentioned the problem of students complaining about their marks. In addition they expressed frustration that, despite correction, students continued to make the same mistakes. However, the primary concerns of teachers were their inability to assess students' work as regularly as they would like. They feel stressed, frustrated and unhappy when they fail to check students' work. They feel guilty that they are not doing their job well (Ibid; 57). They generally summarize the problems as:

- Assessment is perceived as unfair by students. This is because of lack of transparency or lack of consistency, students may perceive assessment as being unfair.
- Students fail to act on feedback. This concern is not specific to large classes. Teachers express frustration that despite constant correction, students continue to make the same mistake.
- The volume of marking is overwhelming. Many teachers, and especially teachers of large classes, are stressed and frustrated by the amount of marking they face.
- Peer assessment may not be reliable: teachers are concerned about the quality of feedback students provide to their peers. In addition most teachers (and students) believe that assessing students' work is the job of the teacher.

Generally, assessment and feedback in large classes may be more challenging in large than in smaller classes. However, once clear assessment criteria have been agreed, peer assessment and self-assessment can be used to receive the burden on the teacher. In addition, once students are trained to give effective and supportive feedback to one another.

2.3.4. Instructional Materials/Facilities in Large Class Size

Physical learning environments or the places in which formal learning occur range from relatively modern and well-organized building to open air gathering place (UNICEF; 2000:5). Therefore, infrastructure included classrooms, study rooms, offices, toilet rooms, playing grounds, water and electricity, etc. According to Ministry of Education (MOE; 2002:18), school facilities include water, latrines, clinic, library, pedagogical center and laboratories. These materials are required to be proportional to the number of teachers and students in the school.

It has been noted that, school materials/facilities are critical for noticeable achievement of educational objectives at all levels. However, in most developing countries including Ethiopia, it is hardly possible to have such materials adequately. In this case, secondary schools of Ethiopia are characterized by shortage of instructional materials and other teaching equipment (Yohannis; 2005:50). Regarding this Tekeste (1990:49) has stated that textbooks are in short supply and in most subjects several students share the text books.

Instructional materials/ facilities enable to minimize the traditional teacher-centered method of teaching which is dominated by the talk and chalk. Availability of instructional materials in schools has the contribution in facilitating learning. The instructional materials are very useful to:

- Facilitate active learning

- Relate theory with practice
- Encourage relative thinking
- Effect students skill development
- Concretize abstract experiences
- Create the access to invisible realities
- Make learning more functional by increasing efficiency (Amare; 2000:2).

2.3.4.1. Challenges of Instructional Materials in Large Class

Teachers face challenges in preparation and production of instructional materials in several ways. Primarily, the preparation of instructional materials demands teachers' skill, time and care. Though teachers prepare with these problems inferior instructional materials will be laughed at by students and by other observers. Another challenge to the teacher is the competition to attract the attention of students. It is also a well known fact that talking in front of any audience gives the speaker a dominant position. When other instructional materials like visuals, models and films are used, they attract the attention of the students. All these problems are considered as they are obstacle for teachers in preparing and using instructional materials (Bridge and Zewdie; 2000:111).

2.3.4.2. Maximizing the Use of Available Resource in Large Class

As Shamim et al (2007:75) states the importance of maximizing available resources as follow:

In recent years student enrollment has increased rapidly in many countries of the world. However, the rise in student numbers has not been accompanied by a corresponding expansion in facilities and resources. As a result teachers are faced with large classes and very limited

resources to support their teaching. It is unlikely that this situation will be changed in the near future so we must look for creative solutions to maximize the use of the limited educational resources available.

Generally teaching large classes are hard work but, in the area of resource use, there are many opportunities as well as challenges. In particular the large and diverse group of students in a large class is a rich resource for the teaching learning process. As large class teachers develop creative solutions to combat limitations in resource availability they should derive a great deal of satisfaction from their accomplishments (Ibid: 85).

2.3.5. Students Involvement in Large Class Size

As mentioned by Shamim et al (2007:23), it is fundamental to the teaching learning process that students are engaged that they are 'on-task', listening actively and participating fully in discussions and other activities.

In any class, whether large or small, it is a challenge for the teacher to ensure that all students are actively engaged in the learning process. Classroom Dynamics is one of the reasons for students to lack involvement in the class. As Allwright (1996) cited in (Ibid: 24) some students arrive in class with an agenda other than learning. They probably position themselves at the back where they think they will not be seen. Here they may be passive, perhaps reading a book or doing home work for another class or they may be disruptive talking to their neighbors and distracting other students. Some other students may be passive because they are anxious. Other students may lack involvement because they are unclear about the purpose or the objectives of the class or because they have not heard the teachers' instructions clearly. And teachers focuses on only a few students or perhaps the teacher's style is to teach mainly from the front of the class and to

interact only with the most interested students who tend to sit in the front rows. Perhaps, the questioning style favors the few dominant students.

Although all these reasons for lack of involvement occur in small classes as well as large, they are obviously more acute in large classes due not only to the number of students but to their diverse backgrounds. As Sarwar (1994:202) cited in (Ibid:25) the number of students increases in large classes so does the diversity of learning style, levels and needs or expectations of students. The challenge for the teacher of large classes is to find ways to help each individual student maximize their learning, which is said to be individualization.

To address issues of students' involvement (Ibid: 37) large classes requires teachers to analyze the multiple reasons behind the lack of involvement and to develop strategies for addressing these. Pair and Group work are invaluable for increasing student involvement in large classes but to be effective, they must be well-planned and carefully managed.

2.4. Class size and Quality Education

Large classes are often perceived as one of the major obstacle to ensuring quality education. Indeed, there are many research studies that point to the disadvantages of large classes and advocate small classes as a factor to ensure quality education. In spite of this, large classes are a reality in many schools and many countries, often as a direct result of inadequate funding and the absence of political will to provide a sufficient number of teachers and classrooms that would ensure a quality education (UNESCO; 2006:5).

One of the effects of lack of funding for education is that fewer teachers are being hired and classes are getting bigger. We are often told that large classes result in lower quality education.

Vander wolf C.H (1996) argued that:

There are many published studies of the effect of different class size on student achievement. In very general terms, students perform somewhat better in classes with fewer than about 15 students but are not very consistent. Sometimes small classes are better; sometimes large classes are better; often there is no obvious difference between large and small classes. Over the range 16 to 40 students per class there seems to be no relation at all between class size and student achievement.

2.5. Principles of Teaching Large Class Size

Coleman (1989) cited in Shamim et al (2007:19-20), suggests moving from problems to devising principles for teaching in large classes. They suggest five specific, two general principles for rethinking teaching and learning in large classes. These are summarized below.

Coleman's principles for large class teaching

The General Principles are:

- Be realistic: this is to say that it is better to explore and focus on what can be done in large classes, instead of feeling guilty about what cannot be done.
- Give more responsibility to the learners. This principle suggests that sharing responsibility for learning with the learners instead of taking responsibility for everything that happens inside the class.

In addition, Coleman added other specific principles which suggest ways of sharing responsibility with the learner to address some of the common problems teachers face in large classes.

- Discomfort – organize learning in ways that takes the spot light away from the teacher. For instance, use pair and group work this will also allow the learners responsibility of their learning.
- Control- the teacher is not expected to control everything: share control of learning.
- Evaluation- teachers should not feel stressed about evaluating everything the learner produce learners can be encouraged to self assesses and checks their peers work.
- Individual attention –use activities that allow individual interaction between teacher and students.

2.6. Benefits of Optimum Class Size

Reduced class size has the highest importance particularly at secondary schools. Donald and Bernard (1955:2) as cited in Kumarra (2004:38) suggest as follows:

Individual pupils are apt to get more attention in small than in large classes and that the former provides a reasonable guarantee against educational accidents. Desirable classroom practices tend to be dropped when class size is increased and are added when class size is reduced.

Emphasizing this point, Aseidu (1981:3) stated that in a good climate, students not only work well but they also enjoy the work and so benefit from what they are doing. Thus, classes consisting of optimum size are considered to create a favorable environment for the students as well as for teachers.

Moreover, Tozel et al (1993:298) further explained the advantages of small class size. According to their view, in smaller classes interpersonal interactions are more, the condition which enables each student to get more attention both from the teacher and his/her classmates. Smaller classes are, therefore, warmer, friendlier and more satisfying than large one.

If class sizes are small, teachers will be able to closely supervise the progress of each student so that individual learners get more attention. Other writers like Lindgren and Suter (1985) identified the following advantages of small classes.

- Both teachers and students get the opportunity of employing greater variety of educational materials, methods and activities;
- The climate of the classroom will be friendly;
- Students volunteer more frequently to participate in learning-related activities;
- Teacher's behavior will be more related and good-natured.
- Small classes permit students to get more attention from their teachers and classmates. And also both teachers and students get more opportunity of using different educational materials, teaching methods and activities.

In addition, Vander Wolf (1996) stated that there are many reasons why teachers prefer small classes. Apart from the obvious fact that fewer students means fewer papers to mark, the current situation makes large classes unattractive in several different ways:

- It is harder to maintain order in a large class especially since teachers have no longer ineffective means of discipline unruly students.
- There are fewer textbooks available now than there were a few decades ago and teachers are expected to create individualized programs for each student.
- A third factor that makes large classes imperial for the teacher is the wide variation in student achievement that has resulted from rears of educational mismanagement.

CHAPTER THREE

3. Research Design and Methodology

3.1 Method

Descriptive survey design was employed with the assumption that it could help to collect vast information from large number of respondents. It was also believed that the design is relevant to gather detailed descriptions of the current challenges of teaching large class size and its prospects at secondary school level.

In this study, a quantitative approach was used so as to come up with adequate/proper findings qualitative approach was used to help quantitative one. Combining the two method approach (quantitative and qualitative) is helpful to come up with well-validated and substantiated findings (Creswell, 2003). As Merriam (1988) noted in Creswell (2003), collecting diverse type of data provides a better understanding of the research problem and is helpful to strengthen the reliability.

3.2 Sources of Data

For this study, the researcher used both primary and secondary sources of data. The primary sources of data included three groups. The first consists of teachers who were teaching in the sample schools and who were assumed experiencing the problems. The second were students of sample schools who could be affected by the large classes. Thirdly, school principals and educational supervisors of the sample woredas were used as source of data. In addition to these, classroom observations by the researcher were used.

The secondary sources used in this included annual education reports of the Woredas, Zone, regional and nation statistical education abstracts.

3.3 Sample Population and Sampling Techniques

This study was conducted in West Hararghe Zone that has a total of twenty first Cycle Secondary Schools (Grades 9-10) in its fifty Woredas'. Out of the total first cycle secondary schools, 25% of them were taken as a sample schools. Based on the last five years and the current pupil/section ratio, five schools whose pupil-section ratios are relatively high were selected purposively for this study. That is, the five sample schools selected for this study were whose pupil/section ratios are relatively above the zonal (78 students per section) and national ratios. It is believed that the situation in these schools could clearly show the current state of affairs and challenges of teaching large classes than the rest of secondary schools in the Zone.

Besides, out of 263 teachers in the sample schools, to make more reliable 165(60%) of teachers were chosen using simple random sampling technique. This technique was employed with the assumption that the technique is unbiased and gives equal chances to all teachers to be selected.

Regarding selection of sample students, out of 9423 students in the sample schools, 400(4%) students were selected for the study. As noted by Gay et al (2009:133), if the population size is beyond a certain point (about $N= 5,000$), the population size is almost irrelevant and a sample size of 400 will be adequate. After deciding this sample size, the researcher followed the following major steps. First, the number of students to select from each school was determined proportionally based on the total number of student population in each school. Secondly, students in each school were stratified as male and female students using gender as criterion for the stratification. In the third step, the researcher determined proportionally the number of male and female students to be selected from each school. Finally, using simple random sampling technique, student respondents were picked (selected) from each of the five schools.

With regard to the selection of school principals, vice-principals and Woreda educational supervisors, because of their limited numbers when compared to teachers and students, the researcher employed availability sampling and took all the available ones.

3.4 Data Gathering Tools

The instruments used to gather data were questionnaires, structured interview, observation and document analysis. With respect to this, Creswell (2003: 62) stated that employing multiple data collection instruments help the researcher to combine, strengthen and amend some of the inadequacies and for triangulation of the data. Accordingly, questionnaires were used as the main data gathering instruments where as structured interview, observation and Document Review were used to enrich the data obtained through questionnaires.

3.4.1 Questionnaires

Questionnaires were used to collect relevant and first hand information from informants' teachers and students. Teachers' questionnaire was prepared in English while students questionnaire was prepared in Afan Oromo to ease both teachers and students understanding of the issues and the type of information/data required for this study. Within the questionnaires, open and close ended questions were included. The researcher preferred questionnaires as the main data gathering instruments because it is easier to handle and simpler for respondents to answer within a short period of time. Besides, it allows respondents to respond to questions confidentially and independently without any interference so as to minimize biases because of the presence of other persons, though it limited further explanation on the question.

3.4.2 Interview

Structured interview was conducted with five principals and five supervisors in sampled secondary schools to enrich the data obtained through questionnaires. The reason why structured interview was used is that it is based on a strict procedure and a structured interview guide which is not as such different from open-ended questions.

3.4.3 Observation

To supplement and triangulate the information gathered through questionnaires, structured observation was used as data gathering instrument. The reason why structured observation was used is that it employs a formal and strictly organized procedure with a set of well-defined observation categories (ICDR, 1999:182). The observation checklist consists of items that focus on the teaching methods, student involvement, and classroom management, students' misbehavior in a classroom, and instructional material/facilities.

3.4.4 Content Analysis

Document analysis was also used to gather necessary information about class size to strengthen the data obtained through questionnaires. Due to this reason, Woreda statistical report, Zone's statistical reports and Regional and National statistical abstracts were used as documents. With respect to this, Best and Kahn (1989:25) stated that document analyses are important and relevant sources of data and useful in yielding information and exploring educational practice.

3.5 Procedures of the Study

Before the actual data collection, the tools initially prepared by the researcher were given to the research advisor in order to comment the extent to which the items were appropriate in securing

relevant information for the research, and to make amendment when necessary. Following the comments given by the advisor, and after incorporating the comments, a pilot test was carried out in Mesela Secondary School which has the same status with sample schools and two questions were amended and one item was canceled out. Furthermore, to check the quality of the instruments and to avoid ambiguity in language construction, two English teachers were used to check and correct and clear ambiguities related to the language. Through these procedures, the questionnaires were made free from errors and ambiguous items were removed. It was after all these steps that the researcher dispatched the questionnaire and started the data collection process.

3.6 Data Analysis

The quantitative data obtained from the questionnaires were categorized and tabulated taking into account the basic items involved in the questionnaire and the basic research questions. After this, the analysis and interpretation were made with the help of percentage and mean scores. The qualitative data from interview and observation were organized into meaningful themes and narrated to support the quantitative data. Moreover, the interpretation was supported with the reviewed related literature. In all cases, the analysis and interpretation was made in relation to the basic questions of the study.

CHAPTER FOUR

4. Presentations and Analysis of Data

This chapter is concerned with the presentation and analysis of both qualitative and quantitative data collected from teachers, students, school principals, school vice principals, school supervisors and classroom observations through questionnaire, interview, document analysis and observation.

From a total of 420 students' and 170 teachers' questionnaires distributed, 400 and 165 were properly filled by student and teacher respondents and returned respectively. Structured interviews were conducted with 5 principals and 5 school supervisors and 10 observations of 8 different lessons were conducted. In addition to these, document analysis was also made. The analysis of data was based on the responses obtained from these groups of respondents, observations and documents reviews.

4.1 Characteristics of the Respondents

Table 1: Personal Information of Student Respondents

sex				Age										Grade				Family's Occupation							
male		female		11-15		16-20		21-25		26-30		Above 30		9 th		10 th		Govt's		farming		mercha		Others	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
274	68	126	32	104	26	234	58	50	13	12	3	-	-	227	57	173	43	98	24	243	61	47	12	11	3

As indicated at the beginning of this chapter, a total of 400 students were involved in the study.

Table 1 shows that 274(68%) of the student respondents are male, while the rest 126(32%) are females. Concerning the age of respondents, 104(26%) of the students are between the age of 11-15 years; two hundred forty three (58%) and 50 (13%) of them are between the age category of 16-20 and 21-25 years respectively. The remaining 12(3%) student respondents are between the ages of 26-30 years. From this data, one could understand that there is a wide variation among

students' respondents with respect to their ages, though the official school age for secondary first cycle is 15-16 years in Ethiopia (OESAA; 2001:48).

With regard to grade level 227(57%) student respondents are from grade nine while the remaining 173(43%) are from grade 10. Pertaining to family's occupation of student respondents, 98(24%) are government employees. 243(61%) are farmers, 47(12%) are merchants and 11(3%) of them are working in private sectors. This means, majority of the families (61%) are farmers followed by government employees that accounted for (24%) of student families.

According to the above data one can conclude that the majority of students came from lower socio-economic status. Lingren and Suter (1995; 297) explained that large class size greatly harms students of low ability and those from lower socio-economic status owing to the lesser support they get from their families. Such students need more help from teachers in order to cope up academically with other students.

Table 2: Personal Information of Teachers, Principals and School Supervisors

samp	sex		Age							Qualification						Service years														
	male		femal		18-22 yrs		23-27		28-32		33-37		Above 37		TTI	Diplo	Degree	1-5		6-10		11-15		16-20		Above 20 yr				
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
Teach rs	122	74	43	26	21	13	43	26	52	31	31	19	18	11	-	-	11	7	154	93	27	16	45	27	54	33	24	15	15	9
Princ als super sors	10	100	-	-	-	-	-	-	5	50	4	40	1	10	-	-	-	-	10	100	-	-	2	20	4	40	4	40	-	-

As shown in Table 2, 122(74%) teacher respondents, 10(100%) principals and school supervisors are males. Females account for 26% of the total teacher respondents. Regarding the age of the respondents, 21(13%) teachers were between the age of 18-22; 43(26%) of the teachers were

between 23-27 years of age. The age of 52 (31%) teachers and 5(50%) principals and supervisors fell in the age category of 28-32 years while 31(19%) teachers and 4(40%) principals and supervisors were between the ages of 33-37 years. Only 18(11%) teachers and one principal/supervisor were above 37 years.

In relation to their qualification, 11(7%) teachers' respondents had college diploma. The remaining teacher respondents i.e., 154(93%), and all (100%) principals and supervisors had first degree. This data indicates that still there are under qualified teachers who are teaching in the first cycle secondary education level for which they were not trained. As noted by Ayalew (2002:72), it is impossible to expect quality education in the absence of well qualified teachers.

Experience wise, 54(33%) teacher respondents and 4(40%) principals and supervisors have served for 11-15 years while 27(16%) of the teacher respondents have served for 1-5 years. Those teachers and principals/supervisors who served for 6-10 years account for 27% and 20% respectively. Very few teachers (15%) and about half of the principals and supervisors (40%) have served for 16-20 years. The remaining 15(9%) teachers have served above 20 years.

Table 3: Grade level teachers currently teach and their work loads

Grade level						Work load per week									
9 th		10 th		Both Grade		6-10 perio		11-15per		16-20 periods		21-25 period		Above 25	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
67	40	39	24	59	36	-	-	13	8	36	22	90	54	26	16

As it is indicated in table 3, 67(40%) of teacher respondents were teaching in grade nine; 39(24%) of them were teaching grade ten and 59(36%) of them were teaching in both grade 9 and 10. This shows us that teachers need more time for preparations in teaching two grade levels. Concerning the work load, 13(8%) of teacher respondents responded that they were teaching for 11-15 periods per week; 36(22%) of them responded that they were teaching for 16-20 periods per week; 90(54%) of them had a weekly teaching load 21-25. Still 26(16%) teachers indicated

that they were teaching above 25 periods per week, though the rules and regulations of teachers concerning teachers' period load obliged teachers to hold periods up to 30 per week. This seems difficult for teachers to perform effective and efficient teaching in all classrooms. In general, this data implied that teachers feel tired and have difficulty in getting spare time for tutorial classes and related activities.

4.2 Analysis of Data Pertaining to Large Class Size

Table 4; Students' and Teachers' Responses Concerning Class Size

No	Items	Respondents			
		Students		Teachers	
		N	%	N	%
1	The average number of students in your class?				
	• 50	-	-	-	-
	• 60	-	-	-	-
	• 70	95	22	38	23
	• 80	194	48	73	44
	• Above 80	121	30	54	33
	Total	400	100	156	100
2	Do you think that you are learning/ teaching in large class?				
	• yes	328	82	161	98
	• No	72	18	4	2
	Total	400	100	165	100

As can be seen from Table 4 item 1, 194(48%) of students and 73(44%) of teacher respondents showed that their class accommodate 80 students per class. 121(30%) of students and 54(33%) of teacher respondents showed that their class accommodate above 80 students per classes. Ninety five (22%) of students and 38(23%) of teachers replied as their class accommodate 70 students per class. Therefore, the majority respondents (78% students and 77% of teachers) indicated as their current class size is 80 and above per section.

In relation to item 2, 328(82%) of students and 161(98%) of teachers believed the current number of students in a classroom was large. On the contrary, 72(18%) of students and 4(2%) of teachers considered as the class size is not large.

Table 5: Factsheet on Student: section ratios of Sample schools

No	Name of Sample Schools	Pupil: Section ratios	Text:Student ratio
1	Hirna Secondary School	91	1:2
2	Charchar Secondary School	89	1:1
3	Gelemso Secondary School	85.7	1:2
4	Badessa Secondary School	85	1:1
5	Gemechis Secondary School	82	1:2

Source: Record office of each school

As it can be seen from the above table in all sampled secondary schools the number of students per section is above 80. One of the reason for this was large number of students were enrolled in these schools.

In addition, 5 school supervisors and 5 principals in their interview replied that above 80 students were accommodated per section in the sample schools. Moreover, documents from woredas and zone educational office also revealed as the current class size of sample schools above the ratio of zone (78).

Generally, from the above discussions, one can conclude that students of 80 and above per sections were observed and this is believed to be large, Since the standard set for Ethiopian secondary schools recommends a class size of 40 students per section (OESAA; 2001:92).

4.3 Teaching Methodologies

Table 6: Teachers' Responses Concerning Teaching Methodology

No	Item	Respondents	
		Teachers	
		N	%
1	Did you take methodology course in relation to secondary school teaching?		
	• yes	157	95
	• No	8	5
	Total	165	100
2	If 'yes', did the course include how to teach large class?		
	• yes	25	16
	• No	132	84
	Total	157	100

In item one of the above table, teachers were asked whether they did take methodology course in relation to secondary school teaching. Accordingly, 157(95%) of teachers replied that they have taken the methodology course dealing with secondary school teaching while only 8(5%) of them indicated in their responses that they did not take the course. This implies that there were some teachers teaching in the sample secondary schools without taking professional course required to develop the know-how of teaching in secondary schools.

On the other hand, from those who replied 'yes' for item 1, 25(16%) teachers said that the course included "how to teach in large classes" while majority of the teachers, that is 132(84%), replied that the course didn't discuss specifically "how to teach large classes". To sum up the above discussion, though many of the teachers have taken the course methodology, it seems that the issue of "teaching in large classes" didn't get much attention regardless of the actual challenge trainees/teachers may face when they join the world of work.

4.4 Methodologies to be used in Large Classes

Table 7: Responses regarding techniques/methods used in large classes

No	Items	Respondents													
			Students, N=400					M1	Teachers, N=165					M2	GM
			AU	FU	UD	RU	NU		AU	FU	UI	RU	NU		
1	Long lecture	f	154	188	23	35	-	4.04	101	62	2	-	-	4.58	4.31
		%	38	47	6	9	-		61	38	1	-	-		
2	Long lecture plus discussion	f	143	87	22	69	79	3.3	54	73	-	27	11	3.8	3.55
		%	36	22	5	17	20		33	44	-	16	7		
3	Whole class discussion	f	17	41	-	103	239	1.73	9	15	11	53	77	1.94	1.83
		%	4	10	-	26	60		5	9	7	32	47		
4	Small class discussion	f	28	49	12	115	196	1.9	10	22	13	20	100	1.92	1.91
		%	7	12	3	29	49		6	13	8	12	61		
5	Role play	f	-	14	-	53	333	1.2	-	-	45	32	88	1.73	1.46
		%	-	4	-	13	83		-	-	27	20	53		
6	Demonstration	f	61	76	44	99	120	2.64	17	28	2	70	48	2.36	2.5
		%	15	19	11	25	30		10	18	1	42	29		
7	Question and answers	f	54	70	7	159	110	2.49	16	25	5	103	16	2.5	2.49
		%	13	17	2	40	28		10	15	3	62	10		

N.B, AU= Always used; FU= frequently used; UD= Undecided; RU =rarely used; NU = not used at all

Table 7 presents the responses of both students and teachers concerning the methods used in their instructional processes of large classes. Accordingly, majority of the students (85%) and almost all teachers (99%) reported that long lecture is always used as their instructional method. However, only 23(9%) students and only 2 teachers couldn't decide regarding the extent to which long lectures are used. The mean values calculated for the responses of students and teachers were 4.04 and 4.5 respectively. Besides, the Grand mean (4.31) is greater than the ideal mean (3.00). From the views of majority of the respondents and the calculated Grand mean, it seems that teachers use long lecture always in their instructional processes.

Likewise, item 2 of the same table shows that the majority of respondents, that is, 156(39%) and 127(77%) of students and teachers respectively, responded that teachers use long lecture with discussion method frequently in their instructional processes. Still, 148(37%) and 38(23%) of students and teachers indicated that teachers don't used this method. The mean values of their responses were also found to be 3.3 and 3.8 for students and teachers respectively. Moreover, the Grand mean (3.55) which is above average seems to indicate frequent use of the method in the instructional processes.

The interview made with teachers, and principals and supervisors assured that long lecture and lecture with discussion are methods usually used by teachers in their instructional process.

On the other hand, responses to item 3 of the same table reflected that majority of the students (86%) and teachers (79%) noticed that whole class discussion method is not used in their classes.

In contrary to this repose, 58(14%) of student and 24(14%) of teacher respondents indicated that whole class discussion method is used in their instructional processes either always or frequently.

The mean values of both students and teachers are 1.73 and 1.94 respectively. In addition, the

Grand mean (1.83) is less than the ideal mean (3.00) indicating the very rare use of whole class discussion method.

In the same way, responses to item 4 of the same table showed that teachers didn't apply small group discussion method as their teaching method as evidenced by the responses of 311(78%) and 120(73%) student and teacher respondents respectively. Only 77(19%) and 32(19%) of students and teachers respectively replied that teachers use small group discussion method either always or frequently. The Grand mean (1.91) of student and teacher response is less than the ideal mean indicating that teachers in the sample schools do apply small group discussion method rarely.

Concerning item 5 of table 7, 386(96%) of students and 120(73%) of teachers in their responses replied teachers use role playing as a method of teaching either rarely or not at all . Only 14(4%) of students replied their teachers use this technique while 45(27%) of teachers were unable to decide whether the teachers apply this technique or not. Since the Grand mean (1.46) of student and teacher response is less than the ideal mean (3.00), it can be concluded that teachers are not using this technique at all.

For item number 6 in the same table, 219(55%) and 118(71%) of students and teachers indicated in their responses that teachers either do not or rarely use or apply demonstration method in the teaching-learning process. On the other hand, 137(34%) and 51(28%) of students and teachers reflected that the method is employed always or frequently in the instructional process. The rest of respondents, (11% of students and 2 teachers) couldn't decide the extent to which demonstration method is used in teaching. The mean value of students (2.64) also shows that students could not decide if they are learning with demonstration method of teaching. But the mean value of teachers (2.36) is less than the ideal mean. The Grand mean (2.5) indicates that

teachers use demonstration method of teaching rarely in their instructional process of large class which it would have allowed students to see and hear what they are learning before trying it themselves.

For the last item of the same table, 269(68%) and 119(72%) students and teachers respectively reported that teachers did not used questioning and answering method. However, 124(30%) and 41(25%) students and teachers indicated in their responses teachers use questioning and answering method of teaching always/frequently. Still very few students (2%) and teachers (3%) could not decide whether or not teachers used the method. The mean values of students and teachers are (2.49 and 2.5) respectively. From this, the Grand mean (2.49) which is less than the ideal mean. Hence, the above discussion and the mean values could lead to the generalization that teachers use questioning technique of teaching very rarely in the instructional processes of large classes.

To get further ideas regarding the active learning techniques used in the teaching-learning process, teachers were asked to show the extent to which the following techniques were employed and the responses are organized as follows.

The interview made with principals and supervisors and classroom observations indicated that teachers were used lecture and lecture with discussion in almost all their teaching learning process. However, methods like whole class discussion, small class discussion, and role playing and demonstration method of teaching were used very rarely or not all.

Table 8: Teachers' responses concerning some other teaching technique/methods preferred

No	Items	Respondents						M1
		Teachers N=165						
		AU	FU	UD	RU	NU		
1	Buzz group discussion	f	-	-	15	39	111	1.41
		%	-	-	9	24	67	
2	Jigsaw group	f	-	-	31	58	76	1.72
		%	-	-	19	35	46	
3	Case study	f	-	-	6	19	140	1.18
		%	-	-	4	11	85	
4	Project method	f	14	9	13	47	82	1.94
		%	9	5	8	28	50	
5	Think pair share	f	-	-	-	33	132	1.2
		%				20	80	
6	One minute paper	f	-	25	2	62	76	1.85
		%	-	15	1	38	46	

Table 8 depicts the responses of respondent teachers concerning active learning techniques used in their instructional processes. Responses to item 1 indicate that 150(91%) teacher respondents do use buzz group discussions rarely or not at all in the teaching learning process while the remaining few teachers (9%) couldn't decide that whether or not buzz group are discussions used. The mean value (1.41) of teachers' response is less than the ideal mean. This may imply that teachers never used buzz group discussion or use it very rarely in teaching large classes.

Concerning the use of "jigsaw group" (item 2 of the same table), majority of the teachers; 134(81%), revealed that teachers don't use at all jigsaw grouping in teaching-learning process or use it rarely. On the other side, 31(19%) of teacher respondents couldn't decide regarding the use of this technique. The mean value of teachers' response for this item is 1.72 which is less than the ideal mean (3.00). From this, one can conclude that jigsaw grouping technique was used rarely by teachers of sample schools in the teaching learning processes.

In the same way for item 3 of the same table, 159(96%) of teacher respondents reported that teachers didn't use case study technique of teaching. However, the remaining teacher

respondents (4%) showed that they were unable to decide whether or not teachers used this technique. The mean value for this item is 1.18 which is less than the ideal mean (3.00). This could lead one to conclude that teachers are not using case study technique either always or frequently in the instructional process of large classroom in sample schools.

Regarding item 4 of the same table, 129(78%) of teacher respondents said in their responses that teachers are not using project method of teaching either frequently or always. In contrary to this, 23(14%) of teacher respondents indicated that teachers use this method either frequently or always. However, 13(8%) of teachers couldn't able to decide if the method is used or not. The mean value of 1.94 which is less than the ideal mean (3.00), generally depicts that teachers in the sample schools use project method either rarely or not at all in the teaching learning process.

In the same manner, think-pair-share and one minute paper methods were rated by the respondents. The mean values for think-pair-share and one minute paper methods were found to be 1.2 and 1.85 respectively, indicating that teachers use both techniques very much limited.

To the open ended question that asked about utilization teaching methods, most teacher respondents indicated that lecture method is dominantly utilized while lecture plus discussion, demonstration methods and questioning techniques and the like are also rarely utilized. On the whole, it is possible to conclude that though educators with constructivist view suggest techniques such as small group discussions, peer assessment, and other techniques that involve group learning in large classes, in the area under discussion it seems that classroom teaching is dominated by teachers' lectures.

Table 9: Observation checklist for teaching methods

No	Items	A	ST	R	NA
1	Teachers facilitates the instructional process	10	-	-	-
2	The learner listen to the teacher talk	6	3	1	-
3	The teacher talks much, most learning and teaching process was led by teachers	9	1	-	-
4	Teaching was directed to whole class	-	7	3	-

N.B AL=Always, ST=Sometimes, R=Rarely, NA=Not at all

Similarly, 100% researcher's classroom observations in sample secondary schools proved that teachers always facilitate the instructional process and most learning and teaching process. In 60% of the classroom observations proved that students always simply listen to the teachers talk rather than to be involved in the classroom interaction. Almost in all the classroom observation observed that teachers talk much and teaching and learning process led by teachers. Moreover, it is in 70% of observations that teachers directed their teaching to the whole class "sometimes". From the above discussion one conclude that teaching was held and activities were facilitated by teachers which was completely teacher-centered method of teaching.

In general, teacher centered method of teaching is dominant in the sample secondary schools of West Hararghe zone. In relation to this, as it was already explained (CDTL;2006) that a major challenge that one often encounters when teaching a large class is how to engage the students in active learning throughout the lesson as students tend to be passive in the learning process especially in a lecture theatre. Using the monologue way to teach large class size does not attract students to attained class. In line with the above ideas, Desta (2001:9) stated that, some people agree that lecture method if properly handled by experienced teachers can give students the necessary knowledge. However, many scholars in the field of pedagogy emphasize its disadvantages rather than its advantages.

4.5 Problems of Teaching Large Class

Table 10: Students' and Teachers' responses concerning problems of teaching large classes

No	Items	Respondents			
		Student		Teache	
		N	%	N	%
1	Problems encountered as a result of large classes				
	• Lack of communication	23	6	17	10
	• Difficulty to identify students with special need	35	9	39	24
	• Problem of classroom management	127	32	49	30
	• Suffocation problems	48	12	15	9
	• Inability to provide feedback and assessment	167	41	45	27
2	what is/are the sources of the problems				
	• Being large class	166	42	89	54
	• The method of teaching	97	24	48	29
	• Lack of commitment	101	25	17	10
	• Lack of master of subject matter	36	9	11	7

Table 10 item I discussed problems created as a result of teaching large classes. For this item, 167(41%) and 45(27%) of student and teacher respondents indicated that inability to provide feedback and assessment was one of the major problems observed. One hundred twenty seven (32%) of student and 49(30%) of teacher showed in their responses that classroom management was the second major problems observed in teaching large classes.

In addition, difficulties to identify students with special problems and lack of communication were rated 35(9%) and 23(6%) by students and 39(24%) and 17(10%) by teachers respectively as problems observed in teaching large classes. From the above discussion, one can understand that inability to provide feedback and assessment, difficulties to identify students with special problems, lack of communication and suffocation problems were observed in the instructional processes of teaching large classes.

Item 2 of the table under discussion, 166(42%) of student and 89(54%) of the teacher respondents said that many of the problems were occurred as a result of large numbers of students. Ninety seven (24%) of

students and 48(29%) of teachers indicated the problems were a result of lack of skills in selecting variety of teaching methods to teach large class size. Desta (2001) explained that, “methods are means of conveying ideas and skills to impart and acquire a certain subject matter in a more concrete and comprehensive way.” In line with this idea, Branders and Ginnis (1986:27) stressed that teachers create exercise and tasks and decides when, where, how and even why things are to be done. Moreover, lack of commitment by teachers and lack of mastery of subject matter by teachers were identified as sources of the problems in large classes.

Table 11: Responses concerning problems in teaching large classes

No	Items	Respondents													
			Students, N=400						Teachers, N=165						GM
			CI	SI	NN	SA	CA	M1	CI	SD	NN	SA	CA	M2	
1	Class size hampered effective Communication in my class.	f	28	47	66	163	96	3.7	15	23	21	47	59	3.67	3.68
		%	7	12	16	41	24		9	14	13	28	36		
2	Class size created lack of individual attention from teachers in my class.	f	50	37	49	164	100	3.56	6	10	4	95	50	4	3.78
		%	13	9	12	38	25		4	6	2	58	30		
3	Class size created difficulty to identify Students with special needs in my class.	f	22	63	84	112	119	3.6	2	13	-	47	103	4.43	4.01
		%	5	16	21	28	30		1	8	-	29	62		
4	Class size created problem of movement in my class.	f	-	23	17	181	179	4.29	7	17	24	80	37	3.62	3.95
		%	-	6	4	45	45		4	10	15	49	22		
5	Class size resulted in suffocation in my Class.	f	47	51	68	96	137	3.55	13	29	-	75	48	3.7	3.6
		%	12	13	17	24	34		8	18	-	45	29		

N.B CD=Completely Disagree, SD=Slightly Disagree, NN=neither Agree Nor Disagree, SA= Slightly Agree, CA= Completely Agree,

As shown in Table 11: in their responses to item number 1, 65% and 64% of students and teachers reported that class size negatively affect effective communication respectively. The mean values of responses of students and teachers were 3.7 and 3.67 respectively. Besides, the Grand mean (3.68) indicates that respondents were slightly agreed to the item under discussion. Therefore, it can be concluded that effective communication is hampered by presence of large number of students in classes of sample schools.

Likewise, majority of the students (63%) and teachers (88%) reported that large class size created lack of individual attention from teachers. The mean values of responses of students and teachers were found to be 3.56 and 4 respectively. The Grand mean is 3.78 indicating the lack of individual attention owing to large class size.

Similarly, 58% and 91% of students and teachers respectively indicated that the current number of students in a class created difficulties to identify students with special problems in their class. Consequently, the Grand mean of responses of students and teachers was found to be 4.01 which lies above the ideal mean (3.00). This lead one to conclude that class size created difficulties in identifying students with special problems in the learning process in sample schools.

Moreover, the majority of respondents, 90% of students and 71% of teachers, remarked that large classes created problem of movement in their class. The Grand mean (3.95) of this item for students response and teachers response is above the ideal mean (3.00), indicating strong agreement of respondents with the item which reads "class size created problem of movement in my class".

Finally, 58% and 74% of students and teachers rated item 5 that read "class size resulted in suffocation in my class" as "Slightly Agree" and "Completely agree". The mean values of responses of students and teachers were 3.55 and 3.7 respectively. The Grand mean (3.6) mirrors respondents' slight agreement that large class size resulted in suffocation.

From open ended questions and interviews conducted with principals and school supervisors it was noted that efficient organization of class activities, maintaining classroom discipline, scarcity of learning resources and proper use of instructional time were challenging in the sample schools. In line with this idea, Shamim et al; (2007:13-14) identified lack of adequate space for movement and large number of small group discussion; inadequate attention from the teachers and inconveniencies as challenges that

could be faced in teaching large classes. Regardless of the challenges, it is imperative to make ones classroom as pleasant working environment as possible by using different strategies that could be applied in large classes.

4.6 Students' Involvement in Large Class

Table 12: Responses concerning students' involvement in large classes

No	Items	Respondents													
		Students, N=400							Teachers, N=165						
		CD	SD	NN	SA	CA	M1	CI	SD	NN	SA	CA	M2	GM	
1	Class size curtailed students' involvement in the teaching Learning in my class.	f	43	67	51	98	141	3.56	15	27	3	64	56	4.02	3.79
		%	11	17	13	24	35		9	16	2	39	34		
2	Reasons for students lack involvement														
	Classroom dynamics	f	88	74	115	68	55	2.8	25	30	33	37	40	3.2	3
	%	22	18	29	17	14	15		19	20	22	24			
	anxiety	f	31	21	10	134	204	4.1	11	9	3	43	99	4.2	4.15
		%	8	5	3	33	51		7	5	2	26	60		
	Purpose or task unclear	f	29	23	14	130	204	4.1	8	12	3	46	96	4.2	4.15
		%	7	6	4	32	51		5	7	2	28	58		
	Teachers Focus only few student	f	20	32	18	120	210	4.1	10	10	6	46	90	4.1	4.1
		%	5	8	4	30	53		6	6	4	28	56		
	Teaching learning method	f	18	25	9	164	184	4.1	15	19	-	61	70	3.92	4.04
		%	4	7	2	41	46		9	12	-	37	42		

N.B CD=Completely Disagree, SD=Slightly Disagree, NN= neither Agree nor Disagree, SA= Slightly Agree, CA= Completely Agree,

As can be seen from Table 12 item 1, 59% of students and 73% of teachers assured in their responses that students' involvement in the teaching-learning process was curtailed by the presence of large number of students in a class. Only 28% and 25% of students and teachers respectively opposed that class size affected students' involvement in their locality. The calculated mean values for students and teachers responses were found to be 3.56 and 4.02 respectively. The Grand mean (3.79) which lies above the ideal mean (3.00) show that the respondents slightly agreed that class size curtailed students' involvement in the teaching

learning processes in the area under study. This result resembles with other studies conducted by Cuseo, J (2007) proved passive students' involvement in learning process on the same issue.

As table 12 item 2 depict various reasons for students lack involvement in the learning processes. As a result, 84% of students and 86% of teachers noted that anxiety was one of the reasons for students lack involvements in large class. In addition, the Grand mean (4.15) shows slight agreement to anxiety as a reason for students lack involvement. In line with this idea, Shamim et al (2007:25) underlined, "students may feel uneasy speaking, and perhaps making mistakes in fronts of their peers." Eighty three percent of students and 84% of teachers rated teaching learning method as a reason for students' lack involvement. The Grand mean (4.04) also shows the respondents replied as "Slightly Agree". This implies method of teaching used by teachers were methods that do not consider students involvement. In relation to this Emil J,Berger (1973) as cited in (Getahun,1990:9) most teachers of large class uses teacher-centered methods of teaching which allow one way instruction and that do not give a chance to be involved in the teaching learning processes.

In addition, the 83% students and 86% teachers rated as they slightly agree to purpose or task unclear contributed for students' lack involvement in the learning process.. From the mean values of students and teachers (2.8 and 3.2) possibly one understands that respondents could not decide that classroom dynamics contributed for students lack involvement. Moreover, the Grand mean (3) indicate as respondents unable to decide if classroom dynamics contributes for students' lack involvement.

However, the interview conducted with principals and supervisors and classroom observations clearly proved as all the above reasons have their own contribution. In relation to this, as it was already mentioned in chapter one of this study, some students come to class with different

agenda other than learning (Allwright;1996) cited in (Ibid), they position themselves at the back where they think they could not be seen and something different like doing homework for another class, or disruptive-talking to their neighbors. Students may neglect themselves from the lesson when they are unclear about the purpose or the objective of the class.

4.7 Classroom Management in large Class

Table 13: Teachers' responses concerning classroom management

No	Items	Respondents	
		Teachers	
		N	%
1	Did you take classroom management course that include ways of managing large class?		
	• yes	140	85
	• No	25	15
	Total	165	100

As table 13 depicts, teachers were asked whether or not they have taken classroom management courses focusing on large classroom management. As a result, 85% of them noted that they have taken the course while 15% of them reported that have not taken the courses used to manage classroom. Although large numbers of teachers have taken the course, unbelievably around 15% of the teachers didn't take the course that includes managing large class. Hence, teaching in large class without taking some aspects of large class management may affect students' participation and interactions which in turn may affect quality of education.

4.8 Disciplinary Problems

Table 14: Teachers and students responses on disciplinary problems

No	Items	Respondents													
			Students, N=400						Teachers, N=165						
			CD	SD	NN	SA	CA	M1	CI	SD	NN	SA	CA	M2	GM
1	Class size created disciplinary problems in my class	f	23	44	19	201	113	3.85	9	11	14	50	81	4.1	3.97
		%	6	11	5	50	28		5	7	9	30	49		

N.B CD=Completely Disagree, SD=Slightly Disagree, NN= Neither Agree Nor Disagree, SA=Slightly Agree, CA= Completely Agree,

The above table reveals the impact of class size on classroom disciplinary problems. As a result, 78% of students and 79% of teachers showed in their responses that class size increased disciplinary problem. Only 17% of students and 12% of teachers indicated that class size did not increase disciplinary problems in the classes. The mean values are 3.85 and 4.1 both students and teachers respectively. The Grand mean (3.97) confirmed that in the sample schools class size increased disciplinary problems in class.

Table 15: Respondent's responses on critical disciplinary problems

No	Item	Respondents			
		Students		Teachers	
		N	%	N	%
1	The most common disciplinary problems in your class?				
	• Off-task activities	43	15	10	7
	• Student-teacher/ student-student conflict	21	7	15	11
	• Disrupting others	91	31	34	25
	• Ignoring rules	107	36	62	36
	• Failing to complete assignments	32	11	14	10
	Total	400	100	165	100

As shown in table 15, 107(36%) and 62(36%) of students and teachers respectively rated ignoring rules as the most common disciplinary problem in their class while 91(31%) of students and 34(25%) of teachers replied that disrupting others was the most common problem in their class. Still, off-task activities were rated by 43(15%) students and 10(7%) teachers as critical disciplinary problem. Finally, failing to complete assignments and student-teacher/ student-student conflict were rated as common disciplinary problems in classrooms by 53(18%) students and 29(21%) teachers respectively.

Besides, in response to pen-ended questions and interview question respondents indicated that cheating during exams; showing hostility/unfriendly and being aggressive, insulting teachers and administrative workers in their schools were other frequently happening problems in their school compounds.

Table 16: Observation results for students' misbehavior in classroom

No	Item	Always	Some times	rarely	Not at all
1	Talking back	6	3	1	-
2	Talking without raising hands	8	2	-	-
3	Getting out of seat	3	5	2	-
4	Disrupting others in a class	6	2	2	-
5	Sleeping in the class	2	2		6
6	Do unrelated works	-	4	6	-

The researcher's classroom observation in the sample secondary schools proved that in 6(60%) of classroom observations students were found always talking back during the instructional process and in 30% of classroom observations that students sometimes talk back.. In 8(80%) classroom observations, students were talking without raising hands. In the rest observation classes, it was sometimes that students talk without raising hands. In addition, 6(60%) of classroom observations, students were observed disrupting other students in their classes. In 5(50%) and 4(40%) of classroom observations, some students were getting out of their seat and do works unrelated to what they were learning respectively. Sleeping in the classes was also observed in few (two) of the afternoon classroom observations.

Generally, most of the problems observed in the sample secondary schools could be categorized under disciplinary problems and lack of cooperation, which makes the instructional process difficult. In relation to this, (MOE, 2004:28) stated that it is very important to have a positive social atmosphere in a classroom. The teaching learning process demands certain rules and regulations that have to be maintained by the students, the teachers and in general by all the school community.

4.9 Feedback and Assessment

Table 17: Teachers' and students' responses concerning feedback and assessment

No	Items	Respondents														
			Students, N=400						Teachers, N=165						M2	GM
			CD	SD	NN	SA	CA	M1	CD	SI	NN	SA	CA			
1	Teachers don't give assignments frequently	f	40	51	48	149	112	3.6	12	38	5	39	71	3.6	3.6	
		%	10	13	12	37	28		7	23	3	24	43			
2	Teachers don't assess students activities frequently	f	-	-	7	278	115	4.2	11	20	-	43	91	4.1	4.15	
		%	-	-	2	69	29		7	12	-	26	55			
3	Teachers don't give feedback	f	52	63	25	123	137	3.57	8	22	8	69	58	3.87	3.72	
		%	13	16	6	31	34		5	13	5	42	35			

N.B CD=Completely Disagree, SD=Slightly Disagree, NN= Neither Agree Nor Disagree, SA= Slightly Agree, CA= Completely Agree,

As shown in table 17, response to item 1 illustrate that 66% of students and 67% of teachers indicated that teachers don't give assignments frequently. Whereas 23% of students and 30% of teachers reported that they give assignments frequently to students. The mean values for both students and teachers responses is 3.6 that lies above the ideal mean (3.00) which may lead one to conclude that in the sample schools respondents slightly agreed that they don't give assignments frequently.

Similarly, 98% and 81% of students and teachers respectively reported that they were in favor of item 2 of the same table. But, 19% of teachers showed their opposition against item under discussion. The mean values for the responses of students and teachers were found to be 4.2 and 4.1 respectively. The Grand mean (4.15) is above the ideal mean value. The discussion brings one to say respondents in the sample schools slightly agreed that teachers don't assess students' activities frequently in the instructional processes of large class.

Finally, in response to item 3 of the same Table, 65% of students and 77% of teachers indicated that teachers don't give feedback for activities given by them. In contrast to this, 29% and 18% of students and teachers showed in their responses that teachers give feedback for students. The

mean values for students and teachers responses were 3.57 and 3.8 respectively. The Grand mean (3.72) lies above the ideal mean. This brings one to conclude that respondents slightly agreed that teachers in the sample schools don't give feedback. In line with this, (Shamim et al;2007:61) state, " most large class teachers are overwhelmed by the amount of marking they face and are frustrated that they are unable to give regular feedback to all students."

Table 18: Reasons for inadequate feedback and assessment

No	Item	Respondents			
		Students		Teachers	
		N	%	N	%
1	Reasons for teachers lack to give adequate feedback assessment				
	• Number of students are very large	140	35	58	35
	• Shortage of time	57	14	44	27
	• Lack of time and number of students	203	51	63	38
	Total	400	100	165	100

Table 18 illustrate reasons as why teachers inadequate assessment and feedback. Accordingly, 51% and 38% of responses of students and teachers respectively showed that the main reasons for the inadequate assessment and feedback were both shortage of time and number of students in classes that made teachers to give inadequate feedback and assessment for all students.

However, for 140(35%) of students and 58(35%) of teachers responded class size was the main reason for the inadequate feedback and assessment. For the remaining teachers (27%) and students (14%) time was the main reason for teachers' inadequate feedback and assessment. This can be summarized as class size and time are the main reason for teachers to give inadequate assessment and feedback.

Table 19: Observation checklist for feedback and assessment

No	Item	Al	ST	R	NA
1	Give class work and homework	4	2	1	3
2	Evaluating students' learning with participation of students	4	-	6	-
3	Evaluating students' learning is completely the authority of the teacher	9		1	

AL= Always, ST= Sometimes, R= Rarely, NA= Not at all

The researcher's classroom observation in the sample secondary school proved in 4(40%) of classroom observation observed that class work and home works were always given to students and 3(30%) of observation class work and home work were not given at all. It was only in 4(40%) of classroom observation that teachers evaluate students' learning with participation of students and in almost all observations evaluating students' learning was completely something done by the teachers. This discussion leads to generalize teachers in the sample secondary schools could not give adequate feedback and proper assessment. Feedback and assessment are integral part of the teaching learning process. They allow learners to monitor their progress and achievement (Shamim et al; 2007:55).

4.10 Instructional Facilities

Table 20: Students responses concerning instructional facilities

No	Items	Respondents	
		Students	
		N	%
1	Is there shortage of text books in your school?		
	• yes	191	48
	• No	209	52
	Total	400	100
2	Do your teachers use instructional materials to help Your learning?		
	• Yes	41	10
	• No	359	90
	Total	400	100

As shown in table 20 item I, 209(52%) of student responses indicated that there were no shortage of text books in their schools. On the other hand, 192(48%) of students replied that there was shortage of textbooks in their schools. However, some students denied insufficiency of text books in their schools, the facts collected (see table 5) from sample secondary schools showed books were distributed in 1:2 ratios in most of sampled schools. Moreover, the interview conducted and document analyzed clearly depicted the current pupil-textbook ratio in sample secondary schools is 1:2 which is true for the zone as well, because of frequently changing pupils' books and disproportional distributions of book. This implied that there were shortages of text books in sampled secondary schools.

Concerning item 2 of the same table, 90% of students replied that teachers did not use instructional materials in their instructional processes. Instructional materials/facilities enable teachers to minimize the traditional teacher-centered method of teaching which is dominated by talk and chalk and make learning more functional by increasing efficiency (Amare; 2000:2).

Table 21: Availability of instructional facilities

No	Item	Respondents			
		Students		Teachers	
		f	%	f	%
1	Availability of the necessary instructional materials other than Textbooks for large class				
	• Very high	-	-	-	-
	• high	38	10	-	-
	• average	70	17	28	17
	• low	219	55	72	44
	• very low	73	18	65	39
	Total	400	100	165	100
2	How do you rate the library service provided for large number students?				
	• Very high	-	-	10	6
	• High	37	11	23	14
	• Average	79	22	45	27
	• Low	80	23	41	25
	• Very low	153	44	46	28

	Total	349	100	165	100
3	Is there a pedagogical center in the school?				
	• yes	26	6	86	52
	• No	374	94	79	48
	Total	400	100	165	100
4	If you say 'yes' for number 4 how do you see the availability of the Necessary tools in it?				
	• Very high	-	-	-	-
	• High	-	-	-	-
	• Average	4	15	28	33
	• Low	13	50	31	36
	• Very low	9	35	27	31
	Total	26	100	86	100

As it was pointed out in table 21 item 1, majority of the student 55% and 44% of teacher respondents rated availability of instructional materials as low and for 18% and 39% of students and teachers availability of instructional materials was "very low". The remaining respondents (17% of students and teachers) indicated that availability of materials could be considered as "medium". This means, for the majority of the respondents, availability of instructional materials was not as per the demand which, in turn, can negatively influence the teaching-learning process in large classes.

With respect to item 2 of the same table, observation proved that there is library service in all sample schools. However, regarding the sufficiency of the library service in their schools, 44% of students and 28% of teachers indicated the services provided were "very low". Others, 23% of students and 25% of teachers also indicated that the service provided by the library was "low". Only 22% of students and teachers rated the service as "average". Still, 11% of students and 20% of teachers reported that the service was "high". From the responses of the majority, one could understand that the library services in the sample secondary schools seem unsatisfactory.

Concerning item 3 of the same table, only 6% of students and 52% of teachers replied that there is a pedagogical center in their schools. The researcher also observed that there were pedagogical centers in some of the schools. These number differences in respondents' response indicate most students have no information about pedagogical centers in their school. On the other hand, almost 94% of students and 48% of teachers indicated that there were no pedagogical centers in their schools. From this discussion, it can be concluded that in almost half of sample schools there were no pedagogical center.

From those who responded as 'yes', 22% of students and 67% of teacher responses showed the necessary tools in the pedagogical centers as low. But, 15% and 33% of students and teachers rated as an average. Generally, from the discussion, it can be concluded that there were not enough tools in the pedagogical center for large number of students. Pedagogical center are expected to be the center for teachers to make preparation or selection of teaching materials at school level" (Birara; 2000:101).

Table 22: students' and teachers' responses on instructional facilities

No	Items	Respondents													
		Students, N=400							Teachers, N=165						
		CD	SD	NN	SA	CA	M1	CD	SD	NN	SA	CA	M2	GM	
1	Class size resulted in shortage of seats In my class	f	-	9	40	140	211	4.38	-	-	-	50	15	4.6	4.49
		%	-	2	10	35	53		-			30	70		
2	Because of class size, I couldn't get Sufficient space to use laboratory	f	14	23	182	97	84	3.29	9	58	14	79	5	3.07	3.18
		%	4	6	45	24	21		5	35	9	48	3		
3	Because of class size, I couldn't sufficient equipments and chemicals in my class	f	29	68	90	109	104	3.47	22	19	23	54	47	3.51	3.48
		%	7	17	23	27	26		13	12	14	33	28		
4	Class size created problems to involve Students in the production of teaching materials in my class	f	22	59	92	120	107	3.57	20	30	-	60	56	3.63	3.6
		%	5	15	23	30	27		42	18	-	36	34		

N.B CD=Completely Disagree, SD=Slightly Disagree, NN= Neither Agree Nor Disagree, SA= Slightly Agree, CA= Completely Agree

As it was illustrated in table 22 item 1, 88% of students and 100% of teachers in their responses asserted that the current class size brought shortage of seat in the classes. In addition, the mean values of students and teachers responses were 4.38 and 4.6 respectively indicated that respondents replied as "Slightly Agree" and "Completely Agree" to the item. The Grand mean is 4.49 which lie above the ideal mean value. From the above discussion and Grand mean of responses it can be concluded respondents slightly agreed to number of students created shortage of seat in sample secondary schools.

On the other hand, 45% and 51% of students and teachers rated in support of item 2. But 10% of students and 40% of teacher respondents were rated against. Differently, 45% of students and 9% of teachers could not decide. Moreover, the mean values of respondents were 3.29 and 3.07 respectively which are approximately equal to the ideal mean values (3.00). This indicated that both respondents were not sure that teachers didn't use laboratory because of only lack of space. As it was already discussed in table 21, there were no enough instructional facilities in the schools.

Likewise, item 3 of the same table, 53% of students and 61% of teachers showed in their responses that large number of students in a class made to use insufficient equipments and chemicals. Whereas, 24% and 25% of students and teachers opposed that class size affected usage of sufficient equipment and chemicals in a class. The rest respondents were unable to decide on it. The mean values of respondents of students and teachers were 3.47 and 3.51. The Grand mean of responses (3.48) implies that respondents of sample schools were unable to decide class size made to use insufficient equipment and chemicals in the class.

Finally, 57% of students and 70% teachers indicated in their responses that class size was a reason for students not to involve in the production of teaching materials. But 20% and 30% of

students and teachers respectively indicated in their responses that class size was not a reason for students lack involvement to do so. The mean values of responses of students and teachers were 3.57 and 3.63 respectively which are above the ideal mean values. The Grand mean (3.6) brings one to conclude respondents in sample schools slightly agreed that the number of students created problems to involve in production of instructional materials.

Generally, it is very difficult to teach students in a large class where there are short supplies of instructional facilities. In relation to this Shamim et al (2007:76) express the difficulty as, “Alongside classroom management and assessment issues, lack of resources is a major challenge for teachers of large classes.”

Table 23: observation checklist for instructional facilities

No	Item	yes		No	
		N	%	N	%
1	The class is enough for teaching large classes	-	-	10	100
2	The classroom have enough desks for teaching large classes	-	-	10	100
3	Instructional resources are adequately available in the classroom	-	-	10	100

The researcher’s observation in the sample secondary schools proved in 10(100%) of observation that classrooms were not enough for the number of students they are holding. In almost all 10(100%) of classroom observations proved that the number of desks in the classroom were not enough for large classes. Surprisingly, in all 100% observations of sample schools there were no even single instructional materials observed in the classrooms. This discussion implied those classrooms were crowded by large number of students with insufficient desks. Moreover, the teaching learning process was not supported by instructional materials that help students learning.

4.11 Support provided to help Students' Learning

Table 24: supports given to help students' learning

No	Items	Respondents			
		Students		Teachers	
		N	%	N	%
1	Appropriate support given for needy students				
	• yes	164	41	39	24
	• No	235	59	126	76
	Total	400	100	165	100
2	If you say 'No' what is/ are the reasons?				
	• Too many students	116	45	56	44
	• Students don't need support	44	19	13	10
	• Teachers have no interest	56	24	41	33
	• Both students and teachers have no time	29	12	16	13
	Total	235	100	126	100

As it was depicted in table 24 item 1, 59% of students and 76% of teachers replied that teachers did not give appropriate support. But, 41% of students and 24% of teachers convinced that teachers in the sample schools have given the support for needy students.

From those who said 'No' for item 1, 116(45%) and 56(44%) of students and teachers pointed out because of number of student they lack to give supports for students. In the second place, 24% of students and 33% of teachers rated the interest of teachers as a reason. Students' interest to get support and lack of time by both students and teachers were rated by respondents as a reason. Generally, from table 24 discussion, it can be concluded that students were not given appropriate support to help their learning in large classes.

open ended questions and interviews made with supervisors, principals and vice-principals the following points were suggested to maximize teaching in large classes:

- Teachers need to identify their students' behaviors in the classroom.
- Teachers need to give support like tutorial classes for weak students.
- Teachers need to make sure his method of teaching favors all the students in a class.
- Teachers should encourage students in their group works and other activities.
- Teachers need to use instructional materials that attract attentions of students to help their learning.
- Students have to cooperate with teachers and each other for implementation of possible active learning methods.
- Students need to actively participate in their peer and group discussion.
- Supervisors need to help frequently teachers in their instructional process.

Unit Five

5. Summary, Conclusions and Recommendations

In this chapter, summary of the major findings of the study, conclusions drawn on the basis of the findings and recommendations that are assumed to be useful in alleviating problems related to teaching in large classes of secondary schools of west Hararghe zone are presented.

5.1 Summary

The main purpose of this study was to assess the challenges and prospects of teaching in large classes of secondary schools (9-10) of west Hararghe zone and to suggest possible solutions. To this effect three basic questions were raised regarding the status of Secondary education, the current class size, and the progress made to maximize students learning in large classes and the major challenges influencing teaching large class.

The study used descriptive survey design. The main instruments of data collection were questionnaires and document analysis. In addition interview was conducted to gather supplementary information. Subjects of the study were teachers, principals and educational supervisors from purposively selected woredas. These subjects were selected using stratified sampling, random sampling and purposive sampling techniques. The researcher intensively used five years (2008-2012) performances data collected from reports, statistical abstracts, etc to investigate the status of secondary schools in west Hararghe zone.

The data collected through questionnaire and document analysis were analyzed using percentage and mean, while qualitative data from interview was narrated and analyzed to support the qualitative analysis. From the analysis made, the following major findings were drawn.

- Though the national standard set for PSR is 40 for secondary education in Ethiopia, the current class size in sampled secondary schools of west Hararghe found to be large. The finding revealed that the number of students in most sections of sampled secondary schools were above 80 which is above the ratio of the zone (78) and the region (63) too.
- There were teachers engaged in teaching without taking the methodology course focusing on how to teach large classes in sampled secondary schools and an implementation bottle neck with respect to the teaching – learning process.
- Teachers were not dedicated to use various learning strategies, to provide academic advice and tutorial support to students.
- The majority of the respondents confirmed that the teacher-centered method of teaching, particularly lecture was dominantly used by teachers compared to the learner- centered methods of teaching.
- Classrooms were overcrowded with 80 and above students. As the result of this:
 - For the teachers it was found to be difficult to manage disciplinary problems
 - It was difficult to give assignments and assess students' activities frequently
 - It was difficult to have students' involvement in the teaching learning process
 - Lacks of effective communications were created between the teachers and their students.
 - It was found to be difficult to identify students with special needs.
 - Teachers faced difficulty to implement active learning methods.
 - The classrooms were suffocated (not ventilated) and not conducive for teaching learning process.

- There were disciplinary problems like ignoring rules, disrupting others, off-task activities, failing to complete assignment and conflict among students and between students and teachers are the majors.
- Though it is believed that effective assessment and feedback motivate students and help them become more independent learners, the study find out that there were no effective assessment and feedback in the sampled secondary schools.
- Majority of the respondents indicated that lack of time and number of students in a class contributed a lot for teachers lack assessment and feedback
- Classroom interaction cannot be successful without the involvement of students. Pertaining to this, the study find out that there were no or poor involvement of students in the classroom interaction in sampled secondary schools as a result of the method of teaching used, teachers focused only on a few students, classroom dynamics and unclear tasks or purpose.
- According to Ministry of Education (MOE, 2002:18) school facilities including water, latrines, clinic, library, pedagogical-center and laboratories should be provided to bring about improvements in schools. These materials are required to be proportional to the number of teachers and students in the school. However, in all sampled secondary schools, the findings show that the facilities were very low. That is:
 - The libraries did not provide satisfactory service for the large class sizes.
 - The laboratories seemed existing, but not functioning in reality.
 - The pedagogical-centers were without function.
 - The study finds a textbook/students ratio of 1:2 in most sampled secondary schools.

- School principals and school supervisors of sampled secondary schools activity was found to be low in supporting students and teachers to implement student-centered method of learning and manage disciplinary problems in large classes.

5.2. Conclusions

Based on the major findings of the study, the following conclusions were drawn.

- Reduced class size has its own benefits particularly at secondary schools. This study revealed in sampled secondary school 80 and above students per section, which is said to be large based the norm set by the country. As a consequence, it was difficult to have effective teaching - learning process in large class which implies absence of effective interaction in the teaching learning process, lack of unremitting support in the form of continuous assessment and feedback, remedial activities, etc.
- Studies showed that teachers who have had methodology courses perform better than those who have had none (Richey; 1979:58). Many teachers in the sampled secondary schools had not taken pedagogical course in teachers' pedagogical training and had not given on job training opportunities; moreover, teachers were not dedicated to use various method of teaching and to help students. Less diversified teacher-centered methods of teaching, namely: lecture method was dominantly used by teachers as compared to more diversified constructivist methods of teaching. Hence, one can safely conclude that teachers were not using appropriate methodologies that could be used in large class teaching. This could obviously lead to the development of passiveness, lack of self-learning and unaccountability from students' side for their own learning.

- Classes consisting of optimum size are considered to create a favorable environment for the teachers as well as for the students. However, the findings of this study indicated that all sampled secondary schools accommodate 80 and more students per class. This could lead to the conclusion that large classes resulted in limited/absence of participatory teaching-learning process and classroom disciplinary problems of different sort. Teachers failed to maintain discipline.
- Almost in all large classes of sample secondary schools, there were weak assessment of student activity; rarely feedbacks were given by the teachers mainly because of the large number of students and shortage of time.
- From the findings, one also conclude that large class in the study area were not coupled with the provision of necessary facilities and supports from concerned bodies (supervisors, principals) which could have been used to overcome/mitigate some of the problems resulting from the class size.

In general, large class teaching seems was not given much attention and teachers were not using proper methodologies in teaching. Factors like teachers training on how to teach large classes, shortage/absence of facilities, among others, negatively influenced teaching in large classes.

5.3 Recommendations

Based on the above conclusions, the following recommendations were made to be looked critically by the concerned bodies to alleviate the problems of teaching in large classes which are associated with educational inputs and processes.

- As noted earlier, teachers in the study areas were not exposed to the on-job trainings that focus on teaching in large classes. Hence, it is advisable that Woreda educational offices, in

partnership with other stakeholders, give on job training to equip teachers on how to teach large classes, manage large class and create a small-class atmosphere in large class setting (divide the class in to small groups, temporarily reducing class size by means of shift system, organizing classes for pair and group work, peer assessment, etc). Additional teachers should be appointed by Woreda educational offices to minimize teachers' burden in large classes.

- Students in a large class will be more attentive and their potential for learning will be increased when they are exposed to a wide variety of teaching methods and learning experiences. Therefore, teachers have to show their enthusiasm in teaching and helping students and promote active learning techniques (lecture with discussion, cooperative learning, problem-solving method, etc) in their classroom discussion and on supportive class.
- A deeper understanding of the causes and types of conflict together with careful planning and creative implementation of plans allows skilled teachers to cope with the challenge of managing large classes effectively. Hence, it is advisable that teachers should use appropriate classroom management (both preventive and curative) techniques and give also responsibility for students themselves than trying to control everybody in a large class.
- To address issues of students' involvement in large classes requires teachers to analyze the multiple reasons behind the lack of involvement and develop strategies for addressing these. Therefore, well-planned and carefully managed pair and group work are invaluable to increase students' involvement in large classes. Teachers need to have clear purpose or task before and while the class is going on. They select method of teaching that increase involvement like questioning and answering and group discussion in their classroom teaching learning.

- In the study area, school facilities were found to be very low and there were shortage of textbooks for teaching large classes. Hence, authorities have to mobilize the local community and non-government organizations to obtain fund that would enables the schools to construct libraries, laboratories, pedagogical centers and to buy reference books and the necessary materials. The Woreda education offices should also strive and design some mechanisms of getting sufficient textbooks for their students of large classes.
- The research findings indicated that school principals, vice-principals and school supervisors' support for teachers were found to be low. Therefore, school principals and school supervisors should provide professional support and assist teachers in the development of the know-how of teaching in large classes.

Finally, the researcher recommends that interested researcher to make deep research on the problem in teaching large class size.

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Appendix-A
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION
DEPARTEMENTOF CURRICULUM AND TEACHERS PROFESSIONAL
DEVELOPMENT STUDIES

Research Questionnaire

To be filled by General Secondary School Teachers

The main objective of this questionnaire is to collect necessary information for the study on “Teaching in large classes of Secondary Schools of West Hararghe Zone” Besides, it is to identify major problems in teaching large classes at this level, and to come up with some solutions and strategies that could alleviate the problems that may be observed in the teaching learning process. Therefore, since the success of this study directly depends up on your genuine responses to the questions, you are kindly requested to fill in the questionnaire

Thank you for your cooperation in advance!

General Directions

- 1) No need of writing your name.
- 2) Put “ ✓ ” “mark in the space provided for your answers.
- 3) Give short answers in the space provided for question items that are open-ended.

Personal Information

Place of Work

Woreda _____ Town _____ School _____

- 1) Sex A/ Male B/ Female
- 2) Age A/ 18-22 years C/ 28-32 years E/ Above 37 years
 B/ 23-27 years D/ 33-37 years
- 3) Years of Service
 A/ 1-5 Years C/ 11-15 years E/ Above 20 years
 B/ 6-10 years D/ 16-20 years
- 4) Qualification
 A/ TTI B/ Diploma C/ BA/BED/BSC D/ Others _____
- 5) The grade you are currently teaching
 A/ Grade 9 B/ Grade 10 C/ Both grade 9 & 10

6) Work load per week

A/ 6-10 periods

C/ 16-20 periods

E/ Above 25 years

B/ 11-15 periods

D/ 21-25 periods

Teaching learning

1) Do you think that you are teaching in large classes?

A/ Yes

B/ No

2) Do you see problems in teaching large class size?

A/ Yes

B/ No

3) If your answer to question number 2 is "Yes" what you think is/are the sources of the problem (You can suggest more than one problems)

A/ Large class size (population of students)

B/ The method of teaching used

C/ Lack of commitment

D/ Lack of mastery of the subject matter

E/ Others _____

4) Do you give appropriate academic support for the needy students?

A/ Yes

B/ No

5) If your answer to question number 4 is "No" what is/are your reasons?

A/ Too many students in a class

D/ Teachers have no interest

B/ Students do not need support

C/ both have no time

6) Did you have Secondary School Teaching Methodology course?

A/ Yes

B/ No

7) If your answer to question number 6 is "yes" do the courses includes methods on how to teach large class?

A/ Yes

B/ No

8) The following are methods/techniques to be used in large classes. Please rate the extent to which **you** use each of the methods/techniques given in the table below by putting "X" in column of your choice.

Item	Always used (5)	Frequently used (4)	Undecided (3)	rarely used (2)	Not used at all (1)
1.Long lecture					
2.Lecture with discussion					
3.Buzz group discussion ✓					
4.Jigsaw group ✓					
5.Whole class discussion					
7.Small group discussion					
8.Role play					
9.Case study					
10.Project method					
11.Think-pair share					
12.One minute paper					
13.Demonstration					
14.Question and answer technique					

9) Do the school principal and Woreda supervisors support you to implement student-centered method of learning in large class size?

A/ Yes

B/ No

10) If your answer to question number 9 is "yes" how do you evaluate the contribution of the school principal and Woreda educational supervisors in implementing student-centered method of learning in large class size?

A/Very High B/ High C/ Average D/ low E/ Very low

11) How do you see the active involvement of students in the learning process?

A/Very High B/High C/Average D/ Low E/ Very Low

12) What are the reasons for students lack involvement in the learning process?

A/ Classroom Dynamics D/ Teachers focus on only a few students

B/ Anxiety E/ Teaching methodology

C/ Purpose or task unclear F/ All are the reasons

13) Did you take classroom management course that include ways of managing large class?

A/ Yes

B/ No

14) If your answer to question number 13 is "No" did you find it difficult to properly handle the class?

A/ Yes

B/No

15) How do you manage your classroom?

A/ by establishing and enforcing rules

B/ by making your lessons interesting C/ by using harsh forms of punishments

D/ Other(s) _____

16) Large class increase disciplinary problems in your class or school?

A/ Yes

B/ No

17) If your response for question number 16 is "Yes" what are the most critical disciplinary problems in your class?

You can suggest more than one.

A/ Off-task activities

E/ Failing to complete assignments

B/ Student-teacher/student-student conflict F/ If any other _____

C/ disrupting others

D/ Ignoring rules

17. The possible reasons for teachers lack assessment and feedback?

A/The number of students

B/lack of time

C/The number of students and lack of time

D/Others _____

18) The following are possible **challenges** in large classes. Please, rate the extent to which you agree or disagree with statements given in the table below regarding the challenges in your class/school by putting "X" in column of your choice. 1= completely disagree; 2= slightly disagree; 3= neither agree nor disagree; 4= slightly agree; 5= completely agree.

Item	Completely Disagree (1)	Slightly Disagree (2)	Neither Agree nor Disagree(3)	Slightly Agree(4)	Completely Agree(5)
1.Class size increased disciplinary problems in my class					
2.I don't give assignments frequently					
3.I don't assess students activities frequently					
4.I don't give feedback					
5.Class size curtailed students involvement in the teaching learning process					
6.Class size hampered effective communication in my class					
7.Class size created lack of attention of individual student from teachers in my class					
8.Class size created difficulty to identify students with special needs in my class					
9.Class size create problem of movement in my class					
10.Class size resulted in suffocation in my class					
11.Class size resulted in shortage of seat in my class					
12.Because of class size, I couldn't get sufficient space to use laboratory in my school					
13.Because of class size, I couldn't get sufficient equipments and chemicals laboratory in my school					
14.Class size created problems to involve students in the production teaching materials in my school					

19) How do you see the contribution of curricular materials (Syllabus, textbooks and teachers guide) to implement student-centered learning method in large class?

A/ Very High B/High C/Average D/ Low E/Very Low

20) Is there a library service in the school?

A/ Yes

B/ No

21) If your answer to question number 20 is "yes" how satisfactory the service it provides for large number of students?

A/ Very High B/ High C/ Average D/ low E/Very low

22) Availability of the necessary instructional materials other than textbooks for teaching large class in your school (like: dictionaries, encyclopedia, reference books, magazines, maps, globes etc)

A/ Very High B/High C/ Average D/ low E/Very low

23) Is there pedagogical center in the school?

A/ Yes B/ No

24) If your answer to question number 23 is "yes" how do you see availability of the necessary tools in the pedagogical center for teaching large class?

A/Very High B/High C/Average D/ Low E/Very Low

25) Is there anything you did to overcome the problem you encountered?

A. _____

B. _____

C. _____

26) What are the supports given from the school principals and supervisors that help you in alleviating the problems?

A. _____

B. _____

C. _____

D. _____

E. _____

27) What do you think of should be done by the teachers to overcome the problems observed in teaching large classes?

A. _____

B. _____

C. _____

D. _____

E. _____

Appendix-B
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION
DEPARTEMENT OF CURRICULUM AND TEACHERS PROFESSIONAL
DEVELOPMENT STUDIES

Research Questionnaire

To be filled by Secondary School Students (Grade 9-10)

The main objective of this questionnaire is to collect necessary information for the study on "Teaching in large classes of Secondary Schools of West Hararghe Zone" Besides, it is to identify major problems in teaching large classes at this level, and to come up with some solutions and strategies that could alleviate the problems that may be observed in the teaching learning process. Therefore, since the success of this study directly depends up on your genuine responses to the questions, you are kindly requested to fill in the questionnaire.

Thank you for your cooperation in advance!

General Directions

- 1) No need of writing your name.
- 2) Put "✓" mark in the space provided for your answers.
- 3) Give short answers in the space provided for items that are open-ended.

Personal Information

Woreda _____ Town _____ School _____

- 1) Sex A/ Male B/Female
- 2) Age A/11-15 years C/21-25 years E/above 30 years
- B/ 16-20 years D/26-30 years
- 3) Grade A/ 9th B/ 10th

4) Your family's occupation

A/Government employee B/ Farming C/ Merchant D/ Others _____

5) Do you think you are learning in a large class?

A/ yes B/ No

6) Do you see teachers facing problems in teaching large class?

A/yes B/no

7) If your answer to question No.7 is "No", what do you think is the reasons?

- A/ Large number of students in a class
- B/ Teachers have no interest to support students
- C/ Students do not need support
- D/ Teachers and students have no time
- E/ Other(s) _____

8) As a result of large class size, how often you observe any instructional time wastage in your class?

A/Always B/ Often C Sometimes D/Rarely

9) Which of the following problem(s) do you think are created as a result of large class size in your class?

- A/ Lack of effective communication
- B/Difficulty to identify students with special problems
- C/ Problems of class room management.
- D/ Suffocation problem (ventilation)
- E/ All of the above
- F/ Other(s) _____

10) The following are methods/techniques to be used in large classes. Please rate the extent to which **your teachers** use each of the methods/techniques given in the table below by putting "X" in column of your choice

Item	Always used	Frequently used	Undecided	rarely used	Not used at all
1.Long lecture					
2.Lecture with discussion					
3.Whole class discussion					
4.Small group discussion					
5.Role play					
6.Demonstration					
7.Question and answer technique					

11) Does your class size conducive for the implementation of student-centered learning?

A/Yes B/No

12) Do you actively involved in the learning process?

A/ Yes B/ No

13) If your answer is "No" for number 12, what are the reasons for students' lack of involvement?

- A/ Classroom Dynamics
- B/ anxiety
- C/ Teaching learning methodology
- D/ Purpose or task unclear
- E/Teacher focus only a few students
- F/ All are the reasons

14) Does large class size increase disciplinary problems in your class?

A/ Yes B/ No

15) If your response for question number 15 is "yes" what is the most critical disciplinary problem in your class?/more than one answer is possible/

A/ Off-task activities B/ Student-teacher/Student-student conflict

C/ Disrupting Others D/ Ignoring rules

E/ Failing to complete assignments

F/ If any other _____

16) How frequently do you do class work and home work that your teachers give you?

A/ All the time

B/ Most of the time

C/ Sometime

D/ Rarely E/Not at all

17) Do your teachers check the students' class work and home work regularly?

A/ Yes

B/ No

18) If your answer for question number 17 is "No", what do you think the reason?

A/ Due to large number of students in a class

B/ Due to lack of time C/ Both A and B

D/ Other(s) _____

19) Do your teachers use instructional materials to help your learning?

A/ Yes

B/ No

20) Availability of the necessary instructional materials other than text books for teaching large class in you

A/Very High B/ High C/ Average D/ low E/ Very Low

21) Is there shortage of text books in your school?

A/Yes

B/ No

22) Does your class room have enough desks to seat on and light service for large class size?

A/ Yes

B/ No

23) Is there a library service in the school?

A/ Yes

B/ No

24) If your answer to question number 23 is "Yes" how satisfactory is the service it provides for large class?

A/Very High B/ High C/ Average D/ low E/Very low

25) Is there a pedagogical center in the school?

A/ Yes

B/ No

26) The following are possible **challenges** in large classes. Please, rate the extent to which you agree or disagree with statements given in the table below regarding the challenges in your class/school by putting "X" in column of your choice. 1= completely disagree; 2= slightly disagree; 3= neither agree nor disagree; 4= slightly agree; 5= completely agree.

Item	Completely Disagree (1)	Slightly Disagree (2)	Neither Agree nor Disagree	Slightly Agree	Completely Agree
1. Class size increased disciplinary problems in my class					
2. Teachers don't give assignments frequently					
3. Teachers don't assess our activities frequently					
4. Teachers don't give feedback					
5. Class size curtailed my involvement in the teaching learning process					
6. Class size hampered effective communication in my class					
7. Class size created lack of attention of individual student from teachers in my class					
8. Class size created difficulty to identify students with special needs in my class					
9. Class size create problem of movement in my class					
10. Class size resulted in suffocation in my class					
11. Class size resulted in shortage of seat in my class					
12. Because of class size, I couldn't get sufficient space to use laboratory in my school					
13. Because of class size, I couldn't get sufficient equipments and chemicals laboratory in my school					
14. Class size created problems to involve students in the production of teaching materials in my school					

27) What any other problems you encountered/observed in the learning process of your class?

A _____ B _____ C _____

28) What solutions do you suggest to overcome the problems observed in your class due to the class size?

A _____ B _____ C _____

UNIVARSITII FINFINNEE

KOLEEJII BARNOOTAA

MUMMEE SIRNA BARNOOTAAFI QU'ANNAAWWAN DAGAAGINA OGUMMAA BARSIIISAA

BARGAAFII (KU'WEESHINARII) QORANNOO

BARATTOOTA SADARKAA LAMMAFFAA (KUTAA9-10) TIIN KAN GUUTAMU.

Kaayyoon guddaan bargaafii kanaa “ Manneen barnootaa sadarkaa lammaffaa Harargee Lixaa daree bal’aa keessatti barsiisu. Kanamalee, rakkoolee gurguddoo daree bal’aa keessatti barsiisuun sadarkaa kanatti qabu adda baasuufi furmaaraafi tarsimoowwan rakkoolee mul’atan furmata laachuu dha. Kanaafuu, milkaa’inni qorannoo kanaa dhugooma deebiilee keessanii irratti kallattiin waan hundaa’uuf, bargaafii kanaaf amanamtummaan deebii akka laattan kabajaan isiin gaafadha.

Gargaarsa Keessaniif Galatoomaa!!

Qajeelfamoota Waliigalaa

- 1) Maqaa barreesuun hin barbaachisu
- 2) Deebii keetiif mallattoo “✓” iddoo qophaa’eet irra raa’i
- 3) Gaaffiilee deebii bareeffamaatiif deebii gabaabaa iddoo duwwaa qophaa’eet barreessi

I. Odeeffannoo Dhunfaa

Aanaa _____ m/b _____ Magaalaa _____

- 1) saala A/ Dhiira B/ dhalaa
- 2) Umrii A/waggaa 11-15 B/ waggaa 16-20 C/ waggaa 21-25 D/ waggaa 26-30 E/ 30 ol
- 3) Kutaa A/ 9ffaa B/ 10 ffaa
- 4) Ogummaa(hojii) maatii A/ Hojjetaa Mootummaa B/ Qoteebulaa
C/daldalaa C/ kan biro _____
- 5) Kutaa bal’aa keessatti barachaan jira jettee yaadaa ?
A/ Eeyyee B/ lakkii
- 6) Barsiisooni keessan deegarsa gahaa isiniif ni laatani?
A/Eeyyee B/lakkii
- 7) Gaafii lakk-6 f deebiin kee yoo “lakkii” ta’e sababni isaa maali jettee yaada?
A/Heddummaachuu lakkoofsa barattoota daree keessaa B/Barsiisoonni barattoota deegaruuf fedhii dhabuu
C/Barattooni deegarsa barbaadu dhabuu D/Barsiisootaa fi barattooni yeroo dhabuu E/Sababoota biro
- 8) kutaa kee keessattii sababa bal’ina daree(baay’ina barattootaa) irraa kan ka’een haangum qisaasamuun yeroo Barnootaa mudate jiraa? A/Hoguu B/ Yero baayee C/Yero tokko tokko D/Tasumaa’u
- 9) Rakkoole armaan gadii keessaa sababa bal’ina dareetiin(baay’achuu barattoota daree tokktiin) niUumamaan jettee kan (kanneen)yaaddu kami?
A/Walqunnamtiin cimaan dhabamuu B/Barattoota fedhii addaa qabamuu
C/Rakkina hoggansa daree D/Rakkinni hukkaamamuu (qilleensa gahaa dhabuu)uumamuu
F/Kanneen biro yoo jiraate-----

10) Kan armaan gadii malota ittifayyadaminsa baay'iina barattoota daree ballaa keessatti argamanidha. Maloota kanaan barsiisooni keessan haangam akka itti fayadaman gabate armaan gadii keessatti mallattoo "X" kanaan agarsiisii.

Gosa	Yero hunda	Yero tokko tokko	Hin murtofne	Yero muraasa	Gonkumaa'u
1. Ibsa dheera					
2. Ibsa fi marii					
3. Garee walinii					
4. Garee xixiqqoodhaan marii'achiisu					
5. Gahee Taphachuun					
6. Agarsiisaan					
7. Gaafii fi deebiin					

11) Bal'inni daree keetiifi sirraa iinsi taa'umsa daree mala barsiisuu kan barataa giddu galeessa taasifate Hojiirra oolchuuf mijjaa'aadhaa? A/Eeyyee B/lakkii

12) Ati adeemsa baruufii barsiisuu keessatii si'aa inaan hirmaattaa?

A/Eeyyee B/lakkii

13) Gaafii "12 faaf" deebiin kee yoo "lakkii" ta'e ;sababni dhabamuu hirmaannaa barattootaa maalii?

A/Jijjiramuu daree barnootaa B/Sodaa C/mala baruufii barsiisuu

D/Kaayyoon ifata'uu dhabuu E/Barsiisaan barattoota muraasa irratti xiyyeeffachuu F/Hundinnuu sababoota

14) Bal'inni darree rakkooleen naamusaa akka dabaluu (guddatu) daree kee keessatti taasiseeraa?

A/Eeyyee B/Lakkii

15) Gaafii "lakk' 14 f" yoo deebiin kee "eeyyee" ta'e; rakkinni naamusaa cimaan umame kami?

A/Hojji-laataame diduu B/ walitti bu'iinsa barsiisaa-barataa/barataa-baraataa

C/Barattoota biro jiguu D/seeraa ala ta'uu

E/abbaltii(assignment) dalaguu F/sababoota kanaa olii hunda

G/yoo sababoonni biro jiraate-----

16) Hojii dareefi hojii manaa barsiisaan kee kennu kana haangum daleeduu?

A/ Yeroo hunda B/Yeroo baayee C/Yeroo tokko tokko D/Guutumaa guututti hin

hojjedhu

17) Barsiisoonii keessan yeroo mara hojii daree fi hojii manaa isiniif keenanii nisirreessani?

A/ Eeyyee B/ lakkii

18) Gaafii lakk. 17 tif yoo "lakkii" ta'e, sababnii maali jettee yaadda?

A/Daree tokko keessatti barattoonni bay'achuurraa kanka'e B/Yeroo dhabuurraa kan ka'e

C/ A fi B D/ Sababoota biro _____

19) Barsiisoonni keessan isin gargaaruuf meeshaalee barnootaa itti ni fayyadamanii?

A/ Eeyyeen B/ lakkii

20) Mana barnootaa keessan keessattii argamiinsi meeshaalee barnootaa kan kitaaba barataa ala(malee) hangamii

A/Baay'ee heddu B/ Heddu C/ Jiddu galeessa D/Baayee muraasa E/ Muraasa

21) Hanqinni kitaaba barattaa mana baruumsaa keessan keessa ni jiraa?

A/ Eeyyee B/ Lakki

22)Kutaan kee teessoo(kursiilee) irra taa'anii fi ifa gahaa daree walgahu qabaa?

A/ Eeyyeen B/ lakki

23)Tajaajilli mana kitaabaa mana baruumsaa keessan keessa jiraa?

A/Eeyyeen B/Lakki

24) Gaffii lakk. 23nif yoo "Eeyyeen" ta'e, tajaajilli daree ballaaf kennu hangam quubsa ?

A/ Haalaan ol'aana B/ Ol'aana C/ Giddu galeessa D/ Baayee gad'aana E/gadaanaa

25) Mana barnootichaa keessa giddu galeessi(wirtuun) peedaagoojii jiraa?

A/ Eeyyeen B/ Lakki

26)Himoonii armaan gadiiti ibsamana rakkina baayiina barattoota daree keessatti uumamaniif sababa ta'u

danda'u.Kaneen keessaa kutta yokkiin mana baruumsaa kee keessattii rakko tu'u isaani haangam akka waliigaltu

yokkiin walii galu dhabuu kee malatto kannaan "X" gabate keessattii agarsiisii.

Gosa	Gonkuu ma wal- hingalu	Hama tokko wal- hingalu	Lamm een ala	Hama tokko wal- ingala	Gutum atti waliin gala
1. Baayiinii barattoota naamusnii akka hin kabajamnee taasiisa					
2. Barsiisooni assaaymanttii dadeebii'aani hinkanan					
3. Barsiisoonii irra dadeebii'ani maddaali hin kanan					
4. Barsiisooni deebii hinkanan					
5. Baayiini barattoota hirmaanaa koo sochii baru barsiisu keessattii hiiriisee jira					
6. Baayiinii barattoota siiritti yaada walidabarsu hiriisee jira					
7. Baayiini barattoota yaadda koo barsiisaaf keenu irratti rakkiisee jira					
8. Baayiini barattoota akka barsiisaan feedhii isaani adaan hin basne ni tasiisa					
9. Baayiini barattoota kuttaa keessatti akka hin sochoone taasiise jira					
11. Baayiini barattoota foolii gadhee akka uumamu ni taasiisa					
12. Baayiini barattoota haanqiina teesso uumee jira					
13. Baayiini barattoota laaboraatorii akka hinyaalee taasiise jira					
14. Sababa baayiina barattoota irraa meeshaale fi keemiikaaloota laboratory hinjiru					
15. Baayiini barattoota meeshaale barnootaaf akka hin hojjane taasiisa					

27) Daree kee keessatti, rakkooleen biro kan adeemsa barachuurratti simudate maali?

28) Rakkoolee sababa bal'ina dareetiin Uumaman (mullatan) sanaaf furmaani maali jette yaada?

Appendix-C
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION
DEPARTEMENT OF CURRICULUM AND TEACHER PROFESSIONAL
DEVELOPMENT STUDIES

Interview Questions to be answered by school principals and Woreda Educational Supervisors.

Personal Information

Place of Work

1. Woreda _____ Town _____ School _____
2. Age _____ Sex _____ 3. Qualification _____
4. Years of Experience _____ 4.1. As a teacher _____ years
- 4.2. As a principal _____ years 4.3. As a Woreda Educational Supervisor _____ years.

Guiding Questions

2. Are all your school teachers well qualified for the subject and grades they are teaching _____
3. What is the maximum and minimum number of students in an arbitrary section in your secondary schools? Max _____ Min _____
4. Do you give appropriate support for the teachers and students to implement student-centered method of learning in your secondary school? _____
5. How do you evaluate the contribution of your support in implementing student –centered method of learning in large classes? _____
6. How do you see students' involvement in large classes learning _____
7. What do you think of the reasons that students lack involvement in large class learning? _____
8. Do you believe that the presence of large number of students in a class room is a problem in teaching learning process? _____
9. What are the problems in teaching large classes? _____
10. Does large class size increase disciplinary problems in your secondary school? _____
11. What are the most critical disciplinary problems in your secondary school? _____

12. What supports were given to teachers to alleviate the problems encountered in large classes?

13. What efforts were made to increase the participation of community members and school committee (P.T.A) to solve problems of large classes? _____

14. How do you see assessment and feedback in large class size? _____

15. Are there enough instructional materials or facilities in your school for teaching large classes? _____

16. What is expected from large class size students in their learning? _____

17. What do you think of the teachers should do in teaching large class?

Appendix-D

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION

DEPARTEMENT OF CURRICULUM AND TEACHER PROFESSIONAL
DEVELOPMENT STUDIES

CLASSROOM OBSERVATION CHECKLIST

General Information

2. Woreda _____
3. Name of school _____ Grade _____ Section _____
4. Subject observed _____
5. Date _____ Time start _____ Time ended _____

This observation check list is to collect data from large class size focusing mainly on methods of teaching large classes, students involvement, classroom management, assessment and feedback and availability of instructional/facilities.

No	Items	Always	Some times	Rare ly	Not at all
	I. Teaching Method				
1	The teacher facilitates the instructional process				
2	The learners listen to the teacher talk				
3	The learner talks much in classroom, most of the activities are led by the student.				
4	The teacher talks much, most learning and teaching process is led by a teacher				
5	Chairs and tables(desks)are movable and seating arrangement is in circle or u-shape				
6	Chairs and tables(desks)are fixed and seating arrangement is in row				
7	Teaching is directed to whole class				
	II. Student Involvement				
8	Students are working individually, at their own pace, on work given by the teacher				
9	Students are working together cooperatively in groups, on work given by the teacher				
10	Teacher helps students rounding the group				
11	Student involve in discussion method of learning				

	III. Assessment and feedback				
12	Give class work and homework				
13	Evaluating students' learning with participation of student				
14	Evaluating students' learning is completely the authority of the teacher				
	IV. Classroom management				
15	Exclusive authoritarian classroom climate				
16	Less of an autocratic and authoritarian classroom climate				
17	Teacher give clear rules and directions				
18	More freedom of student expression				
19	Use of ability or activity groups				
	V. Students Misbehavior in a classroom				
20	Talking back				
21	Talking without raising hands				
22	Getting out of seat				
23	Disrupting others in a class				
24	Sleeping in the class				
25	Do works unrelated to classroom teaching learning tasks				
	VI. Instructional Material/facilities				
27	The classroom is enough for teaching large class size				
28	The classroom have enough desks for teaching large class size				
29	Instructional resources(Teaching aids) are adequately available in the class room				

Appendix-E
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION

**DEPARTEMENT OF CURRICULUM AND TEACHERS PROFESSIONAL
DEVELOPMENT STUDIES**

Document Analysis

This table helps the researcher to collect data from the documents of the last five years in the secondary schools concerning student/section ratios which helps to analyze the class size.

Name of Secondary Schools	Student/Section in years						
		2004	2003	2002	2001	2000	1999
Hirna Secondary School	P/s	91	100	97	109	115	120
	T:S	1:2	-	-	-	-	-
Charchar Secondary School	P/S	89	93	99	101	103	110
	T:S	1:1	-	-	-	-	-
Gelemso Secondary School	P/S	85.5	116	111	115	120	122
	T:S	1:2	-	-	-	-	-
Badessa Secondary School	P/S	85	94	96	99	105	112
	T:S	1:1	-	-	-	-	-
Gemechis Secondary School	P/S	82	90	94	90	-	-
	T:S	1:2	-	-	-	-	-