ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION

SCHOOL OF GRADUATE STUDIES

# PROBLEMS IN TEACHING LARGE CLASS SIZE IN SOME SELECTED GENERAL SECONDARY SCHOOLS OF EAST SHOA ZONE (OROMIA REGION)



BY

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JUNE, 2007

# PROBLEMS IN TEACHING LARGE CLASS SIZE IN SOME SELECTED GENERAL SECONDARY SCHOOLS OF EAST SHOA ZONE (OROMIA REGION)

**A THESIS SUBMITTED TO:**
**THE DEPARTMENT OF CURRICULUM AND TEACHERS PROFESSIONAL DEVELOPMENT STUDIES**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE DEGREE OF MASTERS OF ARTS IN CURRICULUM AND INSTRUCTION**



**BY**
**GIRMA KEBEDE**



**JUNE, 2007**

## Acknowledgement

I praise my Lord for enabling me to accomplish the whole course despite the challenges which occurred and might have occurred.

I would like to express my sincere thanks and profound respect to my advisor Ato Tilahun Fanta for his genuine, professional and technical assistance. I am much grateful to him for his unreserved and appropriate guidance with out which this study could have not been realized.

My heart felt thank goes to my wife W/ro Tsige Tefera without whose assistance and encouragement this paper would have been impossible she also deserves appreciation for taking all my responsibilities at home and in social affairs.

I am grateful to my brother Ato Sisay Kebede, who stood by me with financial and moral support during my study.

# Table of Contents

Page

Acknowledgement ..... i

Table of Contents ..... ii

List of Tables ..... v

List of Classroom Observation ..... vi

List of Acronyms/Abbreviations ..... vii

Abstract ..... viii

CHAPTER ONE

1. Introduction ..... 1

1.1. Background of the Problem ..... 1

1.2. Statement of the Problem ..... 3

1.3. Purpose of the Study ..... 5

1.4. Significance of the Study ..... 5

1.5. Delimitation of the Study ..... 5

1.6. Limitations ..... 6

1.7. Definition of Basic Terms ..... 6

CHAPTER TWO

2. Review of Related Literature ..... 7

2.1. Class Size ..... 7

2.2. Class Size in Different Countries ..... 8

2.3. Problems of Large Class Size ..... 9

2.3.1. Teacher Qualification ..... 10

2.3.2. Teaching Method ..... 12

2.3.2.1. Teacher Centered Teaching Method ..... 13

2.3.2.2. Effective Teaching Methods for Large Classes . 14

2.3.2.2.1. What is Active Learning? ..... 15

2.3.2.2.2. Promoting Active Learning ..... 15

i) A Change in Lecturing ..... 16
ii) Questioning and Discussion ..... 16
iii)Cooperative/Collaborative Learning ..... 17
iv) The Jigsaw Method/Peer-to-peer Learning/ ..... 18
v) Role Plays ..... 18
vi) The Case Study and Team Project. ..... 18
2.3.2.2.3. Factors that Affect Active Learning ..... 18
2.3.3. Instructional Materials /Facilities ..... 19
2.3.4. Classroom Management ..... 20
2.3.4.1. Factors Affecting Classroom Management Skills ..... 21
2.3.4.1.1. Teacher Related Factors ..... 21
i) Teacher Training ..... 21
ii) Teacher's Experience and Age ..... 21
iii) Teacher's Attitude ..... 22
iv) Lack of Teacher Awareness ..... 22
2.3.4.1.2. Student Related Factors ..... 23
i) Age and Background of Students.... 23
ii) Disciplinary Problems of Students.. 23
2.4. Benefit of Optimum Class Size ..... 24
CHAPTER THREE
3. Research Design and Methodology ..... 26
3.1. Research Method ..... 26
3.2. Source of Data ..... 26
3.3. Sampling Procedures ..... 26
3.4. Data Collecting Instruments ..... 27

3.4.1. Questionnaires ..... 27
3.4.2. Interview ..... 27
3.4.3. Observation in the Classroom ..... 28
3.5. Methods of Data Analysis ..... 29
CHAPTER FOUR
4. Presentations and Analysis of Data ..... 30
CHAPTER FIVE
5. Summary, Conclusions and Recommendations ..... 63
5.1 Summary ..... 63
5.2 Conclusion ..... 66
5.3 Recommendations ..... 69
Bibliography ..... 72
Appendices ..... 81
A. Sample Size ..... 81
B1. Questionnaire for Students in English ..... 82
B2. Questionnaire for Students in Amharic Language ..... 88
C. Questionnaire for Teachers ..... 93
D. Interview Guideline Questions ..... 101
E. Classroom Observation Checklist ..... 103
F. Table for Students' Respondents ..... 106
G. Table for Teachers' Respondents ..... 107
H. Table for Principals and Wereda Education Supervisors ..... 109

# List of Table


Table number and title Page

1. Personal Information of Students' Respondents ..... 30
2a. Personal Information of Teachers', Principals and Wereda Educational Supervisor Respondents ..... 31
2b. Teacher Responses Concerning Grade Currently Teaching and Working Load ..... 32
3. Students' and Teachers' Responses Concerning Class Size ..... 33
4. Students' Responses Concerning Large Class Size ..... 34
5. Students' Responses Concerning Teaching Methods ..... 37
6. Students' Responses Concerning their Assignment and Teachers Academic Support ..... 40
7. Teachers' Responses Concerning their Academic Support for Students ..... 42
8. Teachers' Responses Concerning Teaching Methods ..... 44
9. Students' and Teachers' Responses Concerning Preference for Teaching Methods ..... 46
10. Teachers' Responses Concerning Problems in Teaching Large Class Size.. 49
11. Students' and Teachers' Responses Concerning Student Centered Learning ..... 50
12. Students' and Teachers' Responses Concerning Textbook ..... 53
13. Students' and Teachers' Responses Concerning Instructional Facilities ..... 55
14. Students' and Teachers' Responses Concerning Disciplinary Problems ..... 58
15. Teachers' Responses Concerning Classroom Management. ..... 61

# List of Classroom Observation

Classroom Observation Number and Title Page

1. Observation checklist for instructional materials/facilities ..... 35

2. Observation checklist for teaching method ..... 38

3. Observation checklist for students' misbehavior ..... 59

4. Observation checklist for teachers in classroom ..... 60

5. Observation checklist for classroom management ..... 62

# List of Acronyms/Abbreviations

CDTL = Center for Development of Teaching and Learning

CTE = Center for Teaching Excellence

CTLT = Center for Teaching, Learning and Technology

ESDP = Education sector Development Program

ICDR = Institute for Curriculum Development

MOE = Ministry of Education

NTLF = National Tritium Labeling Facility

PTA = Parents Teachers Association

SNNPR = South Nation Nationalities People Region

TTI = Teachers Training Institute

UNESCO = United Nations Educational, Scientific and Cultural Organization

UNICEF = United Nations International Children's' Emergency Fund

UWO = University of Western Ontario

# ABSTRACT

The objective of this study was to investigate the problems in teaching large class size in some selected General secondary schools of East Shoa Zone, and thereby to forward recommendations for the improvement of the problems that the study end up with.

The target population of this study encompasses students, teachers, principals and Wereda educational supervisors. According to East Shoa Zone education office in academic year 2006/2007 there are 10 General secondary schools (grade 9-10). Out of this 30% of them (3schools) were selected using simple random sampling techniques. 93 teachers who were engaged in teaching in grades (9-10), 3 school principals, 3 school vice-principals and 3 wereda educational supervisors were included in the study by using simple random sampling and available sampling techniques respectively.

Out of students' population size, by using stratified random sampling technique 100 students were selected for the study.

Necessary data were gathered from students, teachers, school principals and Wereda educational supervisors through a series of interview and a set of questionnaire. In addition, a class room observation was conducted for data gathering.

The areas of concern were problems in teaching large class size teachers' qualification, teaching learning, instructional materials/ facilities, classroom management and class size.

Some of the major findings include:

- 56% of the teachers in sample general secondary schools (9-10) were under qualified to fully manage the subject matter and in handling large class size. (i.e. they are diploma holders);
- In sample general secondary school teachers were still teaching in the traditional way using lecture method as dominate method of instruction to teach large class size which is contrary to student centered (active-learning method).

- In all sample schools classrooms are found crowded (70 and above students per-class).
- There are shortage of text books and reference books in all sample schools
- In all sample schools facilities are found low

Recommendations for the mentioned points are:

- Teachers have to improve large class size teaching by using peer coaching program in school level.
- Teachers have to create a small class size atmosphere in large-class seating.
- The ministry of education seeks ways to train more teachers in degree program
- The Local authorities (Wereda Administrators, Kebele Administrators and Parent Teachers Association) have to mobilize the Community, Non-government Organization and Investors to obtain fund that would enable the schools to over come their problems.

# CHAPTER ONE

## 1. Introduction

### 1.1 Background of the Study

As explained by Monroe (1956:212) 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. Class size concerns educators for various reasons because learning can only occur positively when lessons are under appropriate conditions both for the student and teachers. The class size has its own impact in facilitating or hindering activities of teaching and learning.

The central problems of class size relates to the effects up on administrative efficiency, pupils' achievement, teacher health and moral. In addition, Monroe further noted that, there are significant correlations between class size and student achievement (Ibid, 213).

According to Center for Development of Teaching and Learning (CDTL, 2006), teaching a large class is often an un well come assignment due to many vexing problems associated with the sheer size of the class. These problems include dealing with how to encourage, attendance in large classes, how to prevent academic dishonesty, how to get feedback from students about the course and how to make a big class interactive. Enerson, et al, (1997) 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 large class can magnify some problems that might be more manageable in a smaller class.

The teaching of large classes is therefore challenging, "Large classes are not necessarily less effective than smaller ones, but they do require more conscious effort and planning" (Ibid).

So, what is large? As University of Western Ontario (UWO, 2002:1)

> ...a large class is one in which I can not make individual, protracted eye contact with each student in the room over the course of a standard fifty-minute class. Behind this measure stands my belief that I am not teaching a collective entity but a number of individuals, each of whom responds differently to the material under discussion and to my approach to and understanding of it. In order to gauge students' involvement in and comprehension of the class and the material, I need to read them very carefully. In a 50- minute class, I can engage or make a connection with about one student per minute, so for me, a large class is more than fifty individuals.

There is other some what hypothetical number to keep in mind here, and those are the ones that mark the points at which large classes become very large classes and then super classes, and teaching strategies have to be modified even farther. In our experience, there are three ranges of class size that will significantly affect what you are able to do in the class room: 50-125 for large classes, 125-400 for very large classes, and over 400 for the super large classes (Ibid).

A major challenge that one often encounters when teaching 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 classes. The problem is further compounded if the materials presented during such lectures are taken directly from the text books and /or lecture notes. In such a situation, only out standing 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).

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 differences to meet. Thus, large groups not only use up more nervous energy of the teachers, but require more time as well. It means that, large class impedes

the effectiveness of teaching learning process by creating a wide gap between the teacher and the students. Supporting the above idea, Tozer, Violas and Sense (1993:298), explained that large class size leads to discipline problems, less involvement of students in class room activities and little or no support to individual students. As a result of this, students may develop an atmosphere of disinterest in their learning because they don't know whether they did good or not.

Similarly, problems were observed in the school that the researcher had been teaching. So, it is with this substantial information that the researcher was initiated to carry out a research under taking, which focuses on the problems in teaching large class size in some selected General Secondary Schools of East Shoa Zone.

## 1.2. Statement of the Problem

In Ethiopia, the school system is characterized by large class size in school found urban areas. According to the ministry of education, the first education sector development program (MOE, ESDPI, 1999:6) class size is made to rise from 33 to 50. But in practice, the number of students in a classroom is more than the stated number. According to the Ministry of Education (2005:15) the contemporary average class size in the General secondary schools of Ethiopia (grades 9-12) are 79. The current standard set for Ethiopia General Secondary Schools recommends a class size of 40 students in a room with total area of 46:08m$^2$ (MOE, 1995:3). But it is not being practical in our General Secondary Schools and as many as 80 and above students are being crowded in a classroom whose area is mentioned. As stated in the second education sector development program (MOE, ESDP II, 2002) it is aimed at brining down the pupil section ratio to 60. The main reason for this problem is the inability of the country to provide the education system with adequate classrooms and other facilities proportional to size of enrollment (MOE, ESDP II; 2002:12). Regarding this problem Tekeste (1990:34-35) has identified that

> The imbalanced 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, is one of the most important factors that

> brought the crisis of education to the fore is, 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.

Moreover, a study result on the teachers' perceptions of educational problems in Ethiopia by Amare (1998:294) shows that, over-crowdedness of class rooms was one of the observed critical problems of the education system in this country.

Kumarra (2004:36) states that class size has a direct effect in the teaching and learning process. This means that class size has a direct bearing on the rate and number of communication between the teacher and the student which in turn has a direct effect on the desired outcome of the instruction. That is to say, large classes have adverse effect on instructional program whereas small class is favorable.

In addition to this Lue (2000:17) explained that teachers who have many students in over-crowded classroom often say that it is certainly not suitable to provide activities and group works for such classes.

Similarly, South Nation Nationalities People Region (SNNPR, 1997:19) in its survey study has indicated that many teachers believe that they can not do practical activities, problem-solving investigations or other learner-centered approaches in over-crowded classroom with many students. In light of this idea Lingren and Suter (1985:297) explain that large class size greatly harms students of low ability and those from lower socioeconomic status. Such students need more help from teacher in order to cope up academically up with other students.

As it is pointed out by Ronald Anderson (1970:370) large class size is a barrier in that it imposes some restriction on teaching; especially when the teaching-learning process is based on the students' activity. The main objective of this study is, to discover the extent of the problems in teaching large class size in East Shoa Zone and to suggest possible solutions. To this end, the study tries to answer the following basic questions.

1. What are the main problems in teaching large class size?

2. Are there enough instructional facilities in the schools for teaching large class size?
3. What efforts have been done by teachers, school principals and supervisors to overcome the problems in teaching large class size?
4. What are the possible solutions to alleviate the problems?

## 1.3 Purpose of the Study

Based on the statement of the problems given above the purpose of the study was:

- To identify the main problems in teaching large class size.
- To check whether there are enough instructional facilities in the schools for teaching large class size or not.
- To identify the type of efforts that are made by teachers, school principals and supervisors to overcome problems in teaching large class size.
- To suggest the possible solutions to alleviate the problems.

## 1.4 Significance of the Study

The study will have the following significance.

- Identifying problems in teaching large class size will help the teachers to understand their practice and problems in teaching learning process.
- It may help planners, educational officials and policy makers to be aware of the problems of teaching in large class size and there by to seek solutions.
- It may initiate other interested bodies to carry out more extensive studies in the area.

## 1.5 Delimitation of the Study

The researcher strongly agrees that the inclusion of a large part of General secondary schools (grade 9 and 10) and population size in the study could help to get more relevant and broader information. How ever, because of time, financial and other resource material

constraints the researcher could not be able to conduct the study in large area. Thus, the study is delimited to the General secondary school of East Shoa Zone. The study was looking at the problems of teaching in large class size.

## 1.6 Limitations

Due to lack of time, financial, resource material constraints and lack of access to internet the researcher could not able to conduct the study in large area.

## 1.7 Operational Definition

**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).

**Factor** – a cause of determiner that underlines and influences performance (Good, 1973:233).

**General Secondary** – according to Ministry of Education refers to grade level 9-10 (MOE, 1995:17).

**Jigsaw** – you can describe a complicated situation as a jigsaw (peer-to-peer learning) (NTLF, 2001).

**Large Class Size** – the number of students enrolled in a class greater in size than the usual average (50-125) for large class size (UWO, 2002).

**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 skills that are considered appropriate and adequate for students to have acquired at particular levels in education system (Kellaghan and Greaney, 2002:24).

# CHPATER TWO

## 2. Review of Related Literature

### 2.1. Class size

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). Nowadays in most nations of the world, class sizes are growing larger and larger to the extent of running out of manageable size. In a UNESCO survey, Rassekh and Vaideanu (1987:42) state that the school enrollment explosion started in the 1950s in which the growth was particularly marked in secondary and higher education.

This tremendous growth in school population has made the class size a matter of wide discussion among many scholars and the people concerned about education thought no universal agreement was arrived at. That is because different countries have their own ways of arranging class size based on their economic development and kind of program. But all agree that the smaller the class size, the better the learning (Wade, 1980:63).

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 or thirty (Lockwood, 1984:68). However, other activities should not 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). Still others advocate that the nature of the subject, and the learning resources matter more than class size (Ayalew 1991:120-121).

Class size varies from region to region; from one teaching level to the other; and from subject to subject. There are a number of factors that can affect class size. Some of these

are: the in balance 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 into a matter of wide discussion.

## 2.2 Class Size in Different Countries

Class size can vary from country to country, from subject to subject, from teacher to teacher and from grade level to grade level. According to Frankish (1972:17) the typical classrooms in America provide instructional space for 25 to 35 students and this class can be extended to contain 30 to 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 the upper limit in France, too. According to his study (Frankish, 1972:43-77), secondary schools in France accommodate 48 students as in England and while the classroom-students ratio in secondary schools of Japan is 37.4 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. The current standard set for Ethiopian secondary schools recommends a class size of 40 students in a room with a total area of 46.08$m^2$. But is not practical in our secondary schools and as many as 80 and more students are being crowded in a classroom whose areas is mentioned above (MOE, 1995:3).

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 a 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 take 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. "Larger 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 enrollment, the more difficult the teaching and learning programs will be.

## 2.3 Problems of Large Class Size

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. Furthermore, Cololough and Keith (1993:114) confirm that as class size increases, it would be very difficult in getting to know students.

Regarding to this problem 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 force fully to a large group are the difficulties of overcoming the psychological effects we and the students feel as part of a potentially faceless, un differentiated 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 might they feel about speaking up in class?

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

- Individualization of instruction is limited.
- Instruction tends to be the lecture, with out group participation.
- Oral communications within the classroom from pupil to teachers are minimized.
- Written works assigned less frequently and where assigned, receives less teacher attention and
- Pupils are less well known to teachers as individuals.

The worse aspect of large class is its effect on students who are less able, who are quiet and introvert. Their problems may be over looked or missed (Waxman and Walberg, 1991:135)

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 Teacher Qualification

Mutassa and wills (1995) have explained that instructional methods by them selves can not do much improve learning, and thus, their value lies on the professional skills of the teacher in using or handling them.

Moreover, Mutassa and wills extended their argument by saying

> There is nothing so dangerous as using a method one can't use well. Indeed it is better to use a 'poor' method which one can handle well rather than a 'good' method clumsily done. (P.62)

Sguazzin and Graan (1998) as cited in Fisséha (2001:43) stressed that, good and effective education in the class room demands a well-prepared teacher, a competent teacher (both academically and pedagogically) and selection of best teaching strategies, activities and materials to achieve objectives.

It is clear that the skills, knowledge and professional competence of the teachers are acquired through training. A good training helps the teacher to teach, to evaluate, and follow up over all development of students effectively.

Yohannes (2005:49) stated that in Ethiopia, as one of the developing countries, a serious shortage of qualified and experienced teachers is one of the common problems in the secondary schools of the country that affects the quality of education. According to a study conducted by Amare (1998:294) teacher qualification issues including the need for better qualified teachers was one of the major problems in this country. In addition, Mona and Tesfaye (2000:3) have noted that on one hand, the expansion of the education sector on the other, the continued shortage of qualified teachers is the main reason for the crisis of education in Ethiopia. Similarly, Ayalew (2002:72) stated that, it is impossible to be expecting quality secondary education in the absence of qualified teachers, adequate books and educational materials but in the opposite with very large number of students in secondary schools.

In addition, Cohen et al (1996:187) cited in Kumara (2004) state that, subject teachers require subject knowledge and professional knowledge. She goes on arguing that it is not enough for the teacher simply possess academic knowledge; that has to be translated in to effective learning by the students. Morrison in Cohen et al (1996:187), writes that subject specialists should possess both subject knowledge and pedagogical knowledge. He further suggests that a subject specialist should possess several areas of expertise:

- academic subject knowledge;
- pedagogical knowledge;
- effective interpersonal behavior;
- enthusiasm and motivating skills;
- understanding of social relations in schools and classrooms;
- understanding of how students learn;
- skills in assessment, evaluation and record-keeping.

Richey (1979:58) recommends teacher for secondary schools need posses the following qualities and qualifications:

- teachers who have had a methods course perform better than those who have had none;
- bachelor's degree graduates from teacher education programs perform significantly better than graduates in other areas; and
- teachers who have had teaching experience perform significantly better than those with out such experience

As explained by Kumarra (2004:14), effective teaching is determined by the individual teacher's knowledge of the subject matter and mastery of pedagogical skills which create a strongly positive effect on students' achievement.

It is clear that the skills, knowledge and professional competence of the teacher are acquired through training. A good training helps the teacher to teach, to evaluate, and follow up overall development of students effectively.

### 2.3.2 Teaching Method

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. 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 solving 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.

Supporting this ideas, 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 stages of a subject to motivate their subsequent learning by others 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), based on his extensive review of the research literature: "The balance of evidence favors this conclusion: use lectures to teach information. Do not rely on them to promote thought, change attitudes, or behavioral skills if you can help it" (P. 20).

Different educators, who are concerned with education, see the problem of large class size on method of teaching. Emil J. Berger (1973) as cited in Getahun (1990:9) large class size 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 can not be conducted in large class size (Demissee, 1986:32).

Similarly, Robert Anderson (1966) as cited in Getahun (1990:9) 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 class room. However, all instruction can not be achieved and taught only by lecture. Also it is true that General Secondary School students (grade 9-10) can not 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.

#### 2.3.2.1 Teacher Centered Teaching Method

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 recitations and classroom lectures. Some people agree that this method, if properly handled by experienced teachers, it can give students the necessary knowledge. How ever, many scholars in the field of pedagogy emphasize its disadvantages rather than its advantages.

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. More over, in habits active participation and research ability of the student and encourage his/her to be submissive (Terefe, 2005:18). The teacher 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, 1986:27).

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, 1995:219).

Mckeachie (1986) notes that, "[class] size and method are almost inextricably intertwined. Thus, the research on class size and that on lectures Vs discussion over lap. Large classes are most likely to use lecture methods and less likely to use discussion than small classes" (P181).

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 (Hetherington and Parke, 1993: 502-503), (Department of Education and Science, 1989:277) and (Pollock and Waller, 1994:143).

#### 2.3.2.2 Effective Teaching Methods for Large Classes

Fosnot (1989); cited in Jason (2006:14) stated that, the traditional passive view of learning involves situations where material is 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/or collaborative activities. Overall, the results of recent studies concerning the effectiveness of teaching methods favor constructivist, active learning methods. The findings of a study

by De Caprariis, Barman, and Magee (2001) suggest that lecture leads to the ability to recall facts, but discussion produces higher level comprehension. Further, research on group-oriented discussion methods has shown that team learning and student-led discussions not only produce favorable students performance outcomes, but also foster greater participation, self confidence and leadership ability (Perkins and Saris, 2001; Yoder and Hochevar, 2005).

#### 2.3.2.2.1 What is Active Learning?

As explained by National Tritium Labeling Facility (NTLF, 2001:2), active learning is simply that... having 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 questions, or through writing. In short, students will be engaged in activities that force them to reflect up on ideas and upon 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. Research shows that techniques that promote 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.

#### 2.3.2.2.2 Promoting Active Learning Excellence

According to Schreyer Institute for Teaching Excellence (1992), in a large class it is easy for students to assume a passive role, merely recording the facts that you convey in your lecture. They are more likely to understand and retain knowledge, however, when they have been an active participant in the discovery process and can thus claim ownership of the material. The following methods will help students become actively engaged during teaching large class size.

### i) A Change in Lecturing

Lecturing, of course, can be an effective way of communicating... of delivering a great deal of information not easily available otherwise, or of demonstrating an analytic process. But we also know the lecturing doesn't always encourage students to move beyond memorization of the information presented to analyzing and synthesizing ideas so that they can employ them in new ways. Though we may rely on conventional lectures to communicate information and concepts with our own perspective, it's possible to help students more fully grasp and assimilate the ideas we're presenting. Breaking up the conventional fifty-minute lecture with questions and discussion is perhaps the first action to consider (NTLF, 2001:2).

### ii) Questioning and Discussion

Discussion method involving problems that student have identified and chosen. This kind of teaching is tied with the discovery method, which requires students to find their own concepts, principle and solutions, not to adopt them from a teacher or textbook (Terefe, 2005:24).

According to NTLF (2001:2), carrying on a discussion with our class seems entirely appropriate when we're facing 20 or 30 students. But with a hundred or more, many instructors have found it not only possible, but a valuable component of the course, since students are forced to be alert and feel a greater sense of commitment to the class. Several techniques are possible with large classes: lecture for thirty minutes or so, and spend the final time asking questions that require students to apply what they've heard, or analyze it, or relate it to their reading assignments; punctuate lectures with brief questions that require students to explain major concepts with examples or analogies; use one class week solely for discussion, so that students come prepared to participate. Simply put, most of the techniques we use in seminar discussions can be adapted to work in larger classes.

### iii) Cooperative/Collaborative Learning

As explained by center for Teaching, Learning and Technology (CTLT, 2007:2), these may be formal or informal, graded or not, short-term or long term. Generally, you assign students to heterogeneous group of 3-6 students. They choose a leader and ascribe (note-taker).

They are given a task to work on together often, student preparation for the cooperative/collaborative Learning Group has been required earlier (reading or homework). The group produces a group answer or paper or project. These work best in small to medium size classes; but it is also used to large class size. The CTE (1989) suggested that, in the "real" word, no matter what the intended profession, working with others is an important skill. Increasing opportunities for students to work together can help them develop this skill. In addition small-group work encourages students who may be reluctant to participate in the large class setting to become active learners. Cooperative/collaborative learning also helps hold students' attention. Groups work best when they are given a short task that adds variety to lecture.

Similarly, NTLF (2001:3) stated that,

> Group work can be an extremely useful addition to a large class. Not only does peer discussion help students understand and retain material, but it helps them develop better communication skills. Students also become aware of the degree to which other students can be available resource in learning. As many students will say, they know they really under stand the subject matter when they must explain it or teach it to appear. Some instructors break up a lecture by having students divided themselves in to groups of three or four and answer specific questions, or solve specific problems. Each group appoints a spokes person who may have to report on the group's progress, once the larger class reconvenes. It's not necessary to call on every group for a response...a general sense of the class's understanding can be gained by quickly polling several groups for their questions or comments.

iv) **The Jigsaw Method/Peer-to-peer Learning/**

According to Jason (2006:15), the jigsaw method involved grouping the students into teams of four, with each member was being given responsibility for reading/learning a portion of the chapter out side of class. Teams were allowed to meet during the next class and deliver their assigned chapter portions to the rest of their team members.

v) **Role Plays**

Role plays and simulations requires students to place them selves in particular situation or take a committed position on a key issue in the subject. In scientific fields, students can become actual representatives of physical process, acting it out to make it more concrete (NTLF, 2001:4).

vi) **The Case Study and Team Project**

Jason (2006:15) stated that, under the case study method, students were assigned a case study to read prior to class time. They were also required individually to prepare written responses to several discussion questions related to the case study. Once in class, students were then organized into groups of four and instructed to share their individual responses to the questions in order to develop a set of "team" responses to show case the best of all of their individual responses. The team project assignment required teams of four students to develop a profile or retail firm, with the entire project being completed outside of class.

### 2.3.2.2.3 Factors that Affect Active Learning

The classroom interaction requires selected materials and methods of instruction. The choice and implementation of this vital materials and methods affected by a number of different, but interrelated factors, that can have positive or negative impacts on the whole process of teaching and learning. The skill and experience of the teacher, the nature of learners, classroom sizes (population of students in a class), and suitability of place, time and conditions can be mentioned as examples of the factors (Desta, 2001:46).

Similarly, 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 (2001:5)

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

### 2.3.3 Instructional Materials/Facilities

Physical learning environments or the places, in which formal learning occurs, range from relatively modern and well-equipped building to open air-gathering places (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. How ever, in most developing countries including Ethiopia, it is hardly possible to have such materials/facilities adequately. In this case, secondary schools of Ethiopia are characterized by shortage of instructional materials and other teaching equipment (Yohannes, 2005:50). Regarding this Tekeste (1990:49) has stated that, textbooks are always in short supply and in most subjects; several students share the textbooks. This reveals that one of the problems in the secondary schools is shortage of instructional materials (MOE, 1994), which would affect both the work of teachers and the students. A study result conducted by Amare (1998:293) also proves that

one of the major problems of secondary schools in this country is shortage of textbooks, school pedagogical centers, reference books, teacher's guide, laboratories, libraries etc. which affect students' learning out comes.

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 Classroom Management

According to Johnson and Bany, (1970:24) classroom management can be defined as the "process of establishing and maintaining the internal environment of the group and the class condition for the attainment of educational goals" it consists of

all "the provisions and procedures necessary to maintain an environment in which instruction and learning can occur."

According to the above views the concept of classroom management encompasses activities like planning, organizing, coordinating, directing, controlling, communicating and house keeping. In addition to this Daniel (1979:12) suggested the following points:

- Manipulating time, space, personnel, materials, authority and responsibility, reward and punishment.
- Resolving conflicts between school and society, between roles and personalities, between the group and individuals between immediate and long term goals, among personalities, and among roles.
- Maximizing students' time on task

Depending on the above definitions Feten (1998:9) stated that, one can generalize that classroom management as teacher's activity involves organizing and conducting the class so that it runs smoothly. When properly done it economizes time; help students to spend their school time on learning tasks; reduces problems of discipline and order; ensures student engagement on task. With out it, classroom activities are neither efficient nor effective.

#### 2.3.4.1 Factors Affecting Classroom Management Skills

##### 2.3.4.1.1 Teacher Related Factors

**i) Teacher Training**

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 classroom management's skills is one of the most crucial factors in influencing teacher's performance and proficiency in classroom management tasks.

**ii) Teacher's Experience and Age**

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 high 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 interpreting the complexity of environment in which they work (Cole and Chan, 1994:15).

**iii) Teacher's Attitude**

In addition to training, experience and age of teachers, some evidences showed that the "desirable professional attitudes" of teachers have positive relationships with success full teaching in the classroom including managing children over all successful teaching (Fontana, 1995:38; Cole and Chan, 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 in consistent in the action taking place in the classroom.

**iv) Lack of Teacher Awareness**

A study conducted by Good and Brophy (1974) provided clear evidence that teachers are unaware of some of their behavior. We found that teachers differed widely in the extent to which they stayed with students in failure situations (repeated or rephrased a question, asked a new question) or gave up on them (gave the answer or called on some one else).

Even seemingly simple aspects of teacher-student interaction can be complex perceptual problems in a fast moving, complicated social setting such as a classroom. Many teachers can not accurately recall the extent to which they call on boys versus girls, the frequency with which students approach them, the number of private contacts they initiate with students, or the amount of class time they spend on procedural matters. This lack of awareness is one reason why, in too many classrooms, student gender, race, ethnicity, or culture predict the quality of students' learning opportunity (Delpit, 1995; Sadker and Sadker, 1994).

#### 2.3.4.1.2 Student Related Factors

**i) Age and Background of students**

According to Feten (1988:27), the early period of adolescence is the period when teachers face more problems of managing individual students both in side and out side classroom than any students' developmental stage. In stressing 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. The findings of classroom observations in junior and secondary schools carried out by Evertson, Emmer and Clements (1980) and Emmer and Evertson (1980) cited in Sanford and Evertson (1981:34) showed teachers in low socio-economic status schools face more special problem in establishing productive learning climate with in their classroom. These students manifest more misbehavior in the classroom than students from high and middle socio-economic status.

**ii) Disciplinary Problems of Students**

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 classrooms in which large percentage of students were off-task, talked without raising hands, talked back, moved about the room with out permission, ignored rules disrupted others and failed to complete assignments.

In addition, cheating, vandalism, fighting and substances abuse are, the most serious but less frequently occurring problems of large class size.

In addition to the above idea, Kounin (1970) found that about 55% of classroom discipline problems were related to talking and noise; 26% were related to being late, not having home work, or moving about the room with out permission; and 17% were related to off-task behavior, such as completing other assignments, reading with out permission or day dreaming.

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

Generally, according to CDTL (2000:6)

> ...the teaching of large class is truly challenging and requires more conscious effort and planning in order to make learning and teaching more effective in such an environment. With the innovative use of modern day tools such as IT, communication technologies and the Internet, some of the problems associated with teaching large classes can be overcome. Finally, it is important to note that unless there is continuous effort and readiness to innovate and evaluate one's teaching practice to improve the way one teacher, stagnation (regression) in teaching performance may well occur.

## 2.4 Benefit of Optimum Class Size

Reduced class size is of hugest importance particularly at secondary schools. Donald and Bernard (1955:2) as cited in Kumerra (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 (1981:2) 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 teacher as well as for students.

Tozer, Violas and Senese (1993:298) further explain 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 larger ones.

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 class:

- Both teachers and students get the opportunity of employing greater variety of educational materials, methods and activities.
- The climate of the classroom will be friendlier.
- Students volunteer more frequently to participate in learning-related activities.
- Teacher's behavior will be more relaxed and good-natured.

Small classes permit students to get more attention from their teachers and classmates. In addition to this both teachers and students get more opportunity of using different educational materials, teaching methods and activities.

# CHAPTER THREE

## 3. Research Design and Methodology

### 3.1 Research Method

In order to have clear concept of the nature of the problem (problems in teaching large class size), descriptive survey method of study was employed because it appears suitable for refining the research tools such as questionnaires, observation and interview. The relevance of this method for such purpose has been confirmed by authorities such as Koul (1988:405) and Best (1977:116-117).

### 3.2 Source of Data

The sources of data for this study were:

- General secondary school teachers and principals of sample schools of East Shoa Zone.
- Educational supervisors of the sample Weredas.
- General secondary school students (grade 9-10).
- Class room observation

### 3.3 Sampling Procedures

The target population of this study encompassed teachers, principals, students in General Secondary Schools and Wereda educational supervisors of East Shoa Zone. According to East Shoa Zone Education office in academic year 2006/2007 there are 10 General Secondary Schools (grade 9-10). Out of this 30% of them (3 schools) were selected using simple random sampling techniques. 93 teachers who were engaged in teaching in (grades 9-10), 3 school principals, 3 school vice-principals and 3 Wereda Educational supervisors were included in the study by using simple random sampling and available sampling techniques respectively.

In addition, in the selected 3 schools there are 4357 students in grades (9 -10). Out of students' population size, 2.295% of the students were selected. By using stratified random sampling technique 100 students were selected for the study. The stratification was based on sex (gender). (See appendix A)

## 3.4 Data Collecting Instruments

### 3.4.1 Questionnaires

As it has been stated earlier, the objective of this research under taking is to identify problems in teaching large class size.

Two types of structured questionnaires were prepared in English from different sources based on the problem of the study.

The first questionnaire was for teachers which were requested to respond about their background, their qualification, the teaching method which is used in large class size, school facilities, and classroom managements to implement effective teaching in large class size.

The second questionnaire was for students and who were requested to respond about their background, their family's occupation, the teaching method which is used in large class size, the classroom disciplines and school facilities. This questionnaire was translated in to Amharic language to make the respondents easily understand and respond.

### 3.4.2 Interview

Based on problems in teaching large class size, the researcher conducted structured interview with school principals, vice-school principals and Wereda educational supervisors. The main purpose of the interview was to understand their knowledge about large class size, the problems of large class size, availability of school material/facilities for teaching large class size, and disciplinary problems.

### 3.4.3 Observation in the Classroom

Good, and Brophy (2003:17) explained that, in quantitative approaches, observers use checklists or coding schemes to record each occurrence of particular categories of events and then analyze the resulting frequency profiles.

To gather more reliable information, observation in the actual classroom teaching and learning process was used as data gathering instrument. 12 periods observation time were taken for 12 sections, 6 for $9^{th}$ grades, 6 for $10^{th}$ grades for collecting information from sample schools.

Observation check list was also employed to collect the data focusing mainly on methods of teaching large class size, classroom management, student misbehavior in a classroom and classroom facilities.

The classroom teaching and learning observation was focused in language (Amharic, Oromifa and English), social studies (Geography, History and Civic education), science (Chemistry, Biology and Physics) and mathematics subject lessons. Observations for these subjects were given enough emphasis because they are more related to different teaching strategies such as lecture method, Jigsaw method, case study discussion/debate method, team project method, Role playing method, and the problem solving method.

The instruments were piloted in one general secondary School on the sample respondents before they were used for data gathering purpose. The instruments were revised and improved on the basis of their pilot test. The improved instruments were distributed to 3 General Secondary Schools (grade 9-10) in East Shoa zone, to the teachers, students, school principals and Wereda educational supervisors.

The questionnaires, interview and classroom observations were administered by the researcher himself.

## 3.5 Methods of Data Analysis

The descriptive survey quantitative and qualitative data analysis method was used. The gathered data by questionnaires and classroom observation measured quantitatively and tabulated in to numerical data. The interview, meanings, concepts, and definitions from reviews of related literature were interpreted qualitatively.

The responses from the subjects were collected, analyzed and interpreted accordingly.

In order to convey ideas to the reader in ways easily understandable, tables were used to show the items' alternative responses and the respondent's number were converted in to percent.

The data was analyzed and interpreted on the basis of the information gathered as shown in the tables of each case related to the leading questions.

# CHAPTER FOUR

## 4. Presentations and Analysis of Data

In this study: teachers, students, school principals, school vice principals, Wereda educational supervisors and classroom observation were used as source of data. Three different tools were used to gather the data. The questionnaire including both close and open-ended questions; an interview guides questions and class room observations. From a total of 100 questionnaires distributed to students, 100 (100%) and of 93 distributed to teachers 93 (100%) were properly filled and returned. Similarly, pre-prepared structured interview guide questions were presented for 3 principals, 3 vice principals and 3 Wereda educational supervisors and all of, 9 (100%), have correctly responded. The analysis of the data was based on the responses obtained from these groups of respondents and from classroom observations.

**Table 1: Personal Information of Students' Respondents**

| Sex | | | | Age | | | | | | | | | | Grade | | | | Family's occupation | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Male | | Female | | 11-15 years | | 16-20 years | | 21-25 years | | 26-30 years | | Above 30 years | | 9th | | 10th | | Government employee | | Farming | | Mercha nt | | Other(s) | |
| N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| 59 | 59 | 41 | 41 | 25 | 25 | 71 | 71 | 4 | 4 | - | - | - | - | 65 | 65 | 35 | 35 | 40 | 40 | 49 | 49 | 8 | 8 | 3 | 3 |

As indicated in the first part of this chapter, a total of 100 students were involved in the study. As shown in table 1: 59 (59%) of the student respondents are male, while the remaining 41 (41%) of them are female. Concerning the age of respondents 25 (25%) of them are between 11-15 years of age; 71(71%) of them are between 16-20 years of age. The rest 4(4%) of student respondents are between 21-25 years of age. It can easily be concluded that the majority of the respondents are between the ages of 16-20 years.

With regard to educational level of student respondents 65(65%) are grade nine and 35(35%) of them are grade ten students. Pertaining to family's occupation of student respondents 40(40%) are government employee; 49(49%) are farmers; 8(8%) are

merchants and 3(3%) of them are working in private sectors. The majority of the student respondents' family's occupations are government employ and farmers respectively. According to the above data one can conclude that, the majority of the students' came from lower socio-economic status. Lingren and Suter (1995:297) explain that large class size greatly harms students of low ability and those from lower socio-economic status. Such students need more help from teacher in order to cope up academically with other students.

**Table 2a: Personal Information of Teachers' Principals and Wereda Educational Supervisors' Respondents**

| Samples | Sex | | | | age | | | | | | Qualification | | | | | | Years of service | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Male | | Female | | 18-22 years | | 23-27 years | | 28-32 years | | 33-37 years | | Above 37 years | | TTI | | Diploma | | Degree | | 1-5 years | | 6-10 years | | 11-15 years | | 16-20 years | | Above 20 years | |
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Teacher | 82 | 88.2 | 11 | 11.8 | 7 | 7.6 | 36 | 38.7 | 18 | 19.3 | 15 | 16.1 | 17 | 18.2 | - | - | 56 | 60.2 | 37 | 39.8 | 45 | 48.3 | 12 | 12.9 | 13 | 13.9 | 14 | 15.1 | 9 | 9.7 |
| Principals and Wereda educational supervisors | 9 | 100 | - | - | - | - | - | - | 2 | 22.2 | 2 | 22.2 | 5 | 55.5 | - | - | 7 | 77.7 | 2 | 22.2 | - | - | 3 | 33.3 | 3 | 33.3 | 2 | 22.2 | 1 | 11.1 |

According to Table 2a, 82 (88.2%) of the teacher respondents, 9 (100%) of the principals and Wereda educational supervisors are male. 11 (11.8%) of the respondents are female teachers. Regarding to teachers, principals and Wereda educational supervisors age, 7 (7.6%) of the teachers are between 18-22 years age; 36 (38.7%) of the teachers are between 23-27 years age; 18 (19.3%) of the teachers and 2 (22.2%) of the principals and Wereda educational supervisors are between 28-32 years age; 15 (16.1%) of the teachers

and 2 (22.2%) of the principal and Wereda educational supervisors are between 33-37 years age and 17 (18.2%) of the teachers, 5 (55.5%) of the principals and Wereda educational supervisors are above 37 years age respectively.

With respect to their qualification, 56 (60.2%) of the teachers and 7 (77.7%) of the principals and Wereda educational supervisors had college diploma. The rest 37 (39.8%) of the teachers and 2 (22.2%) of the principals and Wereda education supervisors had first degree. According to the data on table 2, most of teaching-learning process in sample general secondary school took place by diploma holders. As explained by Ayalew (2002:72) it is impossible to expect quality secondary education in the absence of qualified teachers, adequate books and educational materials but in the opposite with very large number of students in secondary schools.

As to the service years of the teachers, principals and Wereda educational supervisor respondents, 45 (48.3%) of the teachers have served between 1-5 years; 12 (12.9%) of the teachers and 3 (33.3%) of the principals and Wereda educational supervisors have served between 6-10 years; 13 (13.9%) of the teachers and 3 (33.3%) of the principals and Wereda educational supervisors have served between 11-15 years; 14 (15.1%) of the teachers and 2 (22.2%) of the principals Wereda educational supervisors served between 16-20 years and 9 (9.7%) of the teachers and 1 (11.1%) of the principals and Wereda educational supervisors have served above 20 years.

**Table 2b: Teachers' Responses Concerning Grade Currently Teaching and Working Load**

| Grade currently teaching | | | | | | Work load per-week | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 9th | | 10th | | Both grades | | 6-10 period | | 11-15 Period | | 16-20 Period | | 21-25 Period | | Above 25 | |
| N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| 11 | 11.8 | 22 | 23.6 | 60 | 64.5 | - | - | 8 | 8.6 | 27 | 29 | 38 | 40.8 | 20 | 21.5 |

As it is pointed out in Table 2b, 9(9.7%) of the teacher respondents are teaching grade nine; 22(23.6%) of them are teaching grade ten and 60(64.5%) of them are teaching in both grades (nine and ten).

Concerning to their teaching load, 8(8.6%) of the teacher respondents have between 11-15 periods per-week; 27(29%) of them have between 16-20 periods per-week; 38(40.8%) have between 21-25 periods per week; and 20(21.5%) of them have above 25 periods per-week. In general 58(62.3%) of the teacher respondents have between 21 and above 25 periods work load per-week. From this data one can conclude that most General Secondary School teachers in the sample area are teaching 24 periods and above per-week which implies that they have no spare time to provide additional assistance to students that need tutoring.

Table 3: Students' and Teachers' Responses Concerning Class Size

| No | Item | Responses | | | |
|---|---|---|---|---|---|
| | | Students' | | Teachers' | |
| | | N | % | N | % |
| 1 | Average number of students in your class? | | | | |
| | • 40 students | - | - | - | - |
| | • 50 students | - | - | - | - |
| | • 60 students | - | - | - | - |
| | • 70 students | 65 | 65 | 60 | 64.5 |
| | • above 70 students | 35 | 35 | 33 | 35.5 |
| | • No response | - | - | - | - |
| | **Total** | **100** | **100** | **93** | **100** |

Class size concerns educators for various reasons because learning can only occur positively when lessons are under appropriate conditions both for the student and teachers. Appropriate class size help in facilitating teaching and learning. According to the data in table 3, 65(65%) of the student and 60 (64.5%) of the teacher respondents indicated that their class accommodate 70 students per class. 35(35%) of the students and 33 (35.5%) of the teacher respondents indicated that their class accommodate 70 and above students per class. Besides, 6 (66.6%) of the principals and 3 (33.3%) of Wereda educational supervisors in their interview replied that General Secondary Schools of sample Weredas accommodate more than 70 students per class.

As mentioned in the literature review part of this study, class size is the concern of many educators. A study conducted by (Bennet, 1996:4) indicates that, as class size increase the volume of work in marking and preparation increases. Furthermore, (Colough and Keith, 1993:114) confirm that as class size increases, it would be very difficult in getting to know students.

**Table 4: Students' Responses Concerning Large Class Size**

| No | Item | Responses | |
|---|---|---|---|
| | | N | % |
| 1 | Do you learn in large class size (more than 50 students in the class)? | | |
| | • Yes | 100 | 100 |
| | • No | - | - |
| | • No response | - | - |
| | **Total** | **100** | **100** |
| 2 | Does your classroom have enough desks to seat on and light service for large class size | | |
| | • Yes | 47 | 47 |
| | • No | 53 | 53 |
| | • No response | - | - |
| | **Total** | **100** | **100** |
| 3 | Do the class size, classroom and your seating arrangement conducive for the implementation of student-centered learning? | | |
| | • Yes | 30 | 30 |
| | • No | 70 | 70 |
| | • No response | - | - |
| | **Total** | **100** | **100** |
| 4 | As a result of large class size, do you observe any instructional time wastage in your class? | | |
| | • Yes | 94 | 94 |
| | • No | 6 | 6 |
| | • No response | | |
| | **Total** | 100 | 100 |
| 5 | Which of the following problem(s) do you think are created as a result of large class size? | | |
| | • Lack of effective communication | 7 | 7 |
| | • Difficult to identify students with special problems | 5 | 5 |
| | • Problems of class room management | 6 | 6 |
| | • Suffocation problem (in breathing) | 5 | 5 |
| | • All are true | 77 | 77 |
| | • Other(s) | - | - |
| | • No response | - | - |
| | **Total** | **100** | **100** |

Table 4 shows students' responses concerning their class size. As shown in item number 1 of the same table, 100 (100%) of the respondents replied that they are learning in large class size. As stated in the chapter two of this study, the current standard set for Ethiopian General Secondary Schools recommends a class size of 40 students in a room with a total area of 46.08$m^2$. But is not practical in our General Secondary Schools and as many as 80 and more students are being crowded in classroom whose area is mentioned above (MOE, 1995:3).

With regard to item number 2 of table 4, 47(47%) of the respondent replied that their classroom have enough desks to seat on and light service for large class size. The remaining 53(53%) of the respondent indicated that their classroom have no enough desks to seat on and light service for large class size.

**Classroom Observation 1: Observation Check List for Instructional Materials/Facilities**

| No | Items | Yes | | No | |
|---|---|---|---|---|---|
| | | N | % | N | % |
| 1 | The classroom is enough for teaching large class size | 7 | 58.3 | 5 | 41.6 |
| 2 | The classroom have enough desks for teaching larger class size | 7 | 58.3 | 5 | 41.6 |
| 3 | Instructional resources (Teaching aids) are adequately available in the classroom | 3 | 25 | 9 | 75 |

Similarly, during the classroom observation, the researcher observed that 5(41.6%) of the classrooms have no enough desks and are not enough for teaching large class size. Besides, instructional resources (Teaching-aids) are not adequately available in 9(75%) of the classrooms.

As pointed out in item number 3 of Table 4, the vast majority of the student respondents, 70(70%) of them indicated that their class size, classroom and their seating arrangement is not conducive for the implementation of student-centered learning. The rest, 30(30%) of

the respondents indicated that their class size, classroom and seating arrangement is conducive for the implementation of student-centered learning. Large number of students in a class requires more time and energy of the teacher. Class size should be small if possible. Students progress at different pace, they need time and space with their teachers'.

As indicated in item number 4 of Table 4, 94 (94%) of the respondents reported that they observed instructional time wastage as a result of large class size. Also, 6(6%) of the respondents reported that they did not observe instructional time wastage as a result of large class size.

As it is depicted in item number 5 of the same table, 7(7%) of the respondents replied that lack of effective communication are created as a result of large class size. 5(5%) of the respondents replied that difficult to identify students with special problems are created as a result of large class size. 6(6%) and 5(5%) of the respondents replied that problems of class room management and suffocation problems are created as a result of large class size respectively. Similarly, the interview result indicted that the problems in teaching large class size as follows:

- It is not suitable to control/manage each student.
- It is difficult to identify their knowledge level
- It increases disciplinary problems
- It is difficult to involve students in active learning
- It is difficult to get enough facilitates for large number of students.
- It is difficult to correct students' assignments
- It increases dependent work

Various studies emphasize the disadvantages of large class size for both teachers and students. In the chapter one of this study, (SNNPR, 1997:19) in its survey study has indicated that, many teachers believe that they can not do practical activities, problem-

solving investigation or other learner-centered approaches in over-crowded class room with many students. In line with this, 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 disadvantage of large class size for both teachers and students.

**Table 5: Students' Responses Concerning Teaching Method**

| No | Item | Responses | |
|---|---|---|---|
| | | N | % |
| 1 | Which teaching method do teachers use in your class? | | |
| | • Lecture method | 55 | 55 |
| | • Jigsaw method | 2 | 2 |
| | • Case study method | 1 | 1 |
| | • Discussion method | 27 | 27 |
| | • Role playing method | 3 | 3 |
| | • Team project method | 8 | 8 |
| | • Problem solving method | 4 | 4 |
| | • No response | - | - |
| | **Total** | **100** | **100** |

Pertaining to item number 1 of Table 5, 55(55%) of the students indicated that their teachers use lecture method of teaching in their class. 2(2%) and 1(1%) of the students indicated that their teachers use Jig-Saw method (per-to-per teaching)and case study method of teaching in their class respectively. 27(27%) of the respondents indicated that their teachers use discussion method of teaching in their class. 3(3%) and 8(8%) of the students indicated that their teachers use Role-playing method and Team-project method of teaching in their class respectively. The rest, 4(4%) of the respondent indicated that their teachers use problem solving method of teaching in their class. This clearly shows that the majority of the teachers' teaching method depends upon Lecture method.

**Observation Checklist 2: Observation checklist for teaching methods**

| No | ITEMS | Yes | | No | |
|---|---|---|---|---|---|
| | | N | % | N | % |
| 1 | The teacher facilitates the instructional process. | 11 | 91.6 | 1 | 8.3 |
| 2 | The learners listen to teacher talk | 10 | 83.3 | 2 | 16.6 |
| 3 | The learner talks much in classroom, most of the activities led by the student | 2 | 16.6 | 10 | 83.3 |
| 4 | The teacher talks much, most learning and teaching process is led by a teacher. | 10 | 83.3 | 2 | 16.6 |
| 5 | Chairs and tables (desks) are moveable and seating arrangement is in circle or U–shape | - | - | 12 | 100 |
| 6 | Chairs and tables (desks) are fixed and seating arrangements is in row | 12 | 100 | - | - |
| 7 | Teaching is directed to whole class | 11 | 91.6 | 1 | 8.3 |
| 8 | Students are working individually, at their own peace; on work given by the teacher. | 9 | 75 | 3 | 25 |
| 9 | Students are working together cooperatively in groups, on work given by the teacher | 3 | 25 | 9 | 75 |
| 10 | Teachers helps students rounding the group | 1 | 8.3 | 11 | 91.6 |
| 11 | Student involve in discussion method of learning | 2 | 16.6 | 10 | 83.3 |
| 12 | Students involve in problem solving method of learning | 2 | 16.6 | 10 | 83.3 |
| 13 | Students involve in role playing method of learning | - | - | 12 | 100 |
| 14 | Students involve in jig saw method of learning | - | - | 12 | 100 |
| 15 | Evaluating students' learning with the participation of student | 2 | 16.6 | 10 | 83.3 |
| 16 | Evaluating students' learning is completely the authority of the teacher. | 10 | 83.3 | 2 | 16.6 |

Similarly, the researchers' class room observation in sample general secondary schools proved that,

- In 11 (91.6%) of the classes the teacher facilitates the instructional process.
- In 10 (83.3%) of the classes the learners listen to teacher talk.
- In 10 (83.3%) of the classes the teachers talks much, most learning and teaching process is led by a teacher
- In 12 (100%) of the classes chairs and tables (desks) are fixed and seating arrangements is in row.
- In 11 (91.6%) of the classes teaching is directed to whole class
- In 9 (75%) of the classes the students are not working together cooperatively in groups, on work given by the teacher.
- In 11 (91.6%) of the classes teachers do not help students rounding the group.
- In 10 (88.3%) of the classes students do not involve in discussion and problem solving method of learning
- In 12 (100%) of the classes students do not involve in role playing and in jigsaw method of learning.
- In 10 (83.3%) of the classes evaluating students' learning is completely the authority of the teacher.

Mckeachie (1986) notes that, "[class] size and method are almost inextricably intertwined. Thus, the research on class size and that on lecture Vs, discussion over lap. Large classes are most likely to use lecture methods and less likely to use discussion than small classes" (P. 181). Similarly, (Desta, 2001:9) explained that, the teacher centered method gives the priority role and responsibility to the teacher. The teachers are considered as the source and the students as recipient. Generally, in smaller classes there is more individualization, greater group activities, more positive student attitudes and less misbehavior.

**Table 6: Students' Responses Concerning their Assignment and Teachers' Academic Support**

| No | Item | Responses | |
|---|---|---|---|
| | | No | % |
| 1 | How frequently do you do class work and home work that your teachers give you? | | |
| | • All the time | 50 | 50 |
| | • Most of the time | 39 | 39 |
| | • Some time | 11 | 11 |
| | • Not at all | - | - |
| | • No response | - | - |
| | **Total** | **100** | **100** |
| 2 | Do your teachers check the students' class work and homework regularly? | | |
| | • Yes | 17 | 17 |
| | • No | 83 | 83 |
| | • No response | | |
| | **Total** | **100** | **100** |
| 3 | If your answer to question no. 2 is "No" what do you think is the reason? | | |
| | • Due to large number of students in a class | 10 | 10 |
| | • Due to lack time | 5 | 5 |
| | • Both A and B | 68 | 68 |
| | • Other(s) | - | - |
| | • No response | - | - |
| | **Total** | **83** | **83** |
| 4 | Do you get appropriate academic support form your teachers? | | |
| | • Yes | 27 | 27 |
| | • No | 73 | 73 |
| | • No response | - | - |
| | **Total** | **100** | **100** |
| 5 | If your answer to questions 4 is "No", what do you think is the reason? | | |
| | • Due to large number of students in a class | 49 | 49 |
| | • Teachers have no interest to support students | 14 | 14 |
| | • Students do not need support | 3 | 3 |
| | • Teachers and students have no time | 7 | 7 |
| | • Other(s) | - | - |
| | • No response | - | - |
| | **Total** | **73** | **73** |

As it is pointed out in item number 1 of Table 6, 50 (50%) of the student respondents replied that all the time they do class work and homework that their teachers give to them. 39(39%) of the respondents replied that most of the time they do class work and

homework that their teachers give to them. 11(11%) of the respondents replied that some time they do class work and home work that their teachers give to them.

As indicated in item number 2 of Table 6, the vast majority of the student respondents, 83(83%) of them showed that their teachers' do not check the students' class work and homework. The rest of the student respondents 17(17%) of them showed that their teachers check the students' class work and homework.

Pertaining to item number 3 of the same Table, 10(10%) of the student respondents replied that the reason(s) why teachers do not check the students class work and homework is that due to large number of students in a class. 5(5%) of the student respondents replied that the reason(s) why teachers do not check the students class work and home work is that due to lack of time. The highest number 68(68%) of the respondents replied that the reasons why teachers do not check the students class work and home work are both due to large number of students and due to lack of time.

As it is pointed out in item number 4 of the same Table, 27(27%) of the student respondents indicated that they get appropriate academic support form their teachers. 73(73%) of them indicated that they don't get appropriate academic support form their teachers'.

Regarding item number(s) of Table 6, 47(47%) of the students pointed out that they do not get appropriate academic support from their teachers because due to large number of student in a class. 14(14%) of the students pointed out that they do not get appropriate academic support from their teachers' because teachers have no interest to support students 3(3%) and 7(7%) of the respondents pointed out that they do not get appropriate academic support from their teachers because students do not need support and teachers and students have no time respectively. Generally, it is possible to conclude from above data that teachers' failure to give appropriate academic support for students is a major problem in teaching large class size. Concerning this issue, (Waxman and Walberg,

1991:135) says, the worse aspect of large class is its effect on students who are less able, who are quiet and introvert. Their problems may be over looked or missed.

**Table 7: Teachers' Response Concerning their Academic Support for Students'**

| No | ITEM | Responses | |
|---|---|---|---|
| | | N | % |
| 1 | Do you check the students' home work and class work regularly? | | |
| | • Yes | 28 | 30.1 |
| | • No | 65 | 69.9 |
| | • No response | - | - |
| | **Total** | **93** | **100** |
| 2 | If your answer to question no. 2 is "No" why? | | |
| | • Because the number of the students very large in a class | 27 | 29 |
| | • Due to lack of time | - | - |
| | • Due to lack of time and very large number of students | 38 | 40.9 |
| | • Other(s) | - | - |
| | • No response | - | - |
| | **Total** | **65** | **69.9** |
| 3. | Do you give appropriate academic support for the needy students? | | |
| | • Yes | 32 | 34.4 |
| | • No | 61 | 65.6 |
| | • No response | - | - |
| | **Total** | **93** | **100** |
| 4 | If your answer to question no. 3 is "No", what is/are your reason(s)? | | |
| | • Too many students in a class | 46 | 49.5 |
| | • Students do not need support | 6 | 6.5 |
| | • Both students and teachers have no time | 9 | 9.7 |
| | • Other(s) | | |
| | • No response | | |
| | **Total** | **61** | **65.7** |

In the previous Table 6, it was mentioned that students responded concerning their class work and home work. Similarly, Table 7 shows that teacher responses concerning their academic support for students'.

In item number 1 of Table 7, the highest number 65 (69.9%) of teacher respondents reported that they do not check students' home work and class work regularly. 28 (30.1%) of them reported that they checked students' home work and class work regularly.

As it is pointed out in item number 2 of the same table, 27(29%) of the teacher respondents replied that the reason(s) why teachers do not check the students class work

and home work regularly is because the number of students is very large in a class. 38 (40.9%) of them replied that the reason(s) why teachers do not check the students class work and home work regularly are due to lack of time and very large number of students.

Pertaining to item number 3 of Table 7, 61(65.6%) of the teacher respondents indicated that they do not give appropriate academic support for the needy students. The rest 32 (34.4%) of them indicated that they give appropriate academic support for the needy students.

With regard to item number 4 of the same Table, 46 (49.5%) of the teachers reported that the reason(s) teachers do not give appropriate academic support for the needy students is too many students in a class. 6(6.5%) and 9(9.7%) of the respondents reported that the reason(s) teachers do not give appropriate academic support for the needy students are, students do not need support and both students and teachers have no time respectively.

According to the data in Table 6 and 7, class size has a direct bearing on the rate and number of communication between teacher and the students. In the chapter one of this study, (Lue, 2000:17) explained that, teachers who have many students in over crowded class room often say that it is certainly not suitable to provide activities and group works for such classes. Similarly, (Smith, 1961:59) has also mentioned the following disadvantages that come as the result of large class.

- Individualization of instruction is limited
- Instruction tends to be the lecture, with out group participation
- Oral communications with in the class room from pupil to teachers are minimized.
- Written works assigned less frequently and where assigned, receives less teacher attention and
- Pupils are less well known to teachers as individuals.

**Table 8: Teachers' Responses Concerning Teaching Methods**

| No | ITEM | Responses | |
|---|---|---|---|
| | | No | % |
| 1 | Did you have secondary school teaching methodology course? | | |
| | • Yes | 76 | 81.7 |
| | • No | 17 | 18.3 |
| | • No response | - | |
| | **Total** | **93** | **100** |
| 2 | If your answer to question no. 1 is "Yes", do the courses include methods on how to teach large class size? | | |
| | • Yes | 33 | 35.5 |
| | • No | 43 | 46.2 |
| | • No response | - | - |
| | **Total** | **76** | **81.7** |
| 3 | If your answer to question no. 2 is "No", do you find it difficult to handle the class properly? | | |
| | • Yes | 30 | 32.3 |
| | • No | 13 | 13.9 |
| | • No response | - | - |
| | **Total** | **43** | **46.2** |
| 4 | Do you teach large class size? | | |
| | • Yes | 93 | 100 |
| | • No | - | - |
| | • No response | - | - |
| | **Total** | **93** | **100** |
| 5 | If your answer to question no. 4 is "Yes", which methods do you use for teaching large class size? (You can suggest more than one methods) | | |
| | • Lecture method | 93 | 100 |
| | • Jigsaw method/peer-to-peer learning | - | - |
| | • Case study method | - | - |
| | • Discussion method | * 28 | * 30 |
| | • Role playing method | * 9 | * 9.7 |
| | • Team project method | * 18 | * 19.3 |
| | • Problem solving method | - | - |
| | • Any other | - | - |
| | • No response | | |
| | **Total** | **93** | **100** |

* Additional methods that the teachers used with lecture methods to teach large class size.

According to item number 1 of Table 8, the majority 76 (81.7%) of the teacher respondents replied that they have secondary school teaching methodology course. The

few 17 (18.3%) of the respondents replied that they do not have secondary school teaching methodology course.

As it is depicted in item number 1 of Table 8, the majority 76(81.7%) of the teacher respondents replied that they have secondary school teaching methodology course. Among this respondents, as shown in item number 2 of the same table, 33 (35.5%) of the teachers reported that the courses are include methods on how to teach large class size. 43(46.2%) of the teachers reported that the courses do not include methods on how to teach large class size.

As it is indicated in item number 2 of the same Table 43 (46.2%) of the teacher respondents reported that the courses do not include methods on how to teach large class size. Among the respondents, as indicated in item number 3 of the same Table, 30(32.3%) of the respondents replied that they find it difficult to properly handle the class. The rest 13(13.9%) of the respondents replied that they do not find it difficult to handle the class properly.

(Azeb, 1984:37) stated that, one can not be qualified teacher by subject matter knowledge alone unless he is adequately prepared through training in methods of teaching. This indicates that a teacher should be adequately prepared in both the subject matter and methods of teaching if he is to be qualified in the profession.

Regarding to item number 4 of Table 8, 93(100%) of the teacher respondents replied that they are teaching in large class size.

As mentioned in item number 5 of Table 8, teacher respondents were asked to reply which methods they use for teaching large class size. 93 (100%) of the teachers reported that they are using lecture method. In addition to lecture method 28(30%) of the respondents replied that they are using discussion method. 9 (9.7%) and 18 (19.3%) of respondents replied that they are using role-playing method and team project method respectively.

In general teacher centered method of teaching is dominant in the sample General secondary schools. In the chapter one of this study (CDTL, 2006) explained that, a major challenge that one often encounters when teaching a large class size is how to engage the students in active learning through out 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 idea, (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.

**Table 9: Teachers' Responses Concerning Preference for Teaching Methods**

| No | ITEM | Responses | |
|---|---|---|---|
| | | N | % |
| 1 | In your opinion, which of the following methods was MOST VALUABLE for you, individually, to accomplish the learning objectives in the large class size? | | |
| | • Pure lecture method | 17 | 18.3 |
| | • Role playing method | - | - |
| | • Jigsaw method /peer-to-peer learning/ | - | - |
| | • Team project method | 11 | 11.8 |
| | • Lecture /Discussion combination method | 65 | 69.9 |
| | • Case study method | - | - |
| | • No response | - | - |
| | **Total** | 93 | 100 |
| 2 | In your opinion, which of the following methods was LEAST VALUABLE for you, individually, to accomplish the learning objectives in the large class size? | | |
| | • Pure lecture method | 39 | 42.0 |
| | • Role playing method | 15 | 16.1 |
| | • Jigsaw method/per-to-per learning/ | 19 | 20.4 |
| | • Team project method | - | - |
| | • Lecture /discussion combination method | - | - |
| | • Case study method | 20 | 21.5 |
| | • No response | - | - |
| | **Total** | 93 | 100 |

Teachers were asked to share their opinions of the most valuable and least valuable teaching method applied. As it can be seen in item number 1 of Table 9, 17(18.3%) of the

teacher respondents indicated that pure lecture was most valuable teaching method. 11(11.8%) of the teachers indicated that team project was most valuable teaching method. 65(69.9%) of the teacher respondents indicated that lecture/ discussion combination was the most valuable teaching method.

Teachers were also asked why they selected the methods as most valuable in an open-ended question (why?)

- Their most common reasons for selecting the lecture /Discussion method included the following:
- "Helps me to complete the portion by involving the students"
- "It saves time"
- 'To cover the course and to improve students abilities
- "It helps for good understanding".
- "It makes the students to generate idea and exchange their idea easily"
- "It makes students under stand easily what they do not know"
- "It full fill the teachers and students need"
- "It is possible to manage all activities under this method and to help all students to take part in"

As mentioned in item number 2 of the same Table, 39 (42%) of the teacher respondents replied that pure lecture was the least valuable teaching method. 15(16.1%) of the teacher respondents replied that role playing was the least valuable teaching method. 19(20.4%) of the teacher respondents replied that jigsaw (peer-to-peer-teaching) was the least valuable teaching method. 20(21.5%) of teacher respondents replied that case study was the least valuable teaching method. No teacher respondents indicated that the lecture /discussion method was the least valuable teaching method. The majority 39 (42%) of the respondents indicated that the least valuable teaching method was pure lecture. Therefore,

teachers were also asked why they selected the methods as least valuable using an open-ended question (why?).

The most common reasons they gave for selecting pure lecture method were the following:

- "Students are passive under pure lecture method"
- "Students activities based on listening and writing notes"
- "No active participation of students"
- "Give more freedom to the teacher"
- "Most of the time no group work."

Different educators, who are concerned with education, see the problem of large class size on method of teaching (Emil J. Berger, 1973) as cited in (Getahun, 1990:9), large class size 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 can not be conducted in large class size (Dimisee, 1986:32).

Besides, (Fosnot, 1989); cited in (Jason, 2006:14) stated that, the traditional passive view of learning involves situations where materials is 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 /or collaborative activities. Over all, the results of recent studies concerning the effectiveness of teaching methods favor constructivist active learning methods.

**Table 10: Teachers' Responses Concerning Problems in Teaching Large Class Size**

| No | ITEM | Responses | |
|---|---|---|---|
| | | N | % |
| 1 | Did you observe teachers facing problems in teaching large class size? | | |
| | • Yes | 93 | 100 |
| | • No | - | - |
| | • No response | - | - |
| | **Total** | 93 | 100 |
| 2 | If your answer to question no. 1 is "Yes", what do you think is the source of the problem? | | |
| | • Large population of students | 15 | 16.1 |
| | • Lack of skills in selecting variety of methods to teach large class size | 53 | 56.6 |
| | • Lack of commitment | 10 | 10.8 |
| | • Lack of mastery of the subject matter | 15 | 16.1 |
| | • Other(s) | - | - |
| | • No response | - | - |
| | **Total** | 93 | 100 |

As indicated in Table 10, questions were asked to assess teachers' opinions toward problem in teaching large class size. In the above mentioned item number 1 of the same Table, All 93(100%) of the teacher respondents replied that they observed teachers facing problems in teaching large class size. Similarly, the result of the interview made clear that the presence of large number of students in a class room is problem in teaching learning process.

According to item number 2 of Table 10, 15 (16.5%) of the teacher respondents indicated that the source of the problem(s) in teaching large class size is large class size (population of the students). 53 (56.6%) of the teacher respondents indicated that the source of the problem is lack of skills in selecting Varity of methods to teach large class size. 10(10.8%) and 15(16.1%) of the teacher respondents indicated that the problems in teaching large class size are lack of commitment and lack of mastery of the subject matter respectively. One can see from item number 2 of Table 10, the majority of the respondents indicated that the source of the problem is lack of skills in selecting variety of

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 to the above idea, (Branders and Ginnis, 1986:27) stressed that, the teacher who decides on the syllabus, choose the methods, selects the resources, creates exercise and tasks and decides when, where, how and even why things are to be done.

In general, for the teachers' skills in selecting variety of methods are vital in order to convey ideas and skills to students.

**Table 11: Teachers' Responses Concerning Issues Related to Student-Centered Learning**

| No | ITEM | Responses | |
|---|---|---|---|
| | | N | % |
| 1 | The facilities in your school situation to implement student centered learning in large class size | | |
| | • Very high | - | - |
| | • Very low | 63 | 67.7 |
| | • Low | 20 | 21.5 |
| | • Average | 10 | 10.7 |
| | • No response | - | - |
| | **Total** | **93** | **100** |
| 2 | Do you believe that the curricular materials (Syllabus) text books and teacher guide) are conducive to implement student centered learning methodology in large class size? | | |
| | • Yes | 37 | 39.8 |
| | • No | 56 | 60.2 |
| | • No response | - | - |
| | **Total** | **93** | **100** |
| 3 | Do the school principal and Wereda educational supervisors support you to implement student centered method of learning in large class size? | | |
| | • Yes | 16 | 17.2 |
| | • No | 77 | 82.8 |
| | • No response | - | - |
| | **Total** | **93** | **100** |
| 4 | If your answer to question no 4 is "yes", how do you evaluate the contribution of the school principal and Wereda educational supervisors in implementing student centered method of learning in large class size? | | |
| | • Very high | - | - |
| | • High | - | - |
| | • Very low | 11 | 11.8 |
| | • Low | 5 | 5.4 |
| | • Average | - | - |
| | • No response | - | - |
| | **Total** | **16** | **17.2** |

Table 11 shows that teachers' responses concerning student centered learning. In item number 1 of the same table, teachers were asked about the facilities in their school situation to implement student centered learning in large class size. 63(67.7%) of the teacher respondents reported that the facilities in their school is very low. 20(21.5%) and 10 (10.7%) of the teacher respondents reported that the facilities in their school are low and average respectively. According to Table 11, item number 1 the facilities in sample general secondary schools situation to impellent students centered active learning found low. Without these facilities the intended active learning can not be implemented.

Frandsen (1957:152) as cited in (Desta, 2001:38) pointed that the classroom should be equipped for a large variety of practices and activities. The typical intermediate classroom, for example, needs shelves containing a variety of books in children's literature, science, social studies, and nature, etc. It needs a minimum, shelves, desks and table for special activities. Ample bulletin boards space and news print, charts for students presentations are useful, there should be maps, globes, variety of out materials, easels, used magazines and equipment for mounting and filling, clipped picture, craft tools and work bench, with drawing graph charts and serve many purposes etc.

In item number 2 of Table 11, teachers were also asked if they believed that the curricular materials are conducive to implement student-centered learning methodology in large class size. 37(39.8%) of the teacher respondents believed that the curricular materials are conducive to implement student centered learning methodology in large class size. The majority 56(60.2%) of the teacher respondents do not believe that the curricular materials are conducive to implement student centered learning in large class size. Textbooks must have the appropriate content and reading level; be consistent in approach or method, and exposition; be properly sequenced; motivate the students; and finally, be readily taught by less-qualified teachers yet allow good teachers to expand upon them (New man, 1980 cited in Desta, 2001:40).

As can be seen from item number 3 of Table 11, the teachers were asked if school principal and Wereda educational supervisors support them in implementing student-

centered method of learning in large class size. The few 16 (17.2%) of them replied that the school principals and Wereda educational supervisors do support them in implementing student-centered method of learning in large class size. The majority 77(82.8%) of them replied that the school principals and Wereda educational supervisors do not support them in implementing student-centered method of learning in large class size.

In item number 3 of the same Table, the teachers were asked how they evaluate the contribution of the school principals and Wereda educational supervisors in implementing student-centered method of learning in large class size. 11 (11.8%) and 5(5.4%) of the teacher respondents replied that the contribution is very low and low respectively. The implementation of any curriculum demands the cooperative effort of the entire staff. The role of senior staff members and directors are an essential element of supervisory activity, because they can give advice to staff about policies, and/or about role of responsibility. The school teacher and the principal are the most available supervisors for the entire school professional inter staff development in supporting teachers who are untrained trying new teaching methods, leading staff discussions etc. (Desta, 2001).

**Table 12: Students' and Teachers' Responses Concerning Text Book**

| No | Item | Responses | | | |
|---|---|---|---|---|---|
| | | Students' | | Teachers' | |
| | | N | % | N | % |
| 1 | Is there shortage of text book in your school? | | | | |
| | • Yes | 63 | 63 | 57 | 61.3 |
| | • No | 37 | 37 | 26 | 28 |
| | • No response | - | - | 10 | 10.7 |
| | **Total** | **100** | **100** | **93** | **100** |
| 2 | What is pupil-book ratio of the text book in your school? | | | | |
| | • 1:1 | 35 | 35 | 26 | 28 |
| | • 1:2 | 18 | 18 | 16 | 17.2 |
| | • 1:3 | 15 | 15 | 11 | 11.8 |
| | • 1:4 | 32 | 32 | 30 | 32.3 |
| | • Other(s) | - | - | - | - |
| | • No response | - | - | 10 | 10.7 |
| | **Total** | **100** | **100** | **93** | **100** |
| 3 | Availability of the necessary instructional materials other than text books for teaching large class size in your school (like dictionary, encyclopedia, reference books, maps, charts, magazine, news paper and globes) | | | | |
| | • Very High | 5 | 5 | - | - |
| | • High | 5 | 5 | - | - |
| | • Very low | 26 | 26 | 56 | 60.2 |
| | • Low | 30 | 30 | 32 | 34.4 |
| | • Average | 34 | 34 | 5 | 5.4 |
| | • No response | - | - | - | - |
| | **Total** | **100** | **100** | **93** | **100** |

As it is pointed out in item number1 of Table 12, 63(63%) of the student respondents and 57(61.3%) of teacher respondents replied that there is shortage of text book in their General secondary school respectively. 37(37%) of the student respondents and 26(28%) of the teachers respondents replied that there is no shortage of text book in their General secondary school respectively. 10(10.7%) of the teacher respondents do not give responses. From the above data, one can understand that there is shortage of text book in the sample General secondary schools.

Concerning item number 2 of the same Table, 35(35%) of the student and 26(28%) of teachers respondents indicated that pupil-book ratio of the text book in their school is one to one. 18(18%), 15(15%) and 32(32%) of the student respondents and 16(17.2%),

11(11.81%) and 30 (32.2%) of the teachers indicated that pupil book ratio of the text book in their school is one to two, one to three and one to four respectively.

As indicated in item number 3 of Table 12, questions were asked to assess availability of the necessary instructional materials other than text books for teaching large class size. 5(5%) and 5(5%) of the student respondents reported that is very high and high respectively 26 (26%) and 30 (30%) of the student and 56(60.2%) and 32 (34.4%) of the teachers reported that is very low and low respectively. 34 (34%) of the student and 5 (5.4%) of the teachers respondents reported that is average.

According to the above data only 10 (10%) of the respondents reported that availability of necessary instructional materials other than text books for teaching large class size is very high and high respectively. The majority of the respondents reported that is very low, low and average. Textbooks facilitate not only the teacher's actual teaching work by reducing the amount of time that has to be spent dictating or waiting while the students copy from the black board, but it also enables the children to work at their own pace, at home as well as in class (Schiefelbein, 1990:22).

A major problem faced by students in large classes is the scarcity of learning resources (both textbooks and instructional materials/facilities). Over-crowded classroom, competition for limited textbook library references and instructional facilities are still the problem of large class size. Similarly, (Tekeste, 1990: 49) has stated that, text books are always in short supply and in most subjects; several students share the text books. This reveals that one of the problems in the secondary schools is shortage of instructional materials. (MOE, 1994), which would affect both the work of teachers and the students. It is possible to conclude that experienced teacher may employ the textbook as their major source of knowledge along with other teaching methods to teach large class size as well smaller ones.

## Table 13: Students' and Teachers' Responses Concerning Instructional Facilities

| No | Item | Responses | | | |
|---|---|---|---|---|---|
| | | Students | | Teachers | |
| | | N | % | N | % |
| 1 | Is there a library service in the school? | | | | |
| | • Yes | 100 | 100 | 93 | 100 |
| | • No | - | - | - | - |
| | • No response | - | - | - | - |
| | **Total** | **100** | **100** | **93** | **100** |
| 2 | If your answer to question no. 1 is "Yes", how satisfactory is the service it provides for large class size? | | | | |
| | • Very High | 5 | 5 | - | - |
| | • High | 6 | 6 | - | - |
| | • Very low | 53 | 53 | 63 | 67.7 |
| | • Low | 23 | 23 | 23 | 24.7 |
| | • Average | 13 | 13 | 7 | 7.5 |
| | • No response | - | - | - | - |
| | **Total** | **100** | **100** | **93** | **100** |
| 3 | Is there a laboratory service in the school? | | | | |
| | • Yes | 16 | 16 | 16 | 17.2 |
| | • No | 84 | 84 | 77 | 82.8 |
| | • No response | - | - | - | - |
| | **Total** | **100** | **100** | **93** | **100** |
| 4 | If your answer to question no. 3 is "Yes", does it have enough chemicals, apparatus and water for teaching large class size? | | | | |
| | • It has sufficient chemicals, apparatus and water to serve large class size | - | - | - | - |
| | • It has sufficient chemicals, apparatus but in sufficient water to serve large class size | - | - | - | - |
| | • It has sufficient apparatus but in sufficient chemicals and water to serve large class | - | - | - | - |
| | • It has in sufficient chemicals, apparatus and water to serve large class size | 16 | 16 | 16 | 17.2 |
| | • Any other | - | - | - | - |
| | • No response | - | - | - | - |
| | **Total** | **16** | **16** | **16** | **17.2** |
| 5 | Is there a pedagogical center in the school? | | | | |
| | • Yes | 9 | 9 | 16 | 17.2 |
| | • No | 91 | 91 | 77 | 82.8 |
| | No response | - | - | - | - |
| | **Total** | **100** | **100** | **93** | **100** |
| 6 | If your response to question no. 5 is "Yes", are there enough tools and spaces for all students to involve in producing materials related to what they learn? | | | | |
| | • Yes | - | - | - | - |
| | • No | 9 | 9 | 16 | 17.2 |
| | • No response | - | - | - | - |
| | **Total** | **9** | **9** | **16** | **17.2** |

Table 13 shows teachers and students responses concerning instructional facilities. In item number 1 of Table 13, students and teachers were asked if there is a library service in the school. 100(100%) of the students and 93 (100%) of the teachers respondents replied that there is a library service in the school respectively.

Regarding to item 2 of the same Table, question was asked to assess how satisfactory is the service it provides for large class size. 5(5%) and 6(6%) of the students respondents indicated that is very high and high respectively 53 (53%), 23(23%) of the student and 63(67.7%) and 23 (24%) of the teacher respondents indicated that is very low and low respectively. 13 (13%) of the student and 7 (7.5%) of the teacher respondents indicated that is average respectively. Thus it is possible to generalize from the above data that the school libraries are not providing the required service.

In item number 3 of Table 13, students and teachers were asked if there is a laboratory service in the school 16 (16%) of the student and 16 (17.2%) of the teacher respondents reported that there is a laboratory service in the school respectively. 84 (84%) of the students and 77 (82.8%) of the teacher respondents reported that there is no laboratory service in the school respectively.

Regarding to item number 4 of the same Table, students and teachers were asked if the laboratory have enough chemicals, apparatus and water for teaching large class size. 16 (16%) of the student and 16 (17.2%) of the teacher respondents reported that it has in sufficient chemicals, apparatus and water to serve large class size. One can see from the data even though the schools have laboratories, there is no a laboratory service and it has insufficient chemicals, apparatus and water to serve large class size.

Concerning item number 5 of Table 13, students and teachers were asked if there is a pedagogical center in the school. 9 (9%) of the student and 16 (17.2%) of the teacher respondents reported that there is a pedagogical center in the school. 91 (91%) of the students and 77 (82.8%) of the teacher respondents reported that there is no pedagogical center in the school.

Regarding to item number 6 of the same Table, students and teachers were asked if pedagogical center have enough tools and spaces for all students to involve in providing materials related to what they learn. 9(9%) of the student and 16 (17.2%) of the teacher respondents reported that there is no enough tools and spaces for all students to involve in providing materials related to what they learn. Besides, the result of the interview made clear that there are no enough instructional materials /facilities in the sample General secondary schools for teaching large class size.

A study result conducted by Amare (1998:293) also proves that one of the major problems of secondary schools in this country is shortage of text books, school pedagogical centers, reference books, teacher's guide, laboratories, libraries etc. which affects students out comes. Similarly, (Yohannes, 2005:50) stressed that, in most of developing countries including Ethiopia, it is hardly possible to have such materials /facilities adequately. In this case, secondary schools of Ethiopia are characterized by shortage of instructional materials and other teaching equipments.

The teaching of large class is truly challenging and requires more conscious effort and planning in order to make learning and teaching more effective in such an environment. With the innovative use of modern day tools such as IT, communication technologies and the Internet, some of the problems associated with teaching large classes can be over come (CDTC, 2006).

**Table 14: Students' and Teachers' Response Concerning Disciplinary Problems**

| No | ITEM | Responses | | | |
|---|---|---|---|---|---|
| | | Students' | | Teachers' | |
| | | N | % | N | % |
| 1 | Does large class size increase disciplinary problems in your school or class? | | | | |
| | • Yes | 97 | 97 | 87 | 93.6 |
| | • No | 3 | 3 | 6 | 6.4 |
| | • No response | - | - | - | - |
| | **Total** | **100** | **100** | **93** | **100** |
| 2 | If your response to the above question is "Yes" what are the most critical disciplinary problems in your school or class? | | | | |
| | • Talking out with out raising hand | 2 | 2 | 21 | 22.6 |
| | • Talking back | 4 | 4 | 13 | 14 |
| | • Ignoring rules | - | - | - | - |
| | • Failing to complete assignments | 1 | 1 | 15 | 16.1 |
| | • All of the above disciplinary problems | 90 | 90 | 38 | 40.9 |
| | • Any other | - | - | - | - |
| | • No response | - | - | - | - |
| | **Total** | 97 | 97 | 87 | 93.6 |

Table 14 show students' and teachers' responses concerning disciplinary problems. In item number 1 of the same table, 97 (97%) of student and 87 (93.5%) of teacher respondents reported that large class size increase disciplinary problems in their school /class respectively. Similarly, in the interview almost all principals and Wereda educational supervisors indicated that large class size increase disciplinary problems in their General secondary schools.

3 (3%) of the student and 6 (6.4%) of the teacher respondents reported that large class size do not increase disciplinary problems in their school /class respectively.

In item number 2 of Table 14, students and teachers were asked what are the most critical disciplinary problems in their classes were. 2 (2%), 4 (4%) and 1 (1%) of the student and 21 (22.6%) and 13 (14%) of the teacher respondents indicated that the most critical disciplinary problems in their school/classes are talking out with out raising hand, talking

back and failing to complete assignments respectively. 90(90%) of the student and 38(40.9%) of the teacher respondents respectively indicated that all of the above disciplinary problems are the most critical problems in their school/classes.

Similarly the interview result indicated that the most critical disciplinary problems in sample General secondary schools as follows:

- Cheating in exams
- Fighting with peer or teachers
- Vandalism /the deliberate damages of school property/
- Showing hostility /unfriendly and aggressive/

**Classroom Observation 3: Observation Checklist for Students' Misbehavior in Classroom**

| No | Items | Yes | | No | |
|---|---|---|---|---|---|
| | | N | % | N | % |
| 1 | Talking back | 7 | 58.3 | 5 | 41.6 |
| 2 | Talking with out raising hands | 8 | 66.6 | 4 | 33.3 |
| 3 | Getting out of seat | 1 | 83 | 11 | 91.6 |
| 4 | Disrupting others in a class | 7 | 58.3 | 5 | 41.6 |
| 5 | Sleeping in a class | 2 | 16.6 | 10 | 83.3 |
| 6 | Do work un related to classroom teaching learning | 6 | 50 | 6 | 50 |

The researchers' class room observation in sample general secondary schools also proved the following:

- In 7 (58.3%) of the classes the students were talking back in the classroom during the instructional process
- In (66.6%) of the classes the students were talking with out raising hands
- Only in 1 (8.3%) of the class the students were getting out of seat

- In 7 (58.3%) of the classes the students were disrupting others in the class
- In 2 (16.6%) of the classes the students were sleeping in the class.
- In 6 (50%) of the classes the students were doing work unrelated to classroom teaching learning.

**Classroom Observation 4: Observation Checklist for Teachers in Classroom**

| | Teachers in a Classroom | Yes | | No | |
|---|---|---|---|---|---|
| | | N | % | N | % |
| 1 | Blaming students | - | - | 12 | 100 |
| 2 | Over reacting in a class room | - | - | 12 | 100 |
| 3 | Repeating or reviewing already learned material | 2 | 16.6 | 10 | 83.3 |
| 4 | Dealing with a single student at length | 2 | 16.6 | 10 | 83.3 |
| 5 | Lack of recognition of ability levels | 8 | 66.6 | 4 | 33.3 |
| 6 | Lack of clear instructional goal | 6 | 50 | 6 | 50 |

Similarly, as indicated in the above classroom observation checklist:

- In 2 (16.6%) of the classes teachers were dealing or reviewing already learned materials
- In 2 (16.6%) of the classes teachers were dealing with a single student at length.
- In 8 (66.6%) of the classes teachers lack of recognition of ability levels.
- In 6 (50%) of the classes teachers lack of clear instructional goal

Borich (1988:250) stated that, teacher who had classrooms in which large percentage of students were off-task, talked without raising hands, talked back, moved about the room without permission, ignored rules, disrupted others and faced to complete assignments. In addition, Tozer, Violas and Sense (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. As a result of this, students may develop an atmosphere of disinterest in their learning because they don't know whether they did good or not.

**Table 15: Teachers' Responses Concerning Class Room Management**

| No | Item | Responses Teachers' | |
|---|---|---|---|
| | | N | % |
| 1 | Did you take class room management course that include ways of managing large class size? | | |
| | • Yes | 23 | 24.7 |
| | • No | 70 | 75.3 |
| | • No response | | |
| | **Total** | 93 | 100 |
| 2 | If your response to the above question is "No", how do you manage your class? | | |
| | • By establishing and enforcing rules | 25 | 26.9 |
| | • By using harsh forms of punishment | - | - |
| | • By making the lessons interesting | 45 | 48.4 |
| | • Other(s) | - | - |
| | • No response | - | - |
| | **Total** | 70 | 75.3 |

Table 15 shows teachers' responses concerning classroom management. In item number 1 of the same Table, 23 (24.7%) of the teacher respondents replied that they took classroom management course that include ways of managing large class size. 70 (75.3%) of the teacher respondents replied that they did not take class room management course that include ways of managing large class size. In general, the majority of the respondents did not take class room management course. (Johnson and Bany, 1970:24) stated that, classroom management can be defined as the "process of establishing and maintaining the internal environment of the group and the class condition for the attainment of educational goals" it consists of all "the provisions and procedures to maintain an environment in which instruction and learning can occur."

Regarding to item number 2 of Table 15, 25 (26.9%) of the teacher respondents replied that they are managing their class by establishing and enforcing rules. 45 (48.4%) of the

teacher respondents replied that they are managing their class by making their lessons interesting.

**Observation Checklist 5: Observation check list for classroom management**

| No | Item | Yes | | No | |
|---|---|---|---|---|---|
| | | N | % | N | % |
| 1 | Exclusive authoritarian class room climate | - | - | 12 | 100 |
| 2 | Less of an autocratic and authoritarian class room climate | 12 | 100 | - | - |
| 3 | Teachers give clear rules and directions | 4 | 33.3 | 8 | 66.6 |
| 4 | More freedom of student expression | 4 | 33.3 | 8 | 66.6 |
| 5 | Use of ability or activity groups | 1 | 8.3 | 11 | 91.6 |

The researchers' classroom observation in sample General Secondary Schools proved that,

- In 8 (66.6%) of the classes teachers do not give clear rules and directions.
- In 8 (66.6%) of the classes there were no more freedom of students expression.
- In 11 (91.6%) of the classes teacher did not use ability or activity groups.

Good classroom teaching practice can greatly be influenced by teachers' accumulated experience in teaching for a number of years. Brooks; cited in Doyle (1984:441), found that more experienced and old junior high 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 in large class size different from less experienced teachers. They are better in interpreting the complexity of environment in which they work (Cole and Chan, 1994:15).

# CHATER FIVE

## Summary Conclusions and Recommendation

### 5.1 Summary

The main purpose of this study was to discover the extent of the problems in teaching large class size in some selected General Secondary Schools of East Shoa Zone and to suggest possible solutions. To this end, the study tries to answer the following basic questions

1. What are the main problems in teaching large class size?
2. Are there enough instructional facilities in the school for teaching large class size?
3. What efforts have been done by teachers, school principals and supervisors to overcome the problems in teaching large class size?
4. What are the possible solutions to alleviate the problems?

The study was carried out in three governments' General secondary schools. Besides, the students, the teachers, school principals, vice-principals and Wereda educational supervisors form the sample schools were taken as the subject of the study.

In addition, the information was obtained from the sample respondents through a set of questionnaires and structured interviews. Also classroom observation was conducted in grades nine and ten. Besides, different literatures, and internet lines were assessed to make clear about class size problem of large class size, teacher qualification, teaching method, active learning, instructional materials/facilities and class room management.

Percentages were used for the analysis of the data collected. Based on the results of the analyzed data, the following major findings were obtained:

1. Many educators in the filed of education stress on the need for academically and pedagogically qualified teachers for effective teaching. (Mutassa and Wills, 1995)

have explained that, instructional methods by themselves can not do much improved learning, and thus, their value lies on the professional skills of the teacher in using or handling them. Therefore,

- Most of the teachers in sample General Secondary Schools (9-10) were under qualified to fully manage the subject matter and in handling large class size. (i.e. they are diploma holders);
- General Secondary Schools Teachers were still teaching in the traditional way using lecture-method as dominant method of instruction to teach large class size; which is contrary to student-centered (active learning method). Since traditional methods have no variety; they become monotonous and boring.

2. Small classes permit students to get more attention from their teachers and classmates. In addition to this, both teachers and students get more opportunity of using educational materials/facilities, teaching methods and activities. Thus, in the sample schools classrooms were over crowded, 70 and above students were accommodated. As the result of this:

- Lack of effective communication were created between the teacher and students
- For the teachers it is found to be difficult to identify students with special problem
- For the teachers it is found to be difficult to manage the class properly
- The class rooms were suffocated (not ventilated)
- It was difficult to implement active learning
- It was difficult to check students assignment
- It was difficult to support the needy students

- It was difficult to maintain classroom discipline

3. In most of the General secondary schools there was shortage of text books for teaching large class size. Consequently,

    - The average textbook-pupil ratio is 1:2 or 1:3 in most of the sample schools.
    - Availability of the necessary instructional materials other than text books for teaching large class size was low.
    - The curricular materials (syllabus), textbooks and teacher guides were not conducive in implementing active learning.

4. 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. However, in most of the General Secondary schools the facilities were very low.

    - The libraries did not provide satisfactory service for large class size.
    - The libraries did not have reference books in quality and quantity.
    - The laboratories seemed existing but not alive in reality
    - The pedagogical-centers were with out function.

5. The implementation of any curriculum demands the cooperative effort of the entire staff. The role of senior staff members and school directors are an essential element of supervisory activity, because they can give advice to staff about policies, and/or about role of responsibility. The school teacher and the principals are the most available supervisors for the entire school professional inter staff development in supporting teachers who are untrained trying new teaching methods, leading staff discussions etc. (Desta, 2001). However, school principals

and Wereda educational supervisor activity was found low in supporting students and teachers to implement student-centered method of learning in large class size.

## 5.2 Conclusions

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

a. Studies showed that teachers who have had methods course perform better than those who have had none; bachelor's degree graduates from teacher education programs perform significantly better than graduates in other areas (Richey, 1979:58). The result of this research under taking revealed that the majority of the teachers, school principals and Wereda educational supervisors were under qualified or diploma holders for grades or positions they were assigned. Thus, it may be concluded that;

- Teachers were unable to fully manage the subject matter and lacked confidence in them selves in handling large class size.
- They lack skills of selecting variety of methods to teach large class size.

b. 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 the majority of General Secondary Schools accommodate 70 and more than students' per-class. Therefore, it seems reasonable to concluded that,

- Communication barriers were created between teachers and students;
- Teachers were in lack to check students assignment; class works, and home works;
- Students had little involvement in the classroom activities;
- Teachers failed to maintain classroom discipline;
- Teachers lacked to give appropriate academic support for the needy students. As a result grade repetition, lack of interest in learning, and drop-out of students will increases. And these may contribute to educational wastage.

c. Educators, based up on their research findings, have noted that the textbooks facilitate not only the teacher's actual teaching work by minimizing the amount of time that has to be spent waiting while the students copy from the black board, but is also enables the children to work at their own pace, at their home as well as in class. However, the result of the study confirmed that in most of the General Secondary Schools there was shortage of textbooks for teaching in large class size. Thus, it is possible to conclude that,

- With out availability of sufficient text books teachers became helpless and unable to know every thing to teach effectively;
- With out textbooks, students could not learn effectively and doing assignments, class work and homework was found to be very difficult;
- Shortage of textbooks added heavy tasks on teachers and students such as dictating or waiting while the students copy from the blackboard for children difficult to work at their own peace.

d. It has been noted that, school materials/facilities are critical for noticeable achievement of educational objectives at all levels. Even though, the result of this study indicated that in most of General secondary schools the facilities found very low for teaching in large class size. Therefore, it is possible to concluded that,

**i. Library**

- With out library service students and teachers were unable to achieve their own personal academic interests.
- With out library service students and teachers could not get necessary academic information.
- With out references students unable to carryout class work, home work and other assignments.

- With out library service it might be difficult to carry out educational activities properly.

**ii. Laboratory**

- Without laboratory experiment particularly the natural science subjects can not be effectively learnt from books and lectures alone.
- Without laboratory experiment it was difficult for students to discover the relation ship between and among things, facts and events in natural science subjects such as physics, chemistry and biology.
- In general without text books and instructional materials/facilities almost no learning could be expected to occur.

e. The school principals, vice-principals and Wereda educational supervisors are an essential element of supervisory activity in leading, facilitating, controlling and evaluation the educational programs as well as students-centered learning activities in the school system. However, the findings of this research indicated that school principals and Wereda educational supervisors' activities found-low in supporting teachers in implementing student-centered method of learning in large class size. Therefore, it is possible to conclude that,

- Active learning was not practical in all General Secondary Schools:
- Instruction tended to be lecture, with out group participation;
- Students involvement was less in class room activities;

As a result of this, students might develop an atmosphere of disinterest in their learning because they do not know whether they did good or not.

## 5.3 Recommendations

In view of the findings of the study and the conclusions drawn, the following recommendations were forwarded.

a. The finding of the study showed that most of the teachers in sample General School (9-10) were under qualified to fully manage the subject matter and in handling large class size. Besides, the teachers were teaching in the traditional way of using lecture method as dominant method of instruction to teach large class size; these problems could be avoided as suggested blow.

- Teachers have to improve large class size teaching by using peer coaching program at school level.
- Teachers have to create a small-class atmosphere in large-class setting. In order to facilitate discussion, feedback, and active learning, the teachers of large classes can work to create the kind of group identity and individual rapport that make smaller classes so effective and enjoyable.
- Teachers have to encourage class participation
    - Divide the class in to groups
    - Plan for participation
    - Give participation points
    - Make students contribute materials for class
- Teachers have to promote active learning
    - use interactive lectures
    - design lecture method around a problem-solving model
    - use visual reinforcement to enhance learning
    - incorporate a variety of teaching methods

- The Ministry of Education have to seek ways to train more teachers in degree program

b. Class size is one of the major factors which hinder active learning in the sample general secondary schools where classrooms were found over-crowded. This problem may be alleviated in the following ways:

- The Oromia Region Education Bureau and East Shoa Zone Education Office need to allocate additional budget to build more classes.
- The Local Authorities (Wereda Administrators, kebele Administrators and Parent Teachers Associations) have to mobilize the community to build more classes.
- Teachers need to use technology such as audio and video aids to support large class learning
- Teachers have to show their own efforts enthusiasm in teaching large class size
- Teachers have to use tutorial program to support large class teaching.

c. In the study area, school facilities were found very low and there were shortage of textbooks for teaching large class size. These problems could be avoided in the following way:

- The local Authorities have to mobilize the community, Non-Government organizations and Investors to obtain fund that would enable the schools to construct libraries, laboratories, pedagogical centers and to buy or to copy necessary materials, textbooks, reference books, laboratory equipment and pedagogical center tools by getting permission from Regional Authorities.

d. The research findings indicated that school principals and Wereda educational supervisors activity was found low in supporting teachers' in implementing student-centered method of learning in large class size.

- School principals and Wereda educational supervisors should be equipped with the necessary knowledge and skill which would enable them to give advice to staff about educational policies, and or about role of responsibility.
- School principals and Wereda educational supervisors have to organize in staff training how to implement active learning in large class seating.
- School principals and Wereda education supervisors have to encourage active learning at all level of classes.

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

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# APPENDICES

# APPENDIX A

## Sample Size

A/ stratified Random Sampling of five schools in East Shoa Zone

1. Oda Nebe General Secondary School (9-10) = 694
2. Wonji General Secondary School (9-10) = 2819
3. Cheffe General Secondary School (9-10) = 844

N = 4357

B/ the determine proportion **n / N**. The sample size required is 100 so n = 100

The proportion will be 100/4357 = 0.02295157

C/ multiply the number of members in each stratum by the obtained proportion

i.e. = 0.02295157

This will give the number of members to be included in the sample size.

| No | Name of the school | Grades | Sex | No students in each schools | Sample size |
|---|---|---|---|---|---|
| 1 | Oda Nebe General Secondary School | 9th | M | 271x0.02295157 | 6 |
| | | | F | 210x0.02295157 | 5 |
| | | 10th | M | 140x0.02295157 | 3 |
| | | | F | 82x0.02295157 | 2 |
| 2 | Wonji General Secondary School | 9th | M | 1018x0.02295157 | 24 |
| | | | F | 802x0.02295157 | 18 |
| | | 10th | M | 559x0.02295157 | 13 |
| | | | F | 440x0.02295157 | 10 |
| 3 | Cheffe General Secondary School | 9th | M | 357x0.02295157 | 8 |
| | | | F | 192x0.02295157 | 4 |
| | | 10th | M | 202x0.02295157 | 5 |
| | | | F | 93x0.02295157 | 2 |
| | | | | **n** | **100** |

D/ after determining the numbers to be taken from each stratum, I was employ simple random sampling to select the specific sample subjects.

**APPENDIX B1 (1-6)**

**ADDIS ABABA UNIVERSITY**

**SCHOOL OF GRADUATE STUDIES**

**COLLEGE OF EDUCATION**

**DEPARTMENT OF CURRICULUM AND TEACHER PROFESSIONAL DEVELOPMENT STUDIES**

# RESEARCH QUESTIONNAIRE

## To be filled by General Secondary School Students

The main objective of this questionnaire is to collect necessary information for the study on "problems in Teaching Large class size in some selected General secondary schools of East Shoa zone". Besides it is to identify major problems in teaching large class size at this level, and to come up with some solutions that alleviate the problems. Therefore, you are kindly requested to fill in the questionnaire since the success of this study directly depends up on your genuine responses to the questions.

Thank you for your cooperation in advance!

## INSTRUCTION

1) No need of writing 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

Wereda _____ Town _____ School _____

1) Sex: A/ Male ☐ B/ Female ☐

2) Age

A/ 11 – 15 years ☐
B/ 16 – 20 years ☐
C/ 21-25 years ☐
D/ 26 – 30 years ☐
E/ Above 30 years ☐

3) Grade

A/ 9th ☐ B/ 10th ☐

4) Your family's occupation

A. Government employee ☐
B. Farming ☐
C. Merchant ☐
D. Other (s) _____

## Teaching Learning

5) Average number of students in your class

A. 40 students ☐
B. 50 students ☐
C. 60 students ☐
D. 70 students ☐
E. above 70 students ☐

6) Do you learn in large class size (more than 50 students in the class)?

A. Yes ☐ B. No ☐

7) Which teaching methods do teachers use in your class?

A. Lecture method ☐
B. Jigsaw method ☐
C. Case study method ☐
D. Discussion method ☐
E. Role playing method ☐
F. Team project method ☐
G. Problem solving method ☐

8) Do your class size and classroom and your seating arrangement is conducive for the implementation of student centered learning?

A. Yes ☐ B. No ☐

9) Do you get appropriate academic support from your teachers?

A. Yes ☐ B. No ☐

10) If your answer to question no. 9 is "No", what do you think is the reason?

A. Due to 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) _____

11) As a result of large class size, do you observe any instructional time wastage in your class?

A. Yes ☐ B. No ☐

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

A. Lack of effective communication ☐

B. Difficult to identify students with special problems ☐

C. Problems of class room management ☐

D. Suffocation problem (ventilation) ☐

E. All are true ☐

F. Other (s) _____

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

A. All the time ☐ C. Some time ☐

B. Most of the time ☐ D. Not at all ☐

14) Do your teachers check the students' class work and homework regularly?

A. Yes ☐ B. No ☐

15) If your answer to question no. 14 is "No" what do you think is 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) _____

16) Does large class size increase disciplinary problems in your school or class?

A. Yes ☐ B. No ☐

17) If your response for the above question is "Yes", what is the most critical disciplinary problem in your school or class?

A. Talking out with out raising hand ☐

B. Talking back ☐

C. Disrupting others ☐

D. Ignoring rules ☐

E. Failing to complete assignments ☐

F. All of the above disciplinary problems ☐

G. If any other _____

18) Is there shortage of text book in your school?

A. Yes ☐ B. No ☐

19) What is pupil- book ratio of the text book in your school?

A. 1: 1 ☐ d. 1:4 ☐

B. 1:2 ☐ E. other(s) _____

C. 1:3 ☐

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

A. Very High ☐ D. Low ☐
B. High ☐ E. Average ☐
C. Very Low ☐

21) Is there a library service in the school?

A. Yes ☐ B. No ☐

22) If your answer to question no. 21 is "Yes", how satisfactory is the service it provides for large class size?

A. Very High ☐ D. Low ☐
B. High ☐ E. Average ☐
C. Very Low ☐

23) Is there a laboratory service in the school?

A. Yes ☐ B. No ☐

24) If your answer to question no. 23 is "Yes", does it have enough chemicals, apparatus and water for teaching large class size?

A. It has sufficient chemicals, apparatus and water to serve large class size ☐

B. It has sufficient chemicals, apparatus but insufficient water to serve large class size ☐

C. It has sufficient apparatus but insufficient chemicals and water to serve large class ☐

D. It has insufficient chemicals, apparatus and water to serve large class size ☐

E. Any other _____

25) Is there a pedagogical center in the school?

A. Yes ☐ B. No ☐

26) If your response to question no. 29 is "Yes", is there enough tools and spaces for all students to involve in producing materials related to what they learn?

A. Yes ☐ B. No ☐

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

A. Yes ☐ B. No ☐

28) What solution(s) do you suggest to alleviate the problems in teaching large class size?

A. _____

B. _____

C. _____

D. _____

Thank you!

# APPENDIX B2 (1-6)

## አዲስ አበባ ዩንቨርስቲ

## የድህረምረቃ ትምህርት ጥናት ክፍል

## የስነ-ትህምህርት ኮሌጅ

## የሥርዓተ ትምህርት እና የመምህራን ሙያ ማሻሻያ ጥናት ትምህርት ክፍል

በሁለተኛ ደረጃ በአንደኛ ሳይክል (9-10) ባሉ ተማሪዎች የሚሞላ

የዚህ መጠይቅ ዋና ዓላማ በክፍል ውስጥ በተማሪ መብዛት (Large class size) ምክንያት የሚያጋጥሙ የመማር ፣ ማስተማር ችግሮች በሚል ርዕስ ለሚቀርበው ጥናት መረጃ ለማሠባሰብ ነው።

ስለሆነም በጥቂት በተመረጡ የምስራቅ ሸዋ ሁለተኛ ደረጃ አንደኛ ሳይክል (9-10) በሚገኙ ትምህርት ቤቶች ውስጥ የሚማሩ ተማሪዎችን አስተያየት ማሠባሰብ አስፈልጓል። ይህ ጥናት ከተፈለገው ግብ መድረስ እንዲችል ትክክለኛ መረጃዎችን መሠብሰብና ማጠናቀር ያሻል። በመሆኑም አንተ/ቺ በመጠይቁ ውስጥ የቀረቡትን ጥያቄዎች በጥሞና በማንበብና አስተያየትህን/ሽን በመግለፅ የበኩልህን/ሽን እንድታበረክት/ቺ በትህትና አጠይቃለሁ።

ውድ የሆነ የትምህርት ጊዜህን/ሽን በመስዋት ይህንን መጠይቅ በመመላት ስለተባበርከኝ/ሽኝ በቅድምያ ምስጋናዬ ይድረስህ/ሽ ።

### መመሪያ

1. በመጠይቁ ላይ ስም መፃፍ አያስፈልግም
2. ለምትሰጠው/ጪው መልስ፣ ለመልስ በተሰጠው ሳጥን ውስጥ ይህንን «✓» ምልክት ተጠቀም/ሚ።
3. በፅሁፍ የሚመለሱ ጥያቄዎችን ለመልስ በተሠጠው ባዶ ስፍራ ላይ በአጭሩ በመፃፍ መልስ/ሽ።

አጠቃላይ መረጃ

ወረዳ---------- ክተማ ---------- የትምህርት ቤቱ ስም----------

1. ፆታ ሀ/ወንድ ☐ ለ/ ሴት ☐

2. ዕድሜ ሀ/ ከ 11-15 ዓመት ☐ መ/ከ 26-30 ዓመት ☐

ለ/ ከ 16-20 ዓመት ☐ ሠ/ ከ30- ዓመት በላይ ☐

ሐ/ከ 21-25ዓመት ☐

3. ክፍል ሀ/9ኛ ☐ ለ/10ኛ ☐

4. ወላጆችህ የተሠማሩበት የስራ መስክ /ዘርፍ/

ሀ/ የመንግስት ሠራተኛ ☐ ሐ/ ንግድ ☐

ለ/ ግብርና ☐ መ/ ሌላ ከሆነ ይገለፅ ----------

## መማር ማስተማር

5. በምትማርበት ክፍል ውስጥ ያሉ ተማሪዎች አማካይ ቁጥር

ሀ/ 40 ተማሪዎች ☐ መ/ 70 ተማሪዎች ☐

ለ/ 50 ተማሪዎች ☐ ሠ/ ከ70 ተማሪዎች በላይ ☐

ሐ/ 60 ተማሪዎች ☐

6. የምትማረው/ሪው ተማሪ የበዛበት ክፍል ውስጥ ነው? (የተማሪ ቁጥር 50 እና በላይ የሆነበት ክፍል)

ሀ/አዎ ☐ ለ/ አይደለም ☐

7. አንተ/ቺ በምትማርበት/ሪበት ክፍል ውስጥ መምህራን ለማስተማር የሚጠቀሙበት የማስተማር ዘዴ የትኛው ነው?

ሀ/ በገለፃ የማስተማር ዘዴ ☐

ለ/ ብጤ ለብጤ /ጓደኛ ለጓደኛ/ የማስተማር ዘዴ ☐

ሐ/ በምክንያት የማስተማር ዘዴ ☐

መ/ በውይይት የማስተማር ዘዴ ☐

ሠ/ በሚና ጫዋታ የማስተማር ዘዴ ☐

ረ/ በቡድን የተሠጠን ስራ በጋራ በማከናወን የማስተማር ዘዴ ☐

ሰ/ ችግሮችን በመፍታት የማስተማር ዘዴ ☐

8. በክፍል ውስጥ የተማሪዎች አቀማመጥና የተማሪ ብዛት ተማሪ ተኮር የሆነ የመማር ዘዴን ተግባራዊ ለማድረግ ምቹ ነው?

ሀ/ አዎ ☐ ለ/አይደለም ☐

9. ከመምህራን ተገቢ የሆነ የትምህርት ድጋፍ ይደረግልሀል/ሻል?

ሀ/ አዎ ☐ ለ/ አይደለም ☐

10. ለ9ኛው ተራ ቁጥር ምላሽህ/ሽ «አይደለም» ከሆነ፣ምክንያቱ ምንድን ነው? ብለህ/ሽ ታስባለህ/ቢያለሽ?

ሀ/ በርካታ ተማሪዎች በክፍል ውስጥ በመኖራቸው ☐

ለ/ መምህራን ተማሪዎችን ለመርዳት ፍላጎት ስለሌላቸው ☐

ሐ/ ተማሪዎች ድጋፍ ስለማይፈልጉ ☐

መ/ መምህራንና ተማሪዎች ጊዜ ስለማይኖራቸው ☐

ሌላ ምክንያት ካለ ይገለፅ ----------

11. በምትማርበት/ሪበት ክፍል ውስጥ የተማሪዎች ቁጥር በመብዛቱ (ከ 50 በላይ በመሆኑ ) ምክንያት የመማር-ማስተማሩ ክፍል ጊዜያት መባከኑን ታዝበሀል/ሻል?

ሀ/ አዎ ☐ ለ/አይደለም ☐

12. በክፍል ውስጥ የተማሪዎች ቁጥር በመብዛቱ (ከ 50 በላይ በመሆኑ ) ምክንያት የትኞቹ ችግሮች ተከስተዋል ብለህ/ሽ ታስባለህ/ቢያለሽ?

ሀ/ በአግባቡ ለመግባባት /ለመደማመጥ / መቸገር ☐

ለ/ የተለየ ችግር ያለባቸውን ተማሪዎች ለመለየት መቸገር ☐

ሐ/ ክፍሉን በአግባቡ ለመቆጣጠር መቸገር ☐

መ/ በክፍል ውስጥ የመተፋፈግ ችግር ( የመጨናነቅ ) ችግር ☐

ሠ/ ሁሉም ችግሮች በትክክል አሉ ☐

ተጨማሪ ችግር ካለ ይገለፅ ----------

13. መምህራን የሚሠጡትን የክፍልና የቤት ስራ ምን ያህል በአግባቡ ትሠራለህ/ሪያለሽ?

ሀ/ ሁልግዜ እሠራለሁ ☐ ሐ/ አልፎ አልፎ እሠራለሁ ☐

ለ/ አብዛኛውን ግዜ እሠራለሁ ☐ መ/ በጭራሽ አልሠራም ☐

14. መምህራን የተማሪዎችን የክፍልና የቤት ስራ በአግባቡ ያርማሉ?

ሀ/ አዎ ☐ ለ/ አይደለም ☐

15. ለ14 ኛው ተራ ቁጥር ምላሽህ/ሽ «አይደለም» ከሆነ፣ ምክንያቱን ምንድን ነው ብለህ/ሽ ታስባለህ/ቢያለሽ

ሀ/ በክፍል ውስጥ የተማሪዎች መብዛት ☐

ለ/ ጊዜ ስለሚያጥር /ስለማይበቃ/ ☐

ሐ/ ሀናለ ምክንያት ይሆናሉ ☐

ሌላ ምክንያት ካለ ይገለፅ ----------

16. የተማሪ ቁጥር በክፍል ውስጥ በመብዛቱ (ከ 50 በላይ በመሆኑ) ምክንያት በምትማርበት/ሪበት ክፍል ውስጥ የተማሪዎች ስነ-ሥርዓት ጉድለቶች ጎልተው ይታያሉ?

ሀ/ አዎ ☐ ለ/አይደለም ☐

17. ከላይ ለተጠየቀው ጥያቄ ምላሽህ/ሽ «አዎን» ከሆነ፣ በምትማርበት/ሪበት ክፍል ውስጥ እጅግ አስቸጋሪ የሆነው የሥነ-ሥርዓት ጉድለት የትኛው ነው?

ሀ/ ሳያስፈቅዱ በክፍል ውስጥ ማውራት ☐
ለ/ ወደኋላ ዞሮ ከጓደኛ ጋር ማውራት ☐
ሐ/ ሌሎችን ሠላም መንሳት ☐
መ/ የትምህርት ቤቱን ደንብ መጣስ ☐
ሠ/ የተሠጠን የክፍልና የቤት ስራ ሳይሠሩ መቅረት ☐
ረ/ ሁሉም የሥነ-ሥርዓት ጉድለቶች ይታያሉ ☐

ሌሎችም ካሉ ይገለፅ ----------

18. በትምህርት ቤቱ ውስጥ የመማሪያ መፅሀፍት እጥረት አለ?

ሀ/ አዎ ☐ ለ/አይደለም ☐

19. በትምህርት ቤቱ ውስጥ የመማርያ መፅሀፍ በተማሪ ድርሻ ሲሰላ ምን ያህል ይሆናል?

ሀ/ 1-1 ☐ ሐ/ 1-3 ☐
ለ/ 1-2 ☐ መ/ 1-4 ☐

ሌላ ካለ ይገለፅ ----------

20. በትምህርት ቤቱ ውስጥ ከመማሪያ መፅሐፍት ውጭ ያሉ ሌሎች የመማሪያ መገልገያዎች ቁጥራቸው የበዛ ተማሪዎችን ለማስተማር በበቂ መጠን ይገኛሉ?

ሀ/ በጣም በከፍተኛመጠን ይገኛሉ ☐
ለ/ በከፍተኛመጠን ይገኛሉ ☐
ሐ/ በመካከለኛመጠን ይገኛሉ ☐
መ/ በጣም በዝቅተኛ መጠን ይገኛሉ ☐
ሠ/ በዝቅተኛ መጠን ይገኛሉ ☐

21. በትምህርት ቤቱ ውስጥ የቤተ-መፀሐፍት አገልግሎት ይሠጣል?

ሀ/ አዎ ☐ ለ/አይደለም ☐

22. ለ21ኛው ተራ ቁጥር ምላሽህ/ሽ «አዎን» ከሆነ፣ ቤተ-መፅሐፍቱ ቁጥራቸው በርካታ ለሆኑ (በዛ ላሉ) ተማሪዎች የሚሠጠው አገልግሎት ምን ያህል አጥጋቢ ነው?

ሀ/ በጣም ከፍተኛ ☐ መ/ በጣም ዝቅተኛ ☐

ለ/ ከፍተኛ ☐ ሠ/ ዝቅተኛ ☐

ሐ/ መካከለኛ ☐

23. በትምህርት ቤቱ ውስጥ የቤተ-መከራ አገልግሎት ይሠጣል?

ሀ/ አዎ ☐ ለ/አይደለም ☐

24. ለ23ኛው ተራ ቁጥር ምላሽህ/ህ «አዎን» ከሆነ፣ ቤተ-መከራው ቁጥራቸው በርካታ ለሆኑ (በዛ ላሉ) ተማሪዎች ማስተማሪያ የሚሆን በቂ ኬሚካሎች፣ መስርያ ቁሳቁሶችና የውሀ አቅርቦት አለው?

ሀ/ ቤተ-መከራው ቁጥራቸው በርካታ ለሆኑ ተማሪዎች ማስታወቅያ የሚሆን በቂ ኬሚካሎ መስርያ ቁሳቁሶች እና በቂ የውሀ አቅርቦት አለው ☐

ለ/ ቤተ መከራው ቁጥራቸው በርካታ ለሆኑ ተማሪዎች ማስተማርያ የሚሆን በቂ ኬሚካሎችና የመስርያ ቁሳቁሶችና ሲኖሩት ነገር ግን በቂ የውሀ አቅርቦት የለውም ☐

ሐ/ ቤተ መከራው ቁጥራቸው በርካታ ለሆኑ ተማሪዎች ማስተማርያ የሚሆን በቂ የቁሳቁስ አቅርቦት ሲኖረው ነገር ግን በቂ የኬሚካሎችና የውሀ አቅርቦት የለውም ☐

መ/ ቤተ መከራው ቁጥራቸው በርካታ ለሆኑ ተማሪዎች ማስተማርያ የሚሆን በቂ ኬሚካሎች የመስርያ ቁሳቁሶችና የውሀ አቅርቦት የለውም ☐

25. በትምህርት ቤቱ ውስጥ የትምህርት ማበልፀግያ ማእከል አለ?

ሀ/ አዎ ☐ ለ/አይደለም ☐

26. ለ25ኛው ተራ ቁጥር ምላሽህ/ህ «አዎን» ከሆነ ማእከሉ በርካታ ተማሪዎችን የሚያሳትፍ ቦታና ለትምህርታቸው አጋዥ የሆኑ መርጃ መሣርያዎችን ለመስፊት የሚያስችል በቂ መሳርያዎችን ያሟላ ነው።

ሀ/ አዎ ☐ ለ/አይደለም ☐

27. የመማሪያ ክፍልህ/ሽ በቂ የሆነ የተማሪ መቀመጫዎችንና በቂ የሆነ የመበራት ግብአትን /አቅርቦትን/ ያሟላ ነው?

ሀ/ አዎ ☐ ለ/አይደለም ☐

28. የተማሪዎች ቁጥር በበዛበት (ከ50 በላይ በሆነበት) ክፍል ውስጥ ለሚከሰቱ የመማር ማስተማር ችግሮች በመፍትሔ ሃሳብነት የምታቀርበው/ርቢ ሃሳብ ካለ ይገለጽ።

ሀ/ _____

ለ/ _____

ሐ/ _____

አመሠግናለሁ !

# APPENDIX C (1-8)

## ADDIS ABABA UNIVERSITY

## SCHOOL OF GRADUATE STUDIES

## COLLEGE OF EDUCATION

## DEPARTMENT OF CURRICULUM AND TEACHER 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 "problems in Teaching Large class size in some selected General secondary schools of East Shoa Zone". Besides it is to identify major problems in teaching large class size at this level, and to come up with some solutions that alleviate the problems. Therefore, you are kindly requested to fill in the questionnaire since the success of this study directly depends up on your genuine responses to the questions.

Thank you for your cooperation in advance!

## INSTRUCTION

1. No need of writing 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

Wereda _____ Town _____ School _____

1. Sex: A/ Male ☐ B/ Female ☐
2. Age

   A/ 18 – 22 years ☐ D/ 33 – 37 years ☐

   B/ 23 – 27 years ☐ E/ Above 37 years ☐

   C/ 28-32 years ☐

3. Years of service

   A/ 1 -5 years ☐ D/ 16 - 20 years ☐

   B/ 6-10 years ☐ E/ Above 20 years ☐

   C/ 11 -15 years ☐

## TEACHERS' QUALIFICATION

1. Qualification

   A/ TTI ☐ C/ BA/ BED /BSC ☐

   B/ Diploma ☐ D/ Other (s) _____

2. The grade/s you currently teaching

   A/ Grade 9 ☐ C/ Both grades ☐

   B/ Grade 10 ☐

3. Work load per week

   A/ 6-10 periods ☐ D/ 21-25 periods ☐

   B/ 11-15 periods ☐ E/ Above 25 periods ☐

   C/ 16-20 periods ☐

4. Average number of students in your class

A/ 40 students ☐ D/ 70 students ☐

B/ 50 students ☐ E/ Above 70 students ☐

C/ 60 students ☐

## TEACHING LEARNING

5. Did you have secondary school teaching methodology course?

A/ Yes ☐ B/ No ☐

6. If your answer to question. No 5 is "Yes", do the courses include methods on how to teach large class size?

A/ Yes ☐ B/ No ☐

7. If your answer to question no. 6 is "No", do you find it difficult to properly handle the class?

A/ Yes ☐ B/ No ☐

8. Do you teach large class size?

A/ Yes ☐ B/ No ☐

9. If your answer to question no. 8 is "Yes", which methods do you use for teaching large class size? (you can suggest more than one methods)

A. Lecture method ☐ E. Role playing method ☐

B. Jigsaw method ☐ F. Team project method ☐

C. Case study method ☐ G. problem solving method ☐

D. Discussion method ☐ H. Any other _____

10. In your opinion, which of the following methods was MOST VALUABLE for you, individually, to accomplish the learning objectives in the large class size?

A. Pure lecture ☐
B. Role playing method ☐
C. Jigsaw method/peer-to-peer learning/ ☐
D. Team project method ☐
E. Lecture/discussion combination ☐
F. Case study method

Why? _____

11. In your opinion, which of the following methods was VALUABLE for you, individually, to accomplish the learning objectives in the large class size?

A. Pure lecture ☐
B. Role playing method ☐
C. Jigsaw method/peer-to-peer learning/ ☐
D. Team project Method ☐
E. Lecture/Discussion combination ☐
F. Case study method ☐

Why? _____

12. The facilities in your school situation to implement student centered learning in large class size?

A. Very High ☐
B. High ☐
C. Very Low ☐
D. Low ☐
E. Average ☐

13. Do you check the students' home work and class work regularly?

A Yes ☐ B. No ☐

14. If your answer to question no. 13 is "No", why?

A. Because the number of the students is very large in a class ☐

B. Due to lack of time ☐

C. Due to lack of time and very large number of students ☐

D. Other(s) _____

15. Did you observe teachers facing problems in teaching large class size?

A. Yes ☐ B. No ☐

16. If your answer to question no. 15 is "Yes", what do you think is/are the source of the problem (you can suggest more than one problems)

A. Large class size (population of students) ☐

B. Lack of skills of selecting variety of methods to teach large class size ☐

C. Lack of commitment ☐

D. Lack of mastery of the subject mater ☐

E. Other(s) _____

17. Do you give appropriate academic support for the needy students?

A. Yes ☐ B. No ☐

18. If your answer to question no. 17 is "No", what is/are your reason(s)?

A. Too many students in a class ☐

B. Students do not need support ☐

C. Both student and teachers have no time ☐

D. Other (s) _____

19. Do the school principal and Wereda educational supervisor support you to implement student centered method of learning in large class size?

A. Yes ☐ B. No ☐

20. If your answer to question no. 19 is "Yes", how do you evaluate the contribution of the school principal and Wereda educational supervisors in implementing student-centered method of learning in large class size?

A. Very High ☐ D. Low ☐
B. High ☐ E. Average ☐
C. Very Low ☐

## INSTRUCTIONAL MATERIALS /FACILITIES

21. Do you believe that the CURRICULAR MATERIALS (Syllabus, text books and teacher guide) are conducive to implement student centered learning methodology in large class size?

A. Yes ☐ B. No ☐

22. Is there shortage of text book in your school?

A. Yes ☐ B. No ☐

23. What is pupil- book ratio of the text book in your school?

A. 1:1 ☐ D. 1:4 ☐
B. 1:2 ☐ E. Other(s) _____
C. 1:3 ☐

24. Availability of the necessary instructional materials other than text books for teaching large class size in your school (like dictionaries, encyclopedias, reference books, magazines, maps, chapters and globes).

A. Very High ☐ D. Low ☐
B. High ☐ E. Average ☐
C. Very Low ☐

25. Is there a library service in the school?

A. Yes ☐ B. No ☐

26. If your answer to question no. 25 is "Yes", how satisfactory is the service it provides for large class size?

A. Very High ☐ D. Low ☐

B. High ☐ E. Average ☐

C. Very Low ☐

27. Is there a laboratory service in the school?

A. Yes ☐ B. No ☐

28. If your answer to question no. 27 is "Yes", does it have enough chemicals, apparatus and water for teaching large class size?

A. It has sufficient chemicals, apparatus and water ☐

B. It has sufficient chemicals, apparatus but insufficient water ☐

C. It has sufficient apparatus but insufficient chemicals and water ☐

D. It has insufficient chemicals, apparatus and water ☐

E. Any other _____

29. Is there pedagogical center in the school?

A. Yes ☐ B. No ☐

30. If your answer to question no. 29 is "Yes", does the pedagogical center have enough tools for involving students of large class size?

A. Yes ☐ B. No ☐

## CLASSROOM MANAGEMENT

31. Did you take classroom management course that include ways of managing large class size?

A. Yes ☐ B. No ☐

32. If your response to the above question is "No", how do you manage your class?

A. By establish and enforcing rules B. By using harsh forms of punishment

C. By making your lessons interesting D. Other(s) _____

33. Does large class size increase disciplinary problems in your school or class?

A. Yes ☐ B. No ☐

34. If your response to the above question is "Yes", what are the most critical disciplinary problems in your school or class? (you can suggest more than one disciplinary problems)

A. Talking out with out raising hand ☐

B. Talking back ☐

C. Disrupting others ☐

D. Ignoring rules ☐

E. Failing to complete assignments ☐

F. All of the above disciplinary problems ☐

G. Any other _____

35. What solutions do you suggest to alleviate the problems in teaching large class size?

A. _____
B. _____
C. _____
D. _____

Thank you!

## APPENDIX D (1-2)

## ADDIS ABABA UNIVERSITY

## COLLEGE OF EDUCATION

## DEPARTMENT OF CURRICULUM AND TEACHER PROFESIONAL DEVELOPMENT STUDIES

## INTERVIEW QUESTIONS TO BE ANSWERED BY SCHOOL PRINCIPALS AND WEREDA EDUCATIONAL SUPERVISIORS

### PERSONAL INFORMATION

### PLACE OF WORK

1. Wereda _____Town _____School _____
2. Age _____ 3. Sex _____
3. Qualification _____ 5. Responsibility _____
4. Year of experience: 6.1. as a teacher ___years
   6.2. as a principal ____ years
   6.3. as a Wereda educational supervisor _____years

### GUIDING QUESTIONS

1. What is the maximum and minimum number of students in an arbitrary section in your General secondary school?
   Maximum _____ Minimum _____
2. Do you believe that the presence of large number of students in a class room is a problem in teaching learning process? _____
3. What are the problems in teaching large class size? _____
   _____
   _____
   _____

4. Are there enough instructional materials /facilities in your school for teaching large class size?_____
5. Are all your General secondary school teachers well qualified for the subject and grades they are teaching? _____
6. What proportions of the teachers are sufficiently qualified?

   In degree _____ In diploma _____
7. Does large class size increase disciplinary problems in your General secondary school? _____
8. What are the most critical disciplinary problems n your General secondary school?

   _____

   _____
9. Do you give appropriate support for the teachers and students to implement student centered method of learning in your general secondary school? _____

   _____
10. How do you evaluate the contribution of your support in implementing student centered method of learning in large class size? _____

    _____
11. Do community members and school committee (P.T.A) participate in solving problems in teaching large class size? _____

    _____
12. What is the participation made by community members and school committee (P.T.A) to solve problems in teaching large class size? _____

    _____

    _____
13. What solution(s) do you suggest to alleviate the problems in teaching large class size? _____

    _____

    _____

Thank You!

APPENDIX E (1-3)

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

COLLEGE OF EDUCATION

DEPARTMENT OF CURRICULUM AND TEACHER PROFESSIONAL DEVELOPMENT STUDIES

# CLASSROOM OBSERVATION CHECKLIST

## General Information

1. Observers name _____
2. Wereda _____
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 class size, class room management and availability of instructional materials/facilities.

Check if applicable by using "✓" mark in "Yes" or "No" column.

| No | ITEMS | Yes | No |
|---|---|---|---|
| | **Teaching Methods** | | |
| 1 | The teacher facilitates the instructional process. | | |
| 2 | The learners listen to 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 moveable and sating arrangement is in circle or U –shape | | |
| 6 | Chairs and tables (desks) are fixed and seating arrangements is in row | | |
| 7 | Teaching is directed to whole class | | |
| 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 | Teachers helps students rounding the group | | |
| 11 | Student involve in discussion method of learning | | |
| 12 | Students involve in problem solving method of learning | | |
| 13 | Students involve in role playing method of learning | | |
| 14 | Students involve in jig saw method of learning | | |
| 15 | Evaluating students' learning with the participation of student | | |
| 16 | Evaluating students' learning is completely the authority of the teacher | | |
| | **Classroom Management** | | |
| 17 | Exclusive authoritarian class room climate | | |
| 18 | Less of an autocratic and authoritarian class room climate | | |
| 19 | Teacher give clear rules and directions | | |
| 20 | More freedom of student expression | | |
| 21 | Use of ability or activity groups | | |

| | | | |
|---|---|---|---|
| | **Students Misbehavior in a Classroom** | | |
| 22 | Talking back | | |
| 23 | Talking with out raising hands | | |
| 24 | Getting out of seat | | |
| 25 | Disrupting others in a class | | |
| 26 | Sleeping in a class | | |
| 27 | Do work un related to classroom teaching learning tasks | | |
| | **Teachers in a Classroom** | | |
| 28 | Blaming students | | |
| 29 | Over reacting in a class room | | |
| 30 | Repeating or reviewing already learned material | | |
| 31 | Dealing with a single student at length | | |
| 32 | Lack of recognition of ability levels | | |
| 33 | Lack of clear instructional goal | | |
| | **Instructional Materials/Facilities** | | |
| 34 | The classroom is enough for teaching large class size | | |
| 35 | The classroom have enough desks for teaching larger class size | | |
| 36 | Instructional resources (Teaching aids) are adequately available in the classroom | | |

# Appendix F

## Appendix F1: Characteristics of students' Respondents

| No | Sample Schools | Sex | | | | Age | | | | | | | | | | | | | | | | Grade | | | | | | | | Family's occupation | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | 11-15 years | | | | 16-20 years | | | | 21-25 years | | | | 26-30 years | | | | Above 30 years | | | | 9th | | | | 10th | | | | | | | | | |
| | | Male | | Female | | Male | | Female | | Male | | Female | | Male | | Female | | Male | | Female | | Male | | Female | | Male | | Female | | Male | | Female | | Government employee | | Farming | | Merchant | | Other(s) | |
| | | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| 1 | Wanji | 37 | 37 | 28 | 28 | 10 | 10 | 6 | 6 | 26 | 26 | 20 | 20 | 1 | 1 | 2 | 2 | - | - | - | - | - | - | - | - | 24 | 24 | 18 | 18 | 13 | 13 | 10 | 10 | 37 | 37 | 22 | 22 | 3 | 3 | 3 | 3 |
| 2 | Cheffe | 13 | 13 | 6 | 6 | 3 | 3 | 1 | 1 | 10 | 10 | 5 | 5 | - | - | - | - | - | - | - | - | - | - | - | - | 8 | 8 | 4 | 4 | 5 | 5 | 2 | 2 | 3 | 3 | 14 | 14 | 2 | 2 | - | - |
| 3 | Oda Nebe | 9 | 9 | 7 | 7 | 1 | 1 | 4 | 4 | 7 | 7 | 3 | 3 | 1 | 1 | - | - | - | - | - | - | - | - | - | - | 6 | 6 | 5 | 5 | 3 | 3 | 2 | 2 | - | - | 13 | 13 | 3 | 3 | - | - |
| Total | | 59 | 59 | 41 | 41 | 14 | 14 | 11 | 11 | 43 | 43 | 28 | 28 | 2 | 2 | 2 | 2 | - | - | - | - | - | - | - | - | 38 | 38 | 27 | 27 | 21 | 21 | 14 | 14 | 40 | 40 | 49 | 49 | 8 | 8 | 3 | 3 |

# Appendix G (1-2)

## Appendix G1: Characteristics of teachers' respondents

| No | Sample schools | Sex | | | | Age | | | | | | | | | | | | | | | | Qualification | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Male | | Female | | 18-22 years | | | | 23-27 years | | | | 28-32 years | | | | 33-37 years | | | | Above 37years | | | | TTI | | | | Diploma | | | |
| | | | | | | Male | | Female | | Male | | Female | | Male | | Female | | Male | | Female | | Male | | Female | | Male | | Female | | Male | | Female | |
| | | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| 1 | Wonji | 54 | 58.1 | 6 | 6.5 | 2 | 2.2 | 1 | 1.1 | 18 | 19.4 | - | - | 10 | 10.8 | 2 | 2.2 | 9 | 9.7 | 3 | 3.2 | 15 | 16.1 | - | - | - | - | - | - | 38 | 40.8 | 4 | 4.3 |
| 2 | Cheffe | 12 | 12.9 | 5 | 5.3 | 2 | 2.2 | 1 | 1.1 | 7 | 7.5 | 2 | 2.2 | 2 | 2.2 | - | - | 1 | 1.1 | 2 | 2.2 | - | - | - | - | - | - | - | - | 6 | 6.5 | 2 | 2.2 |
| 3 | Oda-Nebe | 16 | 17.2 | - | - | 1 | 1.1 | - | - | 9 | 9.7 | - | - | 4 | 4.3 | - | - | - | - | - | - | 2 | 2.2 | - | - | - | - | - | - | 6 | 6.5 | - | - |
| Total | | 82 | 88.2 | 11 | 11.8 | 5 | 5.4 | 2 | 2.2 | 34 | 36.6 | 2 | 2.2 | 16 | 17.2 | 2 | 2.2 | 10.8 | 10.5 | 5 | 5.4 | 17 | 18.3 | - | | - | - | - | - | 50 | 53.8 | 6 | 6.5 |

| No | Sample schools | Qualification | | | | | | | | Years of service | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Degree | | | | | | | | 1-5 years | | | | 6-10 years | | | | 11-15 years | | | |
| | | Male | | Female | | | | | | Male | | Female | | Male | | Female | | Male | | Female | |
| | | N | % | N | % | | | | | N | % | N | % | N | % | N | % | N | % | N | % |
| 1 | Wonji | 16 | 17.1 | 2 | 2.2 | | | | | 23 | 24.7 | 1 | 1.1 | 8 | 8.6 | - | - | 7 | 7.5 | 2 | 2.1 |
| 2 | Cheffe | 6 | 6.5 | 3 | 3.2 | | | | | 9 | 9.7 | 2 | 2.2 | 1 | 1.1 | 2 | 2.1 | 1 | 1.1 | - | - |
| 3 | Oda Nebe | 10 | 10.8 | - | - | | | | | 10 | 10.8 | - | - | 1 | 1.1 | - | - | 3 | 3.2 | - | - |
| Total | | 32 | 34.4 | 5 | 5.4 | | | | | 42 | 45.2 | 3 | 3.2 | 10 | 10.8 | 2 | 2.1 | 11 | 11.8 | 2 | 2.1 |

**Continued Appendix G1**

| No | Sample schools | Years of service | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 16-20 years | | | | Above 20 years | | | | | | | | | | | | | | | |
| | | Male | | Female | | Male | | Female | | | | | | | | | | | | | |
| | | N | % | N | % | N | % | N | % | | | | | | | | | | | | |
| 1 | Wonji | 8 | 8.6 | 3 | 3.2 | 8 | 8.6 | - | - | | | | | | | | | | | | |
| 2 | Cheffe | 1 | 1.1 | 1 | 1.1 | - | - | - | - | | | | | | | | | | | | |
| 3 | Oda Nebe | 1 | 1.1 | - | - | 1 | 1.1 | - | - | | | | | | | | | | | | |
| Total | | 10 | 10.8 | 4 | 4.3 | 9 | 9.7 | - | - | | | | | | | | | | | | |

# Appendix G

## Appendix G2

| No | Sample schools | Grades currently teaching | | | | | | | | | | | | Work load per week | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 9th | | | | 10th | | | | Both grades | | | | 6-10 periods | | | | 11-15 periods | | | | 16-20 periods | | | | 21-25 periods | | | | Above 25 Periods | | | |
| | | Male | | Female | | Male | | Female | | Male | | Female | | Male | | Female | | Male | | Female | | Male | | Female | | Male | | Female | | Male | | Female | |
| | | No | % | No | % | No | % | No | % | No | % | No | % | No | % | No | % | No | % | No | % | No | % | No | % | No | % | No | % | No | % | No | % |
| 1 | Wonji | 3 | 3.2 | 4 | 4.3 | 15 | 16.1 | 1 | 1.1 | 36 | 38.7 | 1 | 1.1 | - | - | - | - | 4 | 4.3 | 1 | 1.1 | 21 | 22.5 | 5 | 5.3 | 2.2 | 23.6 | - | - | 7 | 7.5 | - | - |
| 2 | Cheffe | 1 | 1.1 | 2 | 2.2 | 1 | 1.1 | 2 | 2.2 | 10 | 10.8 | 1 | 1.1 | - | - | - | - | - | - | 3 | 3.2 | - | - | - | - | 8 | 8.6 | 2 | 2.2 | 4 | 4.3 | - | - |
| 3 | Oda – Nebe | 1 | 1.1 | - | - | 3 | 3.2 | - | - | 12 | 12.9 | - | - | - | - | - | - | - | - | - | - | 1 | 1.1 | - | - | 6 | 6.5 | - | - | 9 | 9.7 | - | - |
| Total | | 5 | 5.3 | 6 | 6.5 | 19 | 20.4 | 3 | 3.2 | 58 | 62.4 | 2 | 2.2 | - | - | - | - | 4 | 43 | 4 | 4.3 | 22 | 23.6 | 5 | 5.3 | 36 | 38.7 | 2 | 2.2 | 20 | 21.5 | - | - |

# Appendix H

## Appendix H1: Characteristics of principal and Wereda educational supervisors

| Respondents | Sex | | | | Age | | | | | | | | | | Qualification | | | | | | Year of experience | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Male | | Female | | 21-25 years | | 26-30 years | | 31-35 years | | 36-40 years | | 41 and above years | | T.T.I | | Diploma | | Degree | | 1-5 year | | 6-10 year | | 11-15 years | | 16-20 years | | Above 21 years | |
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Principals | 3 | 33.3 | - | - | - | - | 1 | 11.1 | 1 | 11.1 | - | - | 1 | 11.1 | - | - | 1 | 11.1 | 2 | 22.2 | - | - | 1 | 11.1 | - | - | 2 | 22.2 | - | - |
| Vice-principals | 3 | 33.3 | - | - | - | - | 1 | 11.1 | 1 | 11.1 | 1 | 11.1 | - | - | - | - | 3 | 33.3 | - | - | - | - | 1 | 11.1 | 1 | 11.1 | - | - | 1 | 11.1 |
| Wereda Education superviso | 3 | 33.3 | - | - | - | - | - | - | - | - | 2 | 22.2 | 1 | 11.1 | - | - | 3 | 33.3 | - | - | - | - | 1 | 11.1 | 2 | 22.2 | - | - | 1 | - |
| Total | 9 | 100 | - | - | - | - | 2 | 22.3 | 2 | 22.3 | 3 | 33.3 | 2 | 22.3 | - | - | 7 | 77.7 | 2.22 | - | - | - | 3 | 33.3 | 3 | 33.3 | 2 | 2.22 | 1 | 11.1 |

## DECLARATION

I, the undersigned, declared that this thesis is my own work and has not been presented for any other degree and that all sources of materials used for the thesis have been duly acknowledged.

Name Girma Kebede

Signature _____

Date 13/08/2007