

UNIVERSITY OF EDUCATION, WINNEBA

CLASS SIZE AND EFFECTIVE CLASS MANAGEMENT IN BASIC SCHOOLS IN THE
TAFO PANKRONO CIRCUIT

The logo of the University of Education, Winneba, is a circular emblem. It features a central sunburst design with a flame-like top. Below the sunburst are four interlocking circles arranged in a square pattern. The text "UNIVERSITY OF EDUCATION, WINNEBA" is written around the perimeter of the emblem.

VICTORIA OSEI ASAMOAH

**A Dissertation in the Department of Educational Leadership, Faculty of Education and
Communication Sciences, submitted to the School of Graduate Studies, University of
Education, Winneba, in partial fulfilment of the requirements for the award of Master of
Arts (Educational Leadership) degree**

DECEMBER, 2020

DECLARATION

STUDENT'S DECLARATION

I, VICTORIA OSEI ASAMOAH , declare that this dissertation, with the exception of quotation and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part of whole, for other degree elsewhere.

SIGNATURE:

DATE:

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of dissertation as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: REV. FR. DR. FRANCIS K. SAM

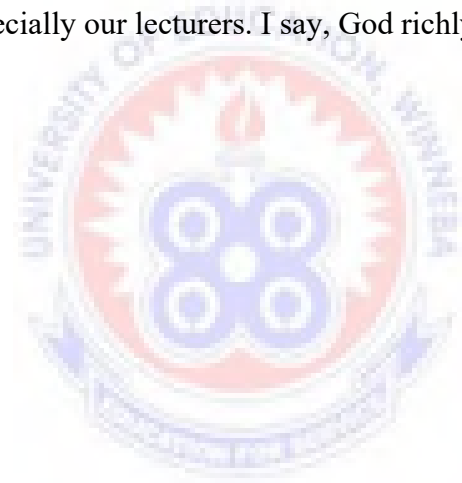
SIGNATURE:

DATE:

ACKNOWLEDGEMENTS

My gratitude goes to the Almighty God who is the giver of life and wisdom, protection and guidance, who has made me whom I am today. To my supervisor, Rev. Fr. Dr. Francis K. Sam; I acknowledge with sincere gratitude for his amazing effort and time used in correcting mistakes, coming out with constructive criticisms and suggestions to bring the study to this far. I owe him a debt of gratitude.

I am most grateful and truly take a great pleasure in expressing my profound gratitude to all the people who made my studying at University of Education, Winneba and the completion of my project work possible especially our lecturers. I say, God richly bless you.



DEDICATION

To my husband; Mr. Alexander Nduro; my children, Edmund and Mayfred.



TABLE OF CONTENTS

CONTENT	PAGE
TITLE PAGE	
DECLARATION	ii
ACKNOWLEDGEMENTS	iii
DEDICATION	iv
TABLE OF CONTENTS	v
LIST OF TABLES	viii
LIST OF FIGURES	ix
ABSTRACT	x
CHAPTER ONE: INTRODUCTION	1
1.1 Background to the Study	1
1.2 Problem Statement	4
1.3 Purpose of the Study	5
1.4 Objectives of the Study	5
1.5 Research Questions	6
1.6 Significant of the Study	6
1.7 Delimitation of the Study	6
1.8 Limitation of the Study	7
1.9 Organization of the Study	7
CHAPTER TWO: LITERATURE REVIEW	8
2.1 Introduction	8
2.2. Conceptual Frame Work	9

2.2.1 Class Size	9
2.2.2 The Effect of Large Class Size	10
2.2.3 Class Size and Teachers' Classroom Instruction	11
2.3 Effective Class Management	14
2.4 The Effect of Class Size on Effective Class Management	16
2.5 Theoretical Frame Work	18
2.5.1 The Canter Theory	18
2.5.2 The Jones Theory	18
2.5.3 The Glasser Model	19
2.5.4 The Theory Adopted	19
2.6 Empirical Review	20
CHAPTER THREE: METHODOLOGY	22
3.1 Introduction	22
3.2 Research Design	23
3.3 Population	23
3.4 Sample and Sampling Technique	24
3.5 Data Collection	25
3.5.1 Source of Data	25
3.5.2 Instrument for Data Collection	26
3.5.2.1 Validity and Reliability	26
3.5.3 Procedure of Data Collection	27
3.6 Method of Data Analysis	28



CHAPTER FOUR: RESULTS AND DISCUSSION	28
4.1 Introduction	28
4.2 Demographic	28
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION	41
5.1. Introduction	41
5.2 Summary	42
5.3 Conclusion	42
5.4 Recommendation	43
5.5 Suggestions for Future Study	43
REFERENCES	44
APPENDIX	50



LIST OF TABLES

TABLE	PAGE
3.3.1: Population and sample estimation of teachers in the Tafo Pankrono Circuit	24
3.5.2.1: Questionnaire Reliability Test Statistics	27
4.2: Demographic Characteristic of the Teachers	29
4.3.1: Descriptive Statistics of the Teachers Class Sizes	35
4.3.2: How the Teachers Rated the Nature of their Class Sizes	35
4.2.1: Classification of Class Size According to GES Standard	36
4.4: Descriptive Statistics	38



LIST OF FIGURES

FIGURE	PAGE
4.2.1: Gender Distribution of the Teachers	31
4.2.2: Age Distribution of the Teachers	32
4.2.3: Highest Educational Attainment of the Teachers	33
4.3.1: Nature of Teachers Class Sizes in the Tafo Pankrono Circuit	36



ABSTRACT

The study examined the effect of students' class size on effective teachers' class management in the Tafo Pankrono circuit. The objectives of this study and the nature of the data to be gathered for this study, quantitation correlational research design was adopted for this study. The study population comprised of 46 teachers of which 29 of teachers were selected from two independent schools in the Tafo Pankrono Circuit in the Ashanti Region. Primary data was obtained directly from the teachers in the basic schools in the Tafo Pankrono Circuit in Kumasi. Questionnaire was used to collect the data from the teachers in the schools in the circuit. The study found that the mean class size of the teachers was 46 with a maximum and minimum class size of 80 and 28 respectively. Majority of the teachers 69% (n = 20) asserted that their class sizes are very big and of which 30% of them have a class sizes above the GES standard. The study found that there is an ineffective class management in the Tafo Pankrono Circuit. There is a significant strong positive correlation ($R = .667$, $P < 0.05$) between students class size and teachers effective class management. The study concluded that 44.5% of the teachers' inability to manage their classes effectively in the circuit is due to their class sizes. Large class size has possess a negative threat to effective class management in the circuit. The study recommended the Circuit to work assiduously to reduce the class sizes in the basic schools to improve effective class management. The Circuit should work hard to increase their facility level by building more class rooms for students to reduce the class sizes. Educational policy makers in the circuit should implement policies that can significant minimize teacher to students ratio.

CHAPTER ONE

INTRODUCTION

This chapter contains the background to the study, statement of the problem, research objectives, and significance of the study, scope and limitations of the study, definitions of terms and organization of the study.

1.1 Background to the Study

Improving students' academic achievement has been the concern and the reason for most educational research and programmes. In addition to the students' qualities, other determinants such as home factors, school variables, and teacher qualities have been found to impact on students' academic achievement, either positively or negatively. The total number of students' in a class room can affect teachers' ability to control their class effectively to ensure effective teaching and learning. Studies such as Molnar, Chase and Walden (2000) and Gentry (2002) report that large class sizes significantly affect teachers teaching methods and the materials needed for effective teaching for positive academic achievement.

Students' class size in a class room determines student-teacher ratio, which is expressed as the relationship between the student population and the number of teachers available in the school. The school teacher-to-student ratio may be low but conceals the existence of a dearth of teachers in some subject areas that lack teachers, thereby giving rise to few teachers teaching large numbers of students in a class. Class size is akin to the administrative element of 'span of control', which is the number of subordinates a manager can effectively supervise. It serves as an administrative measure signifying the number of students to whom a teacher is responsible to manage in a school. Adeyemi (2008) describes class size as an educational tool that can be used

to describe the average number of students per class that a teacher can effectively managed in a school. A teacher who has been positioned as the classroom manager should therefore, have the number of students he/she can effectively control, supervise and teach at any given period. The study by Lazear (2001), postulates that smaller classes have less number of disruptions thereby engendering effective management and high student engagement in class activities. Large class size increases the number of disruptions and decreases the amount of time during which learning can take place because the teacher spends time dealing with these students that cause disruptions.

Determining the ideal class size continues to generate a lot of discussion, especially in this present period of school population explosion, financial hardship, shortage of teachers and students' poor academic achievement. Whether a class is perceived as large or small depends on factors such as teacher factors, school environment, educational theories and philosophies. Because of Ghanaian Educational programmes, it is not uncommon to observe large class sizes and classes of less than sixty (60) are not necessarily considered as large. Several factors such as inadequate school building, population explosion, inadequate number of subject teachers, give rise to larger class sizes. In an ideal classroom, the teacher is expected to cater for diverse personalities with divergent backgrounds, ideas, interests, attitudes and abilities. In large classes and overpopulated classes, the result is student disengagement (Fleming, Toutant, & Raptis, 2002). The teacher in such a situation may not be able to give individual students the attention they need and this may lead to poor academic achievement. Federal Republic of Nigeria (2013) therefore prescribes a student-teacher ratio of 1:25 for pre-primary classes; 1:35 for primary and 1:40 for secondary schools.

Academic achievement is the educational outcome that indicates the extent to which the specific goal of education has been accomplished in an instructional environment. This is normally

shown in terms of students' scores and grades in test examinations or assignments. Maguson (2007) describes academic achievement as commonly measured by examination or continuous assessment but maintains that there is no general agreement on how academic achievement is best tested. Though the relationship between class size and academic achievement has been a perplexing one, many educationists believe that small class sizes engender better student achievement (Glass and Smith, 1979) and that it helps students get sufficient feedback. Proponents of small class sizes posit that it enables students to get adequate attention from teachers which invariably lead to better academic achievement and eliminates frustration. Bruhwiler (2011) believes that students who were taught in smaller classes in their early elementary grades continue to have enhanced academic achievement even if they are in larger classes in upper elementary or middle school.

Historically, school administrators have reduced class size with a gradual concept that smaller class size will yield effective class management. California legislature passed a law minimized classrooms to a maximum of 20 students (California Education Code, 1996). In 1998, the South Carolina legislature reduced the number of students per classroom to only 15 for effective management of school classes (Act number 400, 1998). In 2002, the Florida legislature passed a constitutional amendment limiting the size of kindergarten through third grade classes to 18 students, fourth through eighth grade classes to 22 students, and ninth through 12th grade classes to 25 students (Editorial Projects in Education, 2010). Notwithstanding, administrators of the school district in Ghana have proposed increases in average class size at all grade levels; however, it is unclear if and how these changes will impact on effective class management and student academic achievement. There is no clear consensus in the educational research literature whether increasing average class size will have an effect on effective class management and

student achievement. Some researchers have suggested that changing class size can have an impact on teachers' class management and student class scores. The Tennessee student-teacher achievement ratio (STAR) study showed a significant increase in effective class management and student achievement when class sizes were reduced in Grades (Word et al., 1990).

Ayaz, Shah, and Shah (2011) found that secondary class sizes under 20 students have a significant impact on class management, and Brühwiler and Blatchford (2011) concluded that a one student reduction in class size resulted in a half point increase in student grade point average at both the primary and secondary level. However, other studies have shown that reduction in class size had little or no impact effective class management. Corak and Lauzon (2009) analyzed scores of Canadian 15 year olds in the Program for International Student Assessment. They found that class size made no consistent impact on student achievement. Owoeye and Yara (2011), found no statistical differences in student achievement and effective management between large and small classes at the secondary level. The research on the impact of class size on student achievement is conflicting and inconclusive.

1.2 Problem Statement

The introduction of the free school feeding program and other educational policies like free senior high school has resulted a numerous increase in school intake which has directly increase in class size in the basic primary schools in Ghana. These pragmatic policies in Ghanaian education system have led to a high population expansion in basic schools in the various districts, municipalities and circuits in Ghana, including in the Tafo Pankrono Circuit in the Old Tafo Municipality in the Ashanti Region. There is low rate of infrastructure development like building of new schools, class room and other to meet higher the demand for education in the country.

There is a high demand for education today but there is a little provision made on educational facilities to accommodate students in various school in Ghana. Inadequate classrooms are coupled with high teacher-pupil ratios in schools which brings about large class formation hinder effective class management and student academic achievement (Tetteh, 2018). Nurhafizah et al. (2019) study asserted that large class size is a contributing factor for ineffective teachers' class room management and low student academic performance. In respective of the numerous problems associated with class size, this study will examine how it effect class management on the part of the teachers. The study therefore seeks to establish the effect of class size on effective class management in the Tafo Pankrono Circuit in the Ashanti Region.

1.3 Purpose of the Study

The purpose of the study was to explore the effectiveness level of teachers' class management in the Tafo Pankrono circuit in the Ashanti region.

1.4 Objectives of the Study

The main objective of the study is to examine the effect of class size on effective class management in the Tafo Pankrono circuit. The specific objectives are:

1. To examine the nature of class size of schools in the Tafo Pankrono Circuit.
2. To examine the effectiveness level of class management of schools in the Tafo Pankrono Circuit.
3. To examine the effect of class size on effective class management in the Tafo Pankrono circuit.

1.5 Research Questions

This study was designed to address the following research questions based on the stated objective above.

1. What is the nature of class size of schools in the Tafo pankrono circuit?
2. What is the effectiveness level of class management of schools in the Tafo Pankrono Circuit?
3. What is the effect of class size on effective class management in the Tafo Pankrono Circuit?

1.6 Significant of the Study

This study will provide some important information to the Ministry of Education to enable the ministry take decisions, policies and other educational strategies to improve teachers' class room management. Again, the study will enable teachers to implement scientific strategies to improve their class room management effectively in the Tafo Pankrono Circuit. It will also enable the circuit to determine the effect of students' class size on effective teachers' class management. The results from this study could help the circuit to adopt significant policies to improve teachers' class room management. Finally, the study would be an advantage to other researchers as a locus for further studies.

1.7 Delimitation of the Study

The study looks at the class size and effective class management in the Tafo Pankrono Circuit in the Old Tafo municipality. Due to proximity of time and difficulties in data collection, only

three schools in the circuit were considered. This study was limited to teachers in the basic primary schools in the circuit. This study enrolled teachers in the primary one to primary six at the basic level in the study area. The Findings from this study would be generalized to the entire Tafo Pankrono Circuit.

1.8 Limitation of the Study

The study is limited to only the basic primary teachers in the Tafo Pankrono circuit, since it is only the basic primary teachers who were selected for the study. This study account for a small percentage of teachers in the district therefore, findings from this study cannot be extend to other circuits. It should also be noted that the findings from this study might not necessary reflect the entire schools in the Tafo Municipalities.

1.9 Organization of the Study

The study is organized in five main chapters. Chapter one entails the background of the study, the statement of the problem, the research objectives and research questions, significance of the study, scope and limitations of the study, definitions of terms and organization of the study. The chapter two highlights the conceptual, theoretical and empirical framework in relation to class size and effective class management. Chapter three captures the methodology used for this study. This include the research design, population of the study, sample size, data collection instrument, data analysis technique and ethical consideration. Chapter four captures the entire analysis and discussions of empirical results from the analysis. Chapter five being the final chapter of this study displays the summary of the findings, conclusion and recommendations made by the study.



CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section of the study highlights the literature reviewed in relation with the subject under study. In other to position this study in the existing body of scientific literature, the review literature was structured in the form of; conceptual, theoretical and empirical frame work.

2.2. Conceptual Frame Work

2.2.1 Class Size

Class sizes have also been identified as determinants of academic performance in mathematics. Studies have indicated that schools with smaller class sizes perform better academically than schools with larger class sizes. Kraft (2003) in his study of the ideal class size and its effects on effective teaching and learning in Ghana concluded that class sizes above 40 have negative effects on students' achievement. According to Mankoe (2002), supervision focuses on six areas of education such as administration, curriculum, instruction, human relations, management and leadership. It is therefore a major function of the school's operation. Thus, effective supervision improves the quality of teaching and learning in the classroom. Okyerefo, Fiaveh, and Lamptey, (2011) believed that the attitude of some public-school teachers and authorities does not promote an effective learning process for students. Some teachers even leave the classroom at will because there is insufficient supervision by circuit supervisors. This means that effective supervision would forestall teacher absenteeism and improve teaching in the schools. If teachers are always present following regular visits of circuit supervisors, pupils would be challenged to change their attitudes toward school. According to Engin-Demir (2009) regardless of intelligence, students who spend more time on assignments and homework improve their grades. The amount of time students invests in homework and other related activities have also been found to be strongly related to motivation (Butakor, 2016; Butakor et al., 2017). Etsey

(2005) found homework to be a correlate of academic performance. He stated that “homework bore a positive relationship with learning outcomes when it is relevant to learning objectives, assigned regularly in reasonable amounts, well explained, motivational and collected and reviewed during class time and used as an occasion for feedback to students” (p. 3). Homework is in reality an interaction between school and the home, and an essential ingredient of the educational process when measuring academic achievement (Etsey, 2005). Further, in recent times, students have found a need to seek employment while studying on a part-time basis due to financial constraints. Research on this subject seems to provide a consensus that students who miss classes perform poorly compared to those who attend classes (Oduro & MacBeath, 2003). Also, many students believe that they succeed for a variety of reasons, and their beliefs and interests are very important in determining how they deal with failure, the risks they are willing to take, and the ways in which they interact with new opportunities. It is without doubt that the academic achievement of students depends on some basic factors of which effort is paramount (Tella & Tella, 2010).

2.2.2 The Effect of Large Class Size

How the number of students in the class affects the classroom management practices is one area researchers investigated. The literature regarding how class size affects classroom management, including student discipline, is fairly consistent in its results, showing that as class sizes increase, time spent handling non-instructional tasks also increases (Deutsch, 2003; Finn, 2002; Vandenberg, 2012). Researchers (Blatchford, Russel, Bassett, Brown and Martin, 2007) analysed approximately 800 teacher surveys regarding how teachers’ perceived class size affected their instructional and management practices. Teacher survey data suggested that as the number of

students increased in the classroom, instances of student misbehaviour also increased. Large classes (31 or more students) were harder for teachers to manage than smaller classes (25 or less students). Teachers cited that more student misbehaviour occurred in the larger classes, resulting in more time being spent on controlling the students rather than teaching (Blatchford, Brown, and Russell, 2007). Having utilised class time for the handling of student misbehaviour could affect student achievement and be a reason against increasing class sizes (Blatchford et al., 2007). Cakmak (2009) cited survey data similar to in this research involving approximately 40 student teachers and their class size perceptions. Survey data indicated larger classes had more discipline instances and result in the teacher utilizing more time for the management of students than smaller classes.

Pascarella and Terenzini (1991) equated student's engagement to students' involvement and concluded that the greater it is, the greater is his or her level of knowledge acquisition and general cognitive development. It has also been reported that engaged students learn more, retain more, and enjoy learning activities more than students who are not engaged (Hancock & Frank, 2002). Large classes are simply not as effective as small classes for retention of knowledge, critical thinking and attitude change. Since large class has been found more prominent in secondary school, poor attitudinal change is expected (McKeachie, 1980). This may be due to ineffective classroom management and control by the teachers who are already inundated by the exploded learners' population. This may be the reason why Yusuf (2012) remarked that teachers in public secondary schools feel no concerned about affective development of the students. Hence, the effect of class size on attitudes related to study is still opened for an in-depth and more decisive analysis.

2.2.3 Class Size and Teachers' Classroom Instruction

Limited physical space due to large classes results in an increase in student behaviour, increase in safety issues, and decrease in instructional activity variety (Blatchford et al., 2007; Deutsch, 2003). Adding to the research regarding class size and classroom management are studies analyzing how the interactions between teachers and students are affected by large numbers. Results from approximately 140 teacher surveys from Burke County, North Carolina suggested that smaller classes (15 or less students) helped teachers prevent discipline problems through the personal relationships they were able to establish with their students. Teachers stated that in smaller classes, they were able to interact more with their students and prevented discipline problems from occurring (Halbach, Karen, Zahorik & Molnar, 2001). These findings were replicated in teacher surveys from teachers in New York class size reduction programmes; the teachers also stated that being able to get to know their students personally allowed them to have less discipline problems (Finn, Gina & Charles, 2003)

Student-to-teacher interactions are affected by class size, which affects the instruction of students and the classroom management of students. In large classes, teachers are not able to build the relationships that they are able to build in smaller classes (Bruce & David 2002). Being able to interact with their students helps teachers decrease the amount of time they have to devote to classroom management issues and increase the amount of time they can devote to instruction. By simply reducing the number of students, educational leaders could enhance the learning process because teachers will be able to devote more time to instruction. Initial class size research focused on whether reducing class sizes was effective and cost-efficient. Researchers then focused on how class size affected the practices and routines of the classroom. Research on how class size affected the management practices of teachers found that larger class sizes resulted in more student misbehaviour (Blatchford et al., 2007; Cakmak, 2009; Finn & Achilles, 1999). A lack of physical

space to separate disruptive students and to use different types of instructional activities has also been cited in class size research as a disadvantage of large classes (Blatchford et al., 2007; Deutsch, 2003). Large student populations prevented teachers from being able to interact with their students as much as they would in smaller populations. This factor also contributed to an increase in classroom management issues (Bruce & David 2002). Teachers reported less job satisfaction due to increased non-instructional workload in larger classes (Blatchford et al., 2007). More discipline issues, less instructional activities, less teacher and student interactions, and more non-instructional tasks contribute to less effective instructional time.

Instructional Activities Small class increases teacher and student interactions (Blatchford et al., 2003a). Teachers in smaller classes are able to provide students with more instructional feedback (Pedder, 2006). Daily interactions with students enabled teachers to assess the instructional and emotional needs of their students (Blatchford et al., 2003a). Being able to have quality interactions with their students is an important aspect of smaller class sizes as this facilitates the teacher to plan and implement effective instructional activities (Blatchford et al., 2003a). The use of direct instruction of individual students is one result of increased teacher and student interactions that positively affect the instructional activities of the classroom. Researchers (Blatchford et al., 2003; Cakmak, 2009) observed that teachers devoted more time in the direct instruction of individual students in smaller classes. Having smaller classes also allows the teacher to create smaller groups for group instruction, resulting in more opportunities for teachers to interact with individual students and to provide more meaningful instruction to all students in the class (Finn, PannoZZo, & Achilles 2003). Smaller classes allow teachers to interact more with their students through such methods as direct instruction. Another result of smaller class sizes is the opportunity for more flexible teaching activities, including the use of more non-traditional

activities. Observation data of classes of children aged 5-7 years showed that teachers of smaller classes (average of 33 students per teacher) were more likely than teachers of larger classes (average of 52 students per teacher) to use activities other than whole group lecture. These teachers were observed as using smaller group activities, more inquiry-based activities, and more open-ended activities (Blatchford et al., 2007).

2.3 Effective Class Management

Classroom Management is also a critical part of effective and successful instruction. Effective classroom management initiates with well-organized and efficient lesson plans preparation, helps a teacher teaches and students learn. Students perform well in an optimistic classroom atmosphere and an environment in which they feel secure, safe, cared for, and involved (Aslam, Sulerman, Zulfigar, Shafaat, & Sadiq, 2014). Keeping students well behaved and on task will allow the teacher to concentrate on the instruction of the lesson being taught and will allow more time for facilitating the learning. Classroom management is a large part of the environment factor of a classroom. Well behaved and on task students allow for all students to feel safe and secure in the classroom. In order for students to be able to concentrate and perform well they need to be able to concentrate on their work and not their safety and wellbeing. Buchong and Sheffer, (2009) suggested that to be most effective a teacher should establish class norms and procedures early on and make sure that those rules and norms are clearly stated and easily understood by the students. Establishing stability and structure in the classroom will allow the students to feel comfortable in their surroundings and be able to navigate confidently while actively engaging in their learning. Buchong and Sheffer explained that creating a warm and inclusive classroom environment while planning for all children to feel welcome and using a number of methods could

help educators create a learning environment that encourages and supports all types of learners. Buchong and Sheffer explain the importance of establishing a classroom environment that is favourable for helping all students work cooperatively in order to learn. Strategies that were outlined as key for establishing a warm and inviting classroom were creating an organized space that has easily accessible resources for students and adding colour to the classroom in order to bring life to cold, stark rooms. Another suggestion was to create traditions and establish classroom meetings to help students, become problem solvers and encourage collaboration and cooperation with the diverse members of the classroom. Finally, Buchong and Sheffer talked about the importance of teaching self-advocacy. The classroom environment is a very important place for children to learn, grow, and become better prepared to participate in the world around them.

Henley (2010) identifies classroom management as the “essential teaching skill” (p. 4) and suggests effective teachers minimize misbehaviours to reduce interruptions and create learning environments that allow for student intellectual and emotional growth. Henley takes a very restorative approach to classroom management, using more time in the classroom to teach discipline and therefore facilitating activities that enable student self-control. He believes that in doing this, a teacher is less likely to spend time dealing with misbehaviour, and more time on meaningful academic instruction and learning. In other words, effective classroom management over time leads to greater student growth in areas that are used to judge teacher effectiveness.

McDonald extends Evertson and Weinstein’s (2006) definition and suggests “classroom management involves teacher actions and instructional techniques to create a learning environment that facilitates and supports active engagement in both academic and social and emotional learning (p.20). With the diverse backgrounds, interests and capabilities of students, meeting their needs and engaging them in meaningful learning requires care and skill. Whilst developing an orderly

learning environment enables students to engage in meaningful activities that support their learning, this orderly learning environment, suggests McDonald, is only truly attained when teachers understand their own and their students' needs and work together to meet these needs. His work outlines a Positive Learning Framework (PLF), based on current resilience, self-worth, and neurological research and positive psychology, which highlight the strengths that students have and how, as educators, teachers can draw upon these strengths in assisting all children to grow. The PLF offers a continuum of teacher behaviours from planning, preventative techniques, instructional design and ways to respond to student behaviour. By learning to use their skills effectively, teachers can develop quality learning environments, characterized by positive teacher-student relationships (McDonald, 2013).

2.4 The Effect of Class Size on Effective Class Management

Teaching and learning a foreign language is a social process which requires the interaction between the teacher and the student, in a social environment. As this process takes place in a social context, it is inevitable to experience some problems while teaching the students having different needs, interests and levels. These problems may be caused by the students, teachers as well as the physical environment in which teaching and learning take place. It is clear that language teaching skill is not enough to handle these problems; teachers also need classroom management skills so that they are able to manage their classrooms. It is believed that successful classroom management is highly related to effective instruction. As classroom management is a general term that is affected by many factors, the effectiveness of classroom environment depends on how teachers cope with these factors and provide their students with a positive and friendly classroom atmosphere. It is clear that a detailed analysis of the factors that affect successful classroom

management and adequate teacher training on how to cope with them will make unmanageable classrooms manageable which will immediately result in effective teaching and learning process. In this article, factors that influence successful class room management will be analyzed and possible solutions to these problems will be presented.

On logical and commonsense grounds it seems likely that the greater the number of children in a class, the more time teachers will spend on procedural and domestic matters such as taking the registers, lining children up and putting on coats, and dealing with domestic duties such as toileting, accidents, and so forth (e.g., see Bassey, 1996), and conversely, the less time teachers will spend on instruction and dealing with individual children. It might be expected to be particularly important to maximize the amount of teaching and individual support for the youngest children in school.

Teachers of larger classes were concerned that they could not develop a depth of knowledge and understanding of the children as individuals. Once again, this category reflects the view of primary school teachers that their work is about more than enabling children to achieve educationally, but also encompasses social and emotional development. Comments from teachers of both large and small classes suggested that they perceived a relationship between the number of children in their classes and the support for learning that could be achieved. A reception class teacher in a smaller class wrote: “I feel that I have been able to work through problems as and when they arise, far more successfully. This has given the children a secure and settled start to school, allowing them to become independent and confident in their abilities” (Peter & Clare 2018).

Ayeni (2016) revealed that large class size has negative implications on effective teaching of Business Education in tertiary institutions in Ekiti State, Nigeria. The study revealed that it leads

to poor classroom management, ineffective students' control, poor planning and assessment and increase strain on teachers. Large class size encourages disruptive behaviour, frustrate the teacher's effort and affect teacher's health. It was revealed in the test of hypothesis that very low relationship exist between large class size and effective teaching of Business Education.

2.5 Theoretical Frame Work

This part of literature reveals the theories related to effective class management in school system. Three independent theories were revealed to have a direct link with this study. They include; the Canter theory, the Jones theory and the Glasser model. The class management theories teachers to understand the roles of effective class room management better in the process of teaching and learning.

2.5.1 The Canter Theory

The Canter Model is an assertive classroom discipline theory in which rules and behaviour expectations are clearly defined and consistently enforced in a class room. The basis of this theory is that teachers have the right to teach without interference and learners the right to learn without disruption. Responsibility for bad learner behavior is on the teacher. Most learner behaviours are deemed inappropriate. The notion of assertive discipline reminds us to recognize positive behavior as a way of encouraging more teaching and learning. Teachers must clearly communicate their expectations and expect compliance, acknowledging learners who comply, while redirecting those who do not adhere with their roles (Adam Simpson 2015).

2.5.2 The Jones Theory

This theory necessitates that teachers work with learners in helping them to develop a sense of self-control. Developing a sense of self-control empowers learners and prepares them for their future lives and careers. By employing appropriate body language, making use of an incentive system and efficiently assisting learners. Teachers help learners to control themselves in class room setting. During school learning classroom management is entrusted in the hands of the person at the front of the room. Such democratic classrooms as those in which the Jones model prevails adhere to the social learning theories of Piaget and Vygotsky, empowering learners by giving them both control of and responsibility for their own learning. The teacher's role is that of facilitator don't (Adam Simpson 2015).

2.5.3 The Glasser Model

The Glasser Model views the role of teachers as helpers of those in their learning environment. The idea behind it is that all behavior is an issue of choice; teachers should merely serve to facilitate the making of good decisions. Teachers create environments to cultivate an appropriate behavior through meeting learners' needs for belonging and the feeling of empowerment. - Classroom rules and their enforcement remain a key factor in making learners responsible for their behavior choices. Discussion, reflection and even making amends are positively encouraged, rather than the administering of simple rewards and punishments. Choice Theory was designed so as to assist learners in understanding the motivations behind their behavior, so that they might learn to make better choices (Adam Simpson 2015).

2.5.4 The Theory Adopted

The study adopted the Canter theory which enforces classroom discipline where rules and behaviour expectations are clearly defined and consistently enforced in a class room. It confers

teachers to have the right to teach without interference and learners the right to learn without disruption. This theory was adopted because it clearly defined the roles of a teacher in class room management without any interference or what so ever in the school. This study believes that large class size handle by a teachers can be a hindrance to effective classroom management, whereas this theory says that, teachers are teach without any interference.

2.6 Empirical Review

Eboatu, Ehirim, and Jennifer. (2018) study examined the perceived impact of class size on academic achievement of junior secondary school students in Awka North Local Government Area of Anambra State, Nigeria. The descriptive survey design was used and the study was guided by four research questions. The population of the study was 179 junior secondary school teachers from which a sample of 110 was selected from five schools in the area of study using the simple random technique. The instrument used for data collection was a structured questionnaire titled: “Perceived Impact of Class Size on Academic Achievement of Students” (PICSAAS) and was validated by two experts in Educational Management and Policy and one expert in Measurement and Evaluation. The reliability of the instrument was ascertained using the test-retest method and the Pearson Product Moment Correlation analysis which yielded a coefficient of 0.67. Data collected were analyzed using weighted means. The findings of this study show that large class size has a negative impact on the quality of interaction between teacher and students, teachers’ teaching method, teachers’ assessment of the students and students’ learning. Teachers in Awka North Local Government Area perceive that large class sizes are less preferable to small class size for junior secondary school students for better academic achievement

The results, among others, showed that class size affects students' academic achievement through interaction between teachers and students. The implications of the study were highlighted and the researcher recommended that government, in order to achieve optimum class size, should build more schools and classrooms for more conducive teaching learning environments.

Akoto-Baako (2018) study investigated how large class size and the psychological classroom environment influenced students' academic performance. Again, the researcher sought to determine the extent to which large class size and psychological classroom environment influenced the manner in which teaching and learning was mediated in public senior high schools. To achieve this, the survey design was employed. 320 students were purposively selected from ten (10) public senior high schools in the Kumasi Metropolis. Questionnaire with a reliability coefficient of 0.791 was used to obtain data from the respondents. The study revealed that large class size influenced students' academic performance and also limits their learning opportunities of students. It was again unrevealed that psychological classroom environment had a great influence on the students' academic performance. It has been recommended that since small class size and good psychological classroom environment enhance performance therefore, teachers and head teachers should make sure they conform to the required teacher to student ratio of 1:40 by the Ghana Education Service. Teachers should create an enabling environment for students to participate in classroom activities. Furthermore, the study showed that students performed well in smaller class size and good psychological classroom environment. Therefore, the Government should employ more teachers and build more classrooms to solve the problem of large class size in the senior high schools in Ghana.

The effect of class size on teaching and learning English as a foreign language (EFL) has been through a contentious debate among researchers for a long time. Before the 1950's the concern about the effect of class size and the learning outcomes of students in such classes waned for some time. Yet, researchers have reconsidered the case once again and up to now it is a field of investigation. Therefore, through reviewing the existing literature on this area and examples culled from the teachers' experience, the aim of the present study are twofold: (1) to ascertain the impact of large classes on the teaching and learning outcomes, and (2) to suggest appropriate strategies Saudi secondary teachers can utilize in their large classes to facilitate English teaching and learning. To reach the aim of this study, six Saudi English teachers from two public schools were interviewed to express their perceptions about teaching in large classes. Research results present that all participants find it daunting to teach large classes. Teachers also comment that despite their efforts to elevate the level of language learning in such context, the outcome of their students is considered to be unsatisfactory. They believe that this can be contributed to the fact that there are big numbers of students in one class and wish for the number to be reduced. The study findings shed the light on some useful and effective methods to be applied in large classes which may facilitate the language teaching and learning.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The chapter three presents the methodology used for the study. The chapter contains the following elements: type of research, the population, study sample and the sampling technique, sources of data, instrument for collecting the data, procedure used for the data collection and method of data analysis.

3.2 Research Design

The primary objective of this study was to measure the effect of students' class size on effective class management in the Tafo Pankrono Circuit in the old Tafo municipality. As a result of the objectives of this study and the nature of the data to be gathered for this study, quantitation correlational research design was adopted for this study. The correlational design adopted is one of the quantitative research designs. Quantitative research is for cases where statistical conclusions to collect actionable insights are essential. Numbers provide a better perspective to make critical decisions. Quantitative research designs gather scientific data in a numerical form and analyzed such quantitative data to prove evidence for decision making in an organization (Raimo, 2020). The correlational research design identify the nature of the phenomenon, and explain the event of interest and test scientific hypothesis (Fraenkel & Wallen, 2003).

3.3 Population

The study population comprised of 46 teachers in the schools in the Tafo Pankrono Circuit in the old Tafo municipality in the Ashanti Region. The total number of teachers in the basic school in the circuit were gathered from the head teachers in the various schools, as shown in table 3.3.1 below. The teachers in the Tafo Pankrono Circuit were selected for this study since, the researcher is a teacher in the circuit and have observed served several variations in class sizes in the schools distributed in the circuit area, the researcher has noted that teachers effective class management also varies among the teachers in the circuit. Some teachers have large class sizes

and others are normal but in each case, teachers' class management in various schools are apparently different in the circuit, as monitored by the researcher. It has been observed that there is an unequal distribution of students in class in the various schools in the study area. Each and every teacher has a special way of managing his or her class depending on the number of students in the class. Therefore, choosing Tafo Pankrono Circuit as the study population was considered to be essential, since it will allow the researcher to identify the variations in class sizes of teachers in the Tafo Pankrono Circuit and whether the variations in teachers' class sizes can affect effective class management in the circuit.

Table 3.3.1: Population and sample estimation of teachers in the Tafo Pankrono Circuit

Schools	Teachers	Sample
Tafo Pankron M/A Primary A	11	
Tafo Pankron M/A Primary B	11	11
Darul Faixel Primary	6	
Pankrono R/C	18	18
Total	46	29

Source: Pankrono Circuit 2019.

3.4 Sample and Sampling Technique

According to Khan (2014) assert that it is always easy and economical to study all the subject of interest instead, representative sample is always taking to represent the study entire population. Bryman and Bell (2007) asserted that time and cost of the study should be taken into consideration while determining sample size. This study adopted two different sampling techniques in selecting the teachers randomly for the study. In order to minimize biases of responses and to grant equal chances to all the schools and their respective teachers, simple random

sampling technique was utilized in selecting only two school from the four districted schools in the Tafo Pankrono Circuit. The consent of selecting only two schools was centered on the fact that the researcher wanted to narrow the study down to be able to handle the study very well, and control all other extraneous variables that can possibly affect the real outcome of this study if not well controlled. Lottery method of selection was adopted. The two schools that were randomly selected were Tafo Pankron M/A Primary A and Pankrono R/C with total number 11 and 18 teachers respectively. The 29 teachers were selected from the two schools to represent the entire 46 teachers in the study area. This was done to control the error margin in the study and to influence the generalization of the findings of this study.

3.5 Data Collection

This section of the study addressed issues on the structure of the study and how the data was gathered from the various schools in the Tafo Pankrono Circuit.

3.5.1 Source of Data

The data employed for this study was only primary sources. The primary data was obtained directly from the teachers in the basic schools in the study area. The aim of collecting primary data was to obtain first-hand information from the teachers to examine the effect of class size on effective class management. The study employed structured questionnaire through self-administration to obtain data on class size and effective class management. The primary data required for this study was collected through self-administration of the questionnaire by the

researcher to the selected schools in the Tafo Pankrono Circuit in the Ashanti region. Thus, the administration of the questionnaire to all the 29 teachers in the selected schools in the study area was done by the researcher.

3.5.2 Instrument for Data Collection

Questionnaire was used to collect data from the teachers in the schools in the circuit for the study. The questionnaire was structured to consist mainly of closed ended type of questions in order to obtain a direct feedback from the teachers. The questionnaire was structured in two sections. The first section was structured to obtain information on demographic information of the respondents. The second section addresses information on class size and effective class management on the part of the teachers in the selected schools.

3.5.2.1 Validity and Reliability

Pilot Test

Prior to the proposed study, the instrument was piloted in two schools which were not included in the study. This enabled the researcher to make decisions about the instrument's validity and reliability. Validity explores how consistency the data gathered for the study represents the variables (Oyambu, 2014). Simple languages were used in construction of the questionnaire. The questionnaire was free from ambiguity.

Pilot testing was conducted to check the reliability of the instrument to be used for the study. The pilot data was analyzed to check the reliability of the questionnaire. The reliability statistics following the Cranach's alpha was expected to be greater or equal to 70% to indicate a reliable and consistency in the responses gathered by the questionnaire as asserted by George and

Mallery, (2003), who suggested that questionnaire Likert scale is deemed reliable if the statistical Alpha is equal to or greater than 70%. Table 3.5.2.1 shows the reliability statistics of the pretest of test of the designed question. The results shows that the question is reliable and shows consistency in the responses since all the sub-scales (Class Room Exercise Class Room Control and Class Performance) and the overall test value were all fall even greater than Alpha 0.7 as pointed by George and Mallery.

Table 3.5.2.1: Questionnaire Reliability Test Statistics

<i>Sub Scales (Items)</i>	<i>Cronbach's Alpha</i>	<i>Number questions</i>
Class Room Exercise	.853	6
Class Room Control	.764	5
Class Performance	.736	5
Overall	.916	21

Source: Field Work 2020.

3.5.3 Procedure of Data Collection

The researcher acquired a letter of introduction from the education department of the University. The introductory letter was sent to the head teachers of the Pankrono circuit schools in officially informed the school about the incoming study. The researcher then visited the selected schools to administer the questionnaires. The researcher then presented the questionnaire to the sampled teachers in the selected schools in the circuit. She explained the objectives of the study to the teachers and its importance to both the students and the school to get extensive support from

the teachers. The various instruments that were to be used were extremely explained about their usage and the various stages at which they were to be used to streamline the data collection processes in the study. Participation in a study of this sort was voluntary and as such confidentiality, anonymity and privacy were offered to respondents. To ensure the confidentiality of the information and the direct data gathered from the teachers in the various schools in the circuit the research pledged that, the given information will not be released for any purpose at any place, except for this academic exercise.

3.6 Method of Data Analysis

After the field work, the questionnaires were edited entered into the statistical spread sheet called the SPSS where the data were coded with numerical values to the qualitative data and. Descriptive statistics were used to summarize the data in the form of percentages. The empirical analysis was done using the Pearson Correlation Coefficient and Linear Regression to establish whether class size influence effective class management in Tafo Pankrono Circuit.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter highlights the data analyses performed based on the objectives of the study, the results obtained and the discussion of the findings.

4.2 Demographic

This study analyzed the demographic factors of the respondents (teachers). The demographic factors include; Gender, Age, Educational Level and Their Teaching Experience. This results were presented in the Table 4.2 below. According to the results, majority of the teachers were females and the minority of the teachers were males. About 65.5% (n = 19) of them were Females, and 34.5% (n = 10) of them were males, showing unequal gender distribution of the teachers in the study area. The graphical presentation of their gender distribution can be seen from figure 4.2.1 below.



Table 4.2: Demographic Characteristic of the Teachers

<i>Demographics</i>		<i>Frequency</i>	<i>Valid Percent</i>
<i>Gender</i>	Male	10	34.5
	Female	19	65.5
<i>Age</i>	20-29	5	17.2
	30-39	12	41.4
	40-49	7	24.1

	50-And Above	5	17.2
<i>Educational Level</i>	Diploma	7	24.1
	Degree	20	69.0
	Masters And Above	2	6.9
<i>Experience Level</i>	Below 20	20	69.0
	20-29	5	17.2
	30-39	4	13.8

Source: Field work, 2020.



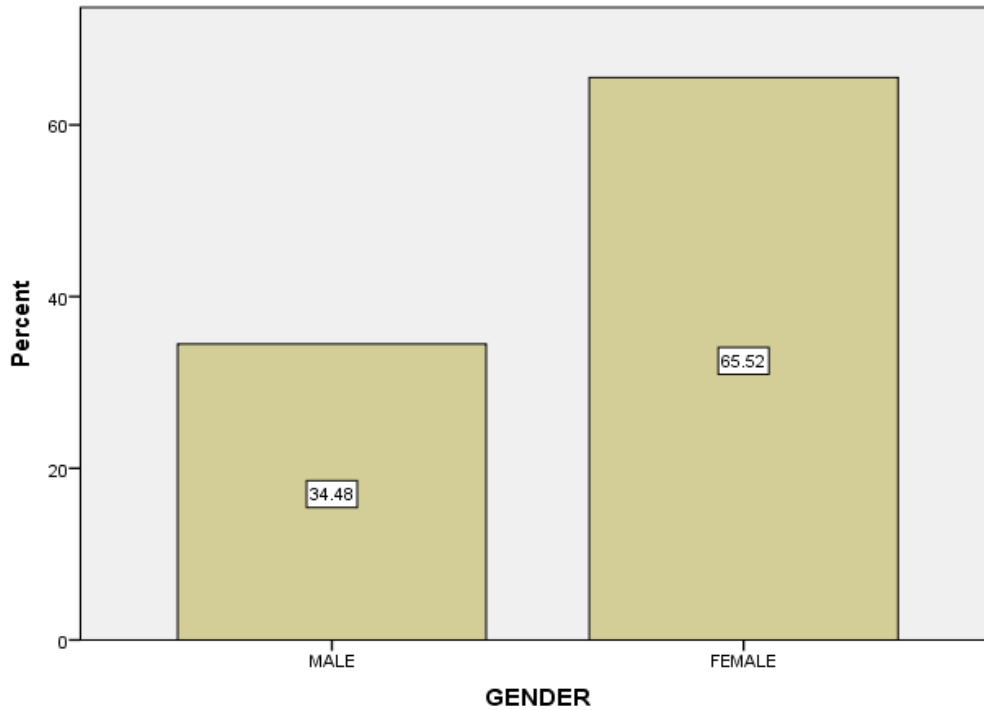


Figure 4.2.1: Gender Distribution of the Teachers

Their age distribution shows that 17.2% (n=5) were aged between 20-29 years, 41.4% (n=12) were 30-39 years representing the highest frequency, 24.1% (n = 7) were aged between 40-49 years and 17.2% (n = 5) of them were aged between 50 years and above. Figure 4.2.1 below shows the distribution of their ages.

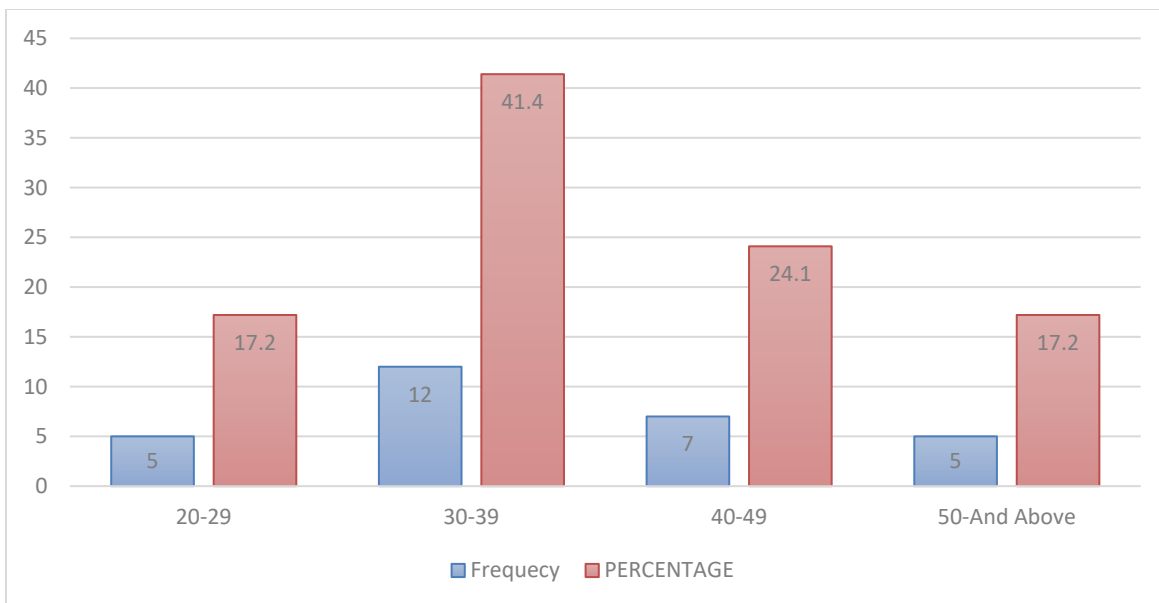


Figure 4.2.2: Age Distribution of the Teachers

The educational attainment of the teachers show that majority 69% (n = 20) of the teachers were First Degree holders in education, 24.1% (n = 7) of the teachers were Diploma holders and only 6.9% (n = 2) of them were holding Master’s Degree and above. This results shows that the teachers have acquired high level of education in their teaching field in the study area, as shown by Figure 4.2.3. Looking at their experience level displayed by figure 4.2.4 below, 69% (n = 20) have been in the field of teaching for less 20 years, 17.2% (n = 5) of the teachers have thought for about 20-29 years and 13.8% (n = 4) of the teachers have thought for about 30-39 years.

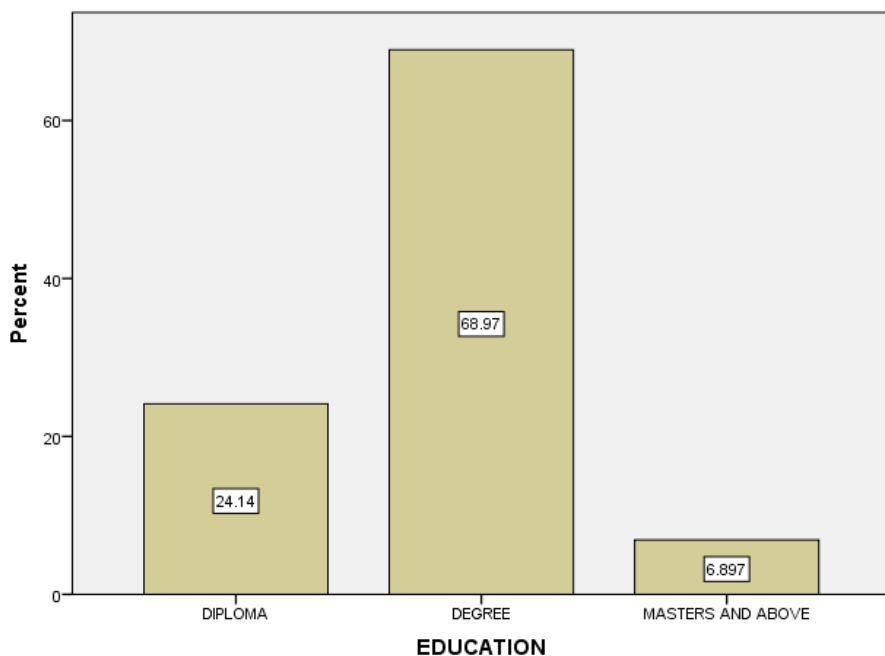


Figure 4.2.3: Highest Educational Attainment of the Teachers

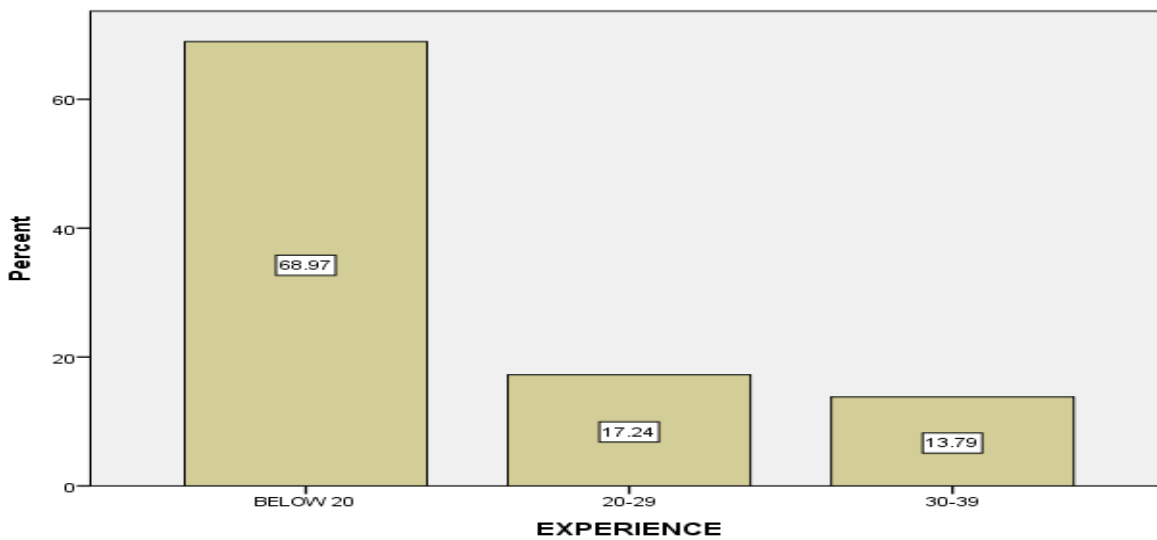


Figure 4.2.4: Teachers Experience Level in the Field of Teaching

The Nature of Class Size of Schools in the Tafo Pankrono Circuit.

This study was structured to examine student class sizes managed by a teachers in the Tafo Pankrono Circuit. The first research question the study sort to address was that “What is the class size of schools in the Tafo pankrono circuit”. From the questionnaire, teachers were asked to state their class sizes, and described their class sizes. Table 4.3.1 presents the descriptive statistics of the students’ class sizes managed by the teachers in the circuit. The results show that the mean class size managed by a teacher was 46 with a maximum and minimum class size of 80 and 28 respectively. The modal class size of the study area was 40 with a high standard deviation of 15.17. This results indicated that students’ class sizes in the Tafo Pankrono Circuits were very large and most of them were above the GES standard.

In addition, the results in table 4.3.2 shows that majority of the teachers 69% (n = 20) asserted that their class sizes were very big, 55.2% (n = 16) of the teachers were of the view that their class sizes were above the GES standard, and 55.2% (n = 16) testified that large class size affect their effectiveness in managing their classes. In addition, Table 4.2.1 shows the class sizes of the teachers in the study area. 31% of the teachers’ class sizes were above 46 students which affirmed that teachers’ class sizes are large in the Tafo Pankrono Circuit. In view of this, 69% (n = 20) of teachers justified that large class size affect effective class management at a very high extent.

Table 4.3.1: Descriptive Statistics of the Teachers Class Sizes

<i>Statistics of Class Size</i>	<i>Statistics</i>
Mean	46.21
Median	40.00
Mode	40.00
Std. Deviation	15.17
Variance	230.17
Minimum	28.00
Maximum	80.00

Source: Field work, 2020.

Table 4.3.2: How the Teachers Rated the Nature of their Class Sizes

Nature Class Size	Responses	Frequency	Percent
Nature Class Size	Small	9	31.0
	Very Big	20	69.0
Above GES standard	Yes	16	55.2
	no	13	44.8
Class size affect effective class management	Yes	16	55.2
	No	13	44.8
Extent at which class size affect effective class management	Les Extent	9	31.0
	Very High Extent	20	69.0

Note: Field work, 2020.

Table 4.2.1: Classification of Class Size According to GES Standard

Class Size	Frequency	Percentage
Below 35	6	21%
35-45	12	42%
46-above	9	31%

Note: Field work, 2020.

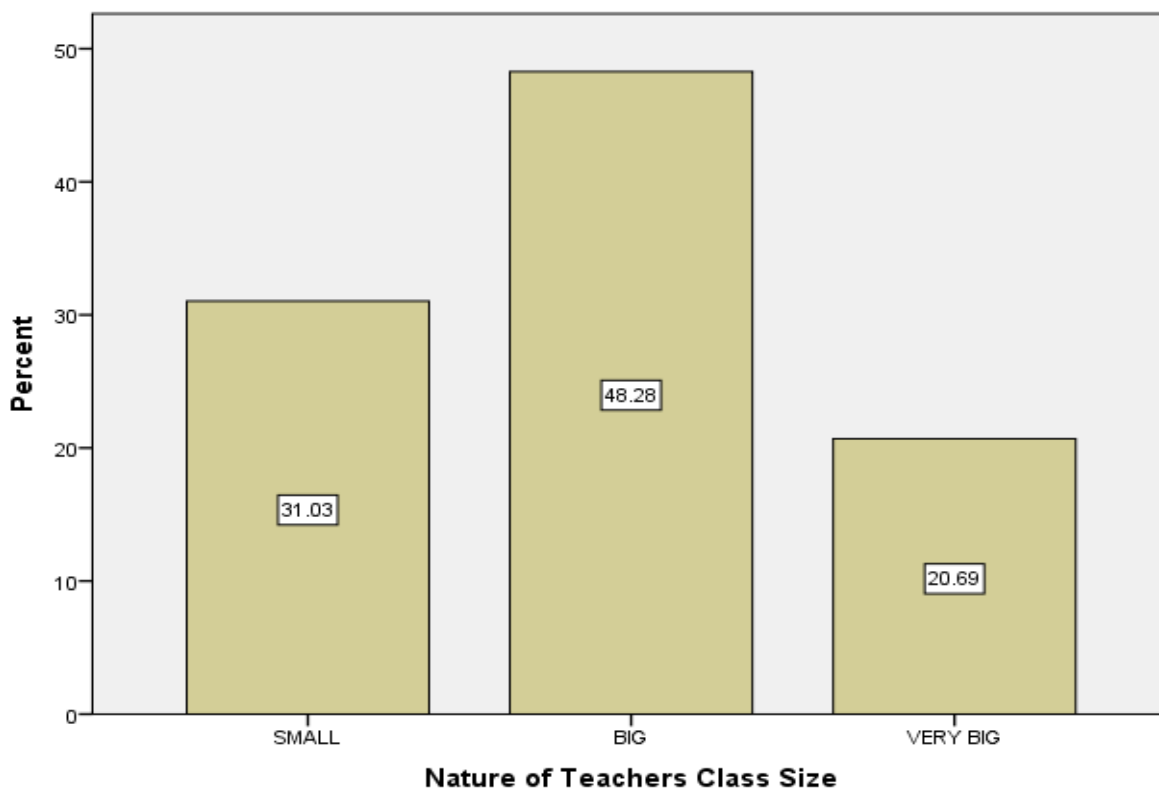


Figure 4.3.1: Nature of Teachers Class Sizes in the Tafo Pankrono Circuit

Effective Class Management in the Tafo Pankrono Circuit.

This study measured the level of effective class management in the study area. The second research question the study sort to address was that “What is the effectiveness level of class management of schools in the Tafo Pankrono Circuit”? Four sub-scales were used to assess

effective class management in the circuit. They including; Classroom exercises, Effective Class Control, Conducive class for learning and Students academic Performance. Table 4.4 presents the statistics on these variables. According to the scale used, a mean value above (12.0) on the class room exercise sub-scale suggests an ineffective class management, but for the other three sub-scales a mean values above (10.0) suggests an ineffective class management. The overall mean score to check the effectiveness level of class management should not exceed (42.0). Following the statistics in Table 4.2.4 below, for all the four sub-scales used to assess the effective class management in the circuit shows that there is an ineffective class management, since their mean values (*Classroom exercises = 14.7241, Effective Class Control= 11.2414, Conducive class for effective teaching and learning =10.7586 and Students Performance = 11.2414*) were above the threshold stated above. The overall mean score (mean = **47.9655**) suggested that there is ineffective class management in the Tafo Pankrono circuit. We noted that several factors could lead to ineffective class management in the study area, but our study looked at the magnitude at which student class size can influences ineffective class management.

Table 4.4: Descriptive Statistics

<i>Variables</i>	<i>N</i>	<i>Mean</i>	<i>Std. D</i>
Classroom exercises	29	14.7241	3.72153
Effective Class Control	29	11.2414	3.18092
Conducive class for effective learning	29	10.7586	3.97901
Students Performance	29	11.2414	2.87421
Level of Effective Class Management	29	47.9655	11.57424

Source: Field work, 2020.

The Effect of Class Size on Effective Class Management in the Tafo Pankrono Circuit.

This study also examined the effect of student class size on teachers' effective class management in the study area. The third research question the study sort to address was that "What is the effect of class size on effective class management in the Tafo Pankrono Circuit"? Two statistical tools, correlational and regression analyses were used. Pearson product correlation coefficient were computed between student class size and teachers effective class management. Table 4.3.1 shows the correlation analyses between effective class management under the four different sub-scales (*Classroom, effective class Control, conducive class for effective learning and student academic performance*) and students' class size. The results show that there is a significant strong positive correlation ($R = .632, .703, \text{ and } .606$) between students class size and (*effective class Control, conducive class for effective learning and student academic performance*, since their p-values ($\text{sig} = 0.00$) were far less than 0.05 (5%) alpha level. This indicated that there is a

significant positive relationship between students class size and teachers effective class management. Thus, holding all other factors constant, the higher the class size of students in class room, the lesser the ability of a teacher to manage it effectively and vice versa.

In other to statistically quantify the total effect of students' class size on effective class management in basic schools in the Tafo Pankrono circuit, regression analysis was performed and the results were presented in table 4.3.1 below. The results show that 44.5% ($R^2 = 0.445$) of the variations in effective teachers' class management was due to students' class sizes in a class room.

Table 4.3.1: Correlation Analysis of the Variables

<i>Correlation</i>	<i>Class Size</i>	<i>Classroom</i>	<i>Control</i>	<i>Conductive</i>	<i>Performance</i>
<i>Class Size</i>	1				
<i>Classroom</i>	.315	1			
Sig. (2-Tailed)	.096				
<i>Control</i>	.632**	.579**	1		
Sig. (2-Tailed)	.000	.001			
<i>Conductive</i>	.703**	.449*	.812**	1	
Sig. (2-Tailed)	.000	.015	.000		
<i>Performance</i>	.606**	.360	.751**	.739**	1
Sig. (2-Tailed)	.000	.055	.000	.000	
<i>n</i>	29	29	29	29	29

Note: **. Correlation is significant at the 0.01 level (2-tailed), and *. Correlation is significant at the 0.05 level (2-tailed).

Table 4.3.2: Effect of Class Size on Effective Class Management: Model Statistics

Variables	B	Std. Error	Beta	t	Sig.
(Constant)	24.440	5.309			
Class size	.509	.109	.667	4.656	.000

R = .667^a, R² = .445, AdjR² = .425, STD.= 8.77794

Source: Field work, 2020.

4.4: Discussion of Findings

The mean class of the teachers was 46 with a maximum and minimum class size of 80 and 28 respectively. The modal class size for the study area was 40 with a standard deviation of 15.17. The results indicates that the class size in the Tafo Pankrono Circuits are above the GES standard.

Majority of the teachers 69% (n = 20) asserted that their class sizes are very big. 55.2% of the teachers class sizes are above the GES standard, and 55.2% testified that high class size affect effective class management. In view of this, 69% of them justified that large class size affect effective class management at very high extent. This finding can be linked to Eboatu, Ehirim, and Jennifer (2018) and Akoto-Baako (2018) study show that large class size has a negative impact on the quality of interaction between teacher and students, teachers' teaching method, teachers' assessment of the students and students' learning. Teachers in Awka North Local Government Area perceive that large class sizes are less preferable to small class size for junior secondary school students for better academic achievement. The results, among others, showed that class size affects students' academic achievement through interaction between teachers and students

There is an ineffective class management in the Tafo Pankrono Circuit. There are several factors that could lead to this high ineffective class management in school, but this study looked at how class size can influences it. Looking into the literature, Akoto-Baako (2018) study also

unveiled that teachers also comment that despite their efforts to elevate the level of language learning in such context, the outcome of their students is considered to be unsatisfactory. They believe that this can be contributed to the fact that there are big numbers of students in one class and wish for the number to be reduced.

There is a significant strong positive correlation ($R = .632, .703, \text{ and } .606$) between class size and (*effective class Control, conducive class for effective learning and student academic performance, since their p-values (sig = 0.00) were far less than 0.05 (5%) alpha level.* This indicates that there is a significant relationship between class size of students and teachers effective class management. Thus, holding all other factors unchanged, the higher the class size of students in a class room, the lesser the ability for a teacher to manage it effectively and vice versa. About 44.5% ($R^2 = 0.445$) courses of ineffective class management in the circuit is due to high class sizes in the basic school. Thus, large class sizes in the basic schools have a negative threat on effective class management on the part of the teachers. Akoto-Baako (2018) suggested that since small class size and good psychological classroom environment enhance performance therefore, teachers and head teachers should make sure they conform to the required teacher to student ratio of 1:40 by the Ghana Education Service. Kraft (2003) in his study of the ideal class size and its effects on effective teaching and learning in Ghana concluded that class sizes above 40 have negative effects on students' achievement.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1.0 Introduction

This chapter of the study highlights the summary, conclusion drawn from the findings and the recommendations directed to help solve the problem of large class on effective class management.

5.2 Summary

High level of class sizes school complement with weak management of class and students' academic performance (Nurhafizah et al, 2019). The study examined the effect of students' class size on effective teachers' class management in the Tafo Pankrono circuit. The study found that the mean class size of the teachers was 46 with a maximum and minimum class size of 80 and 28 respectively. The modal and the median class size for the study area was 40 with a high standard deviation of 15.17, showing that the class size in the Tafo Pankrono Circuits are above the GES standard. Majority of the teachers 69% (n = 20) asserted that their class sizes are very big. 55.2% of the teachers know that their class sizes are even above the GES standard, and 55.2% testified that high class size affect effective class management. The mean score (mean = **47.967**) suggested that there is ineffective class management in the Tafo Pankrono Circuit.

There is a significant strong positive correlation between students class size and teachers effective class management. About 44.5% ($R^2 = 0.445$) of the total variations in effective class management in the circuit is due to students class sizes in the basic school. Thus, holding all other factors constant, the higher the class size of students in a class room, the lesser teachers' ability to manage their classes effectively and vice versa. Thus, large class sizes in the basic schools posse a negative threat to effective class management on the part of the teachers.

5.3 Conclusion

The study concluded that about 30 % of the teachers' class sizes in the Tafo Pankrono Circuits are above the GES standard, and this has affected effective class management in the Tafo Pankrono Circuit. There is a significant strong positive correlation ($R = .667, P < 0.05$) between students class size and teachers effective class management. 44.5% ($R^2 = 0.445$) of the teachers inability to manage their classes effectively in the circuit is due to their class sizes. Holding all other factors constant, the higher the class size of students in a class room, the lesser teachers' ability to manage their classes effectively and vice versa. Thus, large class size possess a negative threat to effective class management.

5.4 Recommendation

This study ended with following recommendations;

The Tafo Pankrono Circuit should work assiduously to reduce the class sizes in the basic schools to improve effective class management. The Tafo Pankrono Circuit should work hard to increase their facility level by building more class rooms for students to reduce the class sizes. Educational policy makers in the circuit should implement policies that can significant minimize teacher to students ratio.

5.5 Suggestions for Future Study

This study recommended that similar study should be conducted in other districts and circuit to improve effective class management. Future studies should target on examine how class size affect students' academic performance by using students class exercise and terminal examinations

at the basic schools. This is to help quantify magnitude at which class size affects students' academic performance.



REFERENCES

Achilles, C. A., & Finn, J. D. (1999). *Should class size be the cornerstone for educational policy?* In M.

Act Number 400, S.C. Stat. 59-63-65 (1998).

Adam, S. (2015). *Investigating the Emotional and Physical Aspects of the Language Classroom*.

Adam Simpson. Smashwords.

Adeyemi, T. O. (2008). The influence of class size on the quality of output in secondary schools in Ekiti State, Nigeria. *American Eurasian Journal of Scientific Research*, 3(1), 7-14.

Akoto-Baako. (2018). *Perceived Influence of Large Class Size and Psychological Classroom Environment on Students' Academic Performance*. University of Cape Coast. <https://erl.ucc.edu.gh/jspui>

Ayeni, & Olapade, G. (2016). *The Implication of Large Class Size in the Teaching and Learning of Business Education in Tertiary Institution in Ekiti State*. Business Education Department, School of Vocational and Technical Education, College of Education.

Ayertei, T. (2018). Effects of classroom attendance and learning strategies on the learning outcome. *Journal of International Education in Business*, 11(2), 195-219. <https://doi.org/10.1108/JIEB-01-2017-0004>.

Bahanshal, D. (2013). *The effect of large classes on English teaching and learning in Saudi Secondary Schools*. English Language Teaching. p49, Vol - 6. DO:10.5539.

Bruhweiler, C., & Blatchford, P. (2011). *Effects of class size and adaptive teaching competency on classroom processes and academic outcome*. *Learning and Instruction*, 21(1), 95-108.

Brühwiler, C., & Blatchford, P. (2011). Effects of class size and adaptive teaching competency on classroom processes and academic outcome. *Learning & Instruction*, 21(1), 95-108. doi:10.1016/j.learninstruc.2009.11.004 California Education Code, Cali. Stat. §§ 52120-52128 (1996).

- Butakor, P. K. (2016). *Hierarchical linear modeling of the relationship between attitudinal and instructional variables and mathematics achievement*. *International Journal of Research in Education Methodology*, 7(5), 1328-36.
- Butakor, P. K., Ampadu, E. and Cole, Y. (2017). *Ghanaian students in timss 2011, Relationship between contextual factors and mathematics performance*. *African Journal of Research in Mathematics, Science and Technology Education*, 21(3): 316- 26.
- Corak, M., & Lauzon, D. (2009). *Differences in the distribution of high school achievement: The role of class-size and time-in-term*. *Economics of Education Review*, 28(2), 189-198. doi:10.1016/j.econedurev.2008.01.004.
- Eboatu, V., Ehirim N., & Uchechi, J. (2018). *Perceived effect of class size on academic achievement of Junior Secondary School Students in Awka North Local Government Area of Anambra State, Nigeria*. *International Journal of Research and Innovation in Social Science*.
- Editorial Projects in Education. (2010). *Districts exceeding Fla. class-size lid*. *Education Week*, 30(14), 20. Retrieved from <http://www.edweek.org>.
- Engin-Demir, C. (2009). *Factors influencing the academic achievement of the Turkish*
- Etsey, K. A. (2005). *Assessing performance in schools: Issues and practice*. *Ife Psychologia*, 13(1), 123- 35.
- Etsey, K., Amedahe F. K., & Edjah, K. (2005). *Do private primary schools perform Better than Public schools in Ghana?* Unpublished paper: Department of Educational Foundations, University of Cape Coast, Cape Coast.
- Etsy, K. (2005). *Causes of low academic performance of primary school Pupils in The shama*.

- Finn, J. D. & Pannozzo, G.M. (2003). *The 'whys' of class size: student behaviour in small class sizes*. *Review of Educational Research*. Vol.73 93) 321-368.
- Finn, J. D., Gina M. P., & Charles M. A. (2003). The why's of small class size: student behavior in small classes. *Journal of Educational Psychology*, 97(2), 214-223.
- Fleming, R., Toutant T. & Raptis H. (2002). *Class size and effects: A review*. Bloomington, IN: Phi Delta Kappa Educational Foundation.
- FRN, (2013). National policy on education. Lagos: NERDC Press.
- Gentry, S. (2002). School locations as a function of uniqueness, autonomy, integration and comprehension: a historical model with current implications. *Journal of Educational Administration*, 27, 35-50.
- Glass, G. V., & Smith, M. L. (1979). *Educational evaluation and policy analysis*. Beverly Hills: C.A. Sage.
- Hancock, Vicki, and Frank Betts. (2002). *Back to the future: Preparing learners for academic success in 2004*. *Learning & Leading with Technology*, 29, 7: 10-13, 27.
- Ingersoll, R. M. (1999). The problem of under-qualified teachers in American Secondary Schools. *Education Researcher*, 4 (3), 123-167.
- Kraft, M. A., & Dougherty, S. M. (2013). The effect of teacher-family communication on student engagement: Evidence from a randomized field experiment. *Journal of Research on Educational Effectiveness*, 6(3), 199-222.
- Kraft, R. J. (1994). *Teaching and learning in Ghana*. Boulder, CO: Mitchell Group.
- Kraft, R. J. (2003). *Primary education in Ghana*. USAID Report: Ghana.
- Lazear, E. P. (2001). *Educational production*. *Quarterly Journal of Economics*, 116(3) 777-803.
- [13].

- Maguson, K.(2007). *Material education and children's academic achievement during middle childhood*. *Developmental Psychology*,4. pp 149-152.
- Mankoe, J. O. (2002). *Educational administration and management in Ghana*. Accra: Progressive Stars.
- McCluskey, L. (1978). *Class size or mode of instruction: what makes the difference in classroom process*. ERIC Document Reproduction Service No. ED158409.
- McKeachie, W.J. (1980). *Class size, large classes, and multiple sections*. *Academe*. 66, 24-27.
- Molnar, A., Smith, P., & Zahorik, J. (2000). *1999-2000 Evaluation results of the student achievement guarantee in education (SAGE)*. Milwaukee: University of Wisconsin, School of Education.
- Molnar, A., Smith, P., & Zahorik, J. (2000). *1999-2000 Evaluation results of the student achievement guarantee in education (SAGE)*. Milwaukee: University of Wisconsin, School of Education.
- Molnar, D. J. Chase, C. I., & Walden, J. D. (2000). Effects of reduced class size in primary classes. *Educational Leadership*, 45, 48-50.
- Nurhafizah, A. Ahmad Z, Siti. A., M., Hasfazilah, A. & Fahmi, Z., M. (2019). *The Impact of Class Absenteeism on Student's Academic Performance using Regression Models*. American Institute of Physics. doi: 10.1063/1.5041712.
- Oduro, G. K. T. & MacBeath, J. (2003). *Traditions and tensions in leadership, The Ghanaian experience*. *Cambridge Journal of Education*, 33(3), 442-55.
- Okyerefo, M. P. K., Fiaveh, D. Y., & Lamptey, S. N. L. (2011). Factors prompting pupils' academic performance in privately owned junior high school in Accra, Ghana. *International Journal of Sociology and Anthropology*, 3(8), 280-89.

- Owoeye, J., & Yara, P. (2011). *Class size and academic achievement of secondary school in Ekiti State, Nigeria*. *Asian Social Science*, 7(6), 184-189. Retrieved from <http://aessweb.com>.
- Pascarella, E.; Terenzini, P. (1991). *How college affects students: Findings and insights from twenty years of research*. San Francisco: Jossey-Bass, pp 161.
- Peter, B., Viv, M., & Clare M. (2018). *Relationships between class size and teaching: A multimethod Analysis of English Infant Schools*. National Foundation for Educational Research, Slough, U.K.
- Smith, P, Molnar, A, & Zahorik, J. (2003). *Class size reduction in Wisconsin: A fresh look at*
- Tella, A., & Tella, A. (2010). Parental involvement, home background and school environment as determinant of academic achievement of secondary school students in ogun state, Nigeria. *Africa Journal Of Cross Cultural Psychology And Sport Facilitation*, 5(2), 42-57.
- Tetteh, G. A. (2016). Effects of business school student's study time on the learning process. *Journal of International Education in Business*, 9(2), 90-110
- Tetteh, G., A. (2018). Effects of classroom attendance and learning strategies on the learning outcome. *Journal of International Education in Business*, 23, 45-56. DOI.org/10.1108/JIEB-01-2017-0004
- the data.www.asu.edu/educ/epsl/EPRU/documents/EPsl-0309-110-EPRU.doc.
- Uhrain. (2016). *Effect of class size on student achievement in Secondary School*. Walden University.
- urban poor. *International Journal of Educational Development*, 29, 17-29.
- Wang, & Finn, J. D. (Eds.). *How small classes help teachers do their best*. Philadelphia: Temple University Center for Research in Human Development.

Word, E., Johnston, J., Bain, H., Fulton, B., Zaharias, J., Achilles, C., & Breda, C. (1990).

Student/Teacher Achievement Ratio (STAR) Tennessee's K-3 class size study. Final summary report 1985-1990. Retrieved from ERIC database (ED320692).

Yusuf, T. A. (2012). Why behind him (A tribute to an Icon). *Gabson Favoured Universal Ltd, Abeokuta Ogun State Nigeria*. Pp66.

Yusuf, T. A., Onifade, C. A. & Bello. (2016). *Impact of class size on learning, behavioural and general attitudes of students in secondary schools in Abeokuta, Ogun State, Nigeria. Journal of Research Initiatives, 2(1) 1-16.*



APPENDIX

TEACHERS' QUESTIONNAIRE

You are **officially** selected from the teachers' population in this circuit for the study **on the effect of class size on effective class management in the Tafo Pankrono Circuit in the Ashanti Region. The results from this study will help us understand the effect of class size on effective class management.** Please provide the best response to each of the question raise below. All the information you shall provide will be treated with confidentiality. Thank you.

SECTION A: DEMOGRAPHIC INFORMATION

1. Gender

A) Male [] B) Female []

2. What is your Age

Below 20yrs [] 20-29yrs [] 30-39yrs [] 40-49yrs [] 50 and Above yrs []

3. What is your highest educational qualification?

Diploma [] Highest National Diploma [] Degree and Above []

4. What is your years of experience?

Below 20 Yrs[] 20-29rs [] 30-39yrs[] 40-49yrs [] 50 And Above Yrs []

SECTION B: CLASS SIZE RELATED QUESTIONS

1. What is your current class size? Please specify it

2. How do you see your class size?

1) Very Small 20-30[] 2) Small 31-35[] 2) Big36-45 [] 3) Very Big 46+ []

3. Is your class size fall within the normal class size require by GES?

1) Yes [] 2) No []

4 Does your class size affect your ability to manage your class effectively?

1) Yes [] 2) No []

5 To what extend does you class size affect your ability to management it effectively?

1) Less Extent [] 2) 3) High Extent [] 4) Very High Extent []

SECTION C: CLASS MANAGEMENT RELATED QUESTIONS

For this section you are require to use the Likert scale of [1: Strongly Disagree, 2: Degree, 3: Agree and 5: Strongly Agree] to rate your level of agreement or disagreement to following questions related to effective class management.

	EFFECTIVE CLASS MANAGEMENT	1:SD	2: D	3: A	4: SA
--	-----------------------------------	-------------	-------------	-------------	--------------

Q 1	CLASS ROOM EXERCISE				
1	I find it difficult to give more exercise to my students	[]	[]	[]	[]
2	I find it difficult to allow most of the student to participate in class work	[]	[]	[]	[]
3	I find it difficult to inspect each and every student's work during teaching	[]	[]	[]	[]
4	I find it difficult to demonstrate practical work to each and every student in my class during teaching	[]	[]	[]	[]
5	I find it difficult in marking students class work, class test and examination scripts	[]	[]	[]	[]
6	I mostly engage some of the students during marking	[]	[]	[]	[]
Q 2	CONTROL STUDENTS IN CLASS	1:SD	2: D	3: A	4: SA
1	I find it difficult to control the students in my class	[]	[]	[]	[]
2	I find it difficult to control my students misbehaviours	[]	[]	[]	[]
3	I mostly find it difficult to identify students who misbehave during teaching and learning	[]	[]	[]	[]
4	I always punish some of the students in my class for their misbehaviours	[]	[]	[]	[]
5	Most of the students do not comport in my class	[]	[]	[]	[]
Q3	CONDUCTIVE CLASS	1:SD	2:D	3:A	4:SA
1	I always find it difficult to get a conducive class for effective teaching and learning	[]	[]	[]	[]
2	My class is always noisy	[]	[]	[]	[]
3	I always write names of talkative in my class	[]	[]	[]	[]
4	I find it difficult to ensure that most of my students pay particular attention during teaching and learning	[]	[]	[]	[]
5	I find it difficult to get student attention in class activities	[]	[]	[]	[]
Q4	CLASS PERFORMANCE	1:SD	2:D	3:A	4:SA
1	My students performance is not all that encouraging	[]	[]	[]	[]
2	I find it difficult to help all the weak students in the class due to their number	[]	[]	[]	[]
3	My students do not perform well even in class exercises, class test and terminal examination	[]	[]	[]	[]
4	Only few students perform excellently in class exercise class test and terminal examination	[]	[]	[]	[]
5	My students overall performance in class exercises, class test and terminal examination are always below average	[]	[]	[]	[]
		[]	[]	[]	[]

Thank You for your contribution to this work.

RELIABILITY STATISTICS

Sub Scales (Items)	Cronbach's Alpha	Number questions
Class Room Exercise	.853	6
Class Room Control	.764	5
Class Performance	.736	5
Overall	.916	21

Reliability Statistics

Cronbach's Alpha	N of Items
.916	21



Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
CRE1	44.3684	127.801	.800	.906
CRE2	44.5789	128.591	.844	.906
CRE3	44.1579	129.585	.802	.907
CRE4	43.8421	135.585	.718	.910
CRE5	44.6316	131.579	.717	.909
CRE6	45.3684	146.468	.112	.923
C1	44.8421	131.251	.822	.907
C2	44.8947	129.433	.934	.904
C3	44.8947	135.099	.575	.912
C4	44.4211	145.368	.262	.918
C5	45.1579	145.585	.220	.919
CD1	44.4737	130.819	.787	.907
CD2	45.5789	141.591	.495	.914
CD3	45.1053	150.655	-.061	.928
CD4	44.7895	129.287	.762	.908
CD5	45.0526	138.942	.423	.916
CP1	44.6842	141.117	.433	.915

CP2	44.3684	131.135	.831	.907
CP3	45.1053	144.544	.258	.918
CP4	44.6842	134.339	.684	.910
CP5	45.0000	144.556	.326	.917

CRE

Reliability Statistics

Cronbach's Alpha	N of Items
.853	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
CRE1	12.4211	13.924	.830	.789
CRE2	12.6316	14.246	.879	.780
CRE3	12.2105	14.398	.859	.785
CRE4	11.8947	17.988	.539	.847
CRE5	12.6842	15.450	.706	.816
CRE6	13.4211	20.480	.109	.916

Reliability Statistics

Cronbach's Alpha	N of Items
.764	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
C1	8.6316	5.690	.780	.621
C2	8.6842	5.784	.780	.623
C3	8.6842	5.784	.653	.674
C4	8.2105	8.953	.179	.815
C5	8.9474	8.275	.299	.790

Reliability Statistics

Cronbach's Alpha	N of Items
.781	4



Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
CD1	5.5789	5.035	.709	.660
CD2	6.6842	7.117	.467	.788
CD4	5.8947	5.099	.573	.743
CD5	6.1579	5.251	.642	.698

Reliability Statistics

Cronbach's Alpha	N of Items

.736	5
------	---

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
CP1	8.8421	6.029	.495	.691
CP2	8.5263	5.152	.607	.643
CP3	9.2632	6.649	.333	.747
CP4	8.8421	5.251	.588	.652
CP5	9.1579	6.585	.487	.699

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
CLASS SIZE	19	28.00	81.00	55.6316	16.18027
ENTENT	19	1.00	4.00	2.5789	1.01739
	19				

CL1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 28.00	2	6.9	6.9	6.9
Valid 29.00	1	3.4	3.4	10.3

30.00	2	6.9	6.9	17.2
32.00	1	3.4	3.4	20.7
35.00	2	6.9	6.9	27.6
38.00	1	3.4	3.4	31.0
39.00	1	3.4	3.4	34.5
40.00	6	20.7	20.7	55.2
45.00	2	6.9	6.9	62.1
48.00	1	3.4	3.4	65.5
54.00	2	6.9	6.9	72.4
55.00	2	6.9	6.9	79.3
58.00	1	3.4	3.4	82.8
60.00	1	3.4	3.4	86.2
67.00	1	3.4	3.4	89.7
75.00	1	3.4	3.4	93.1
80.00	2	6.9	6.9	100.0
Total	29	100.0	100.0	



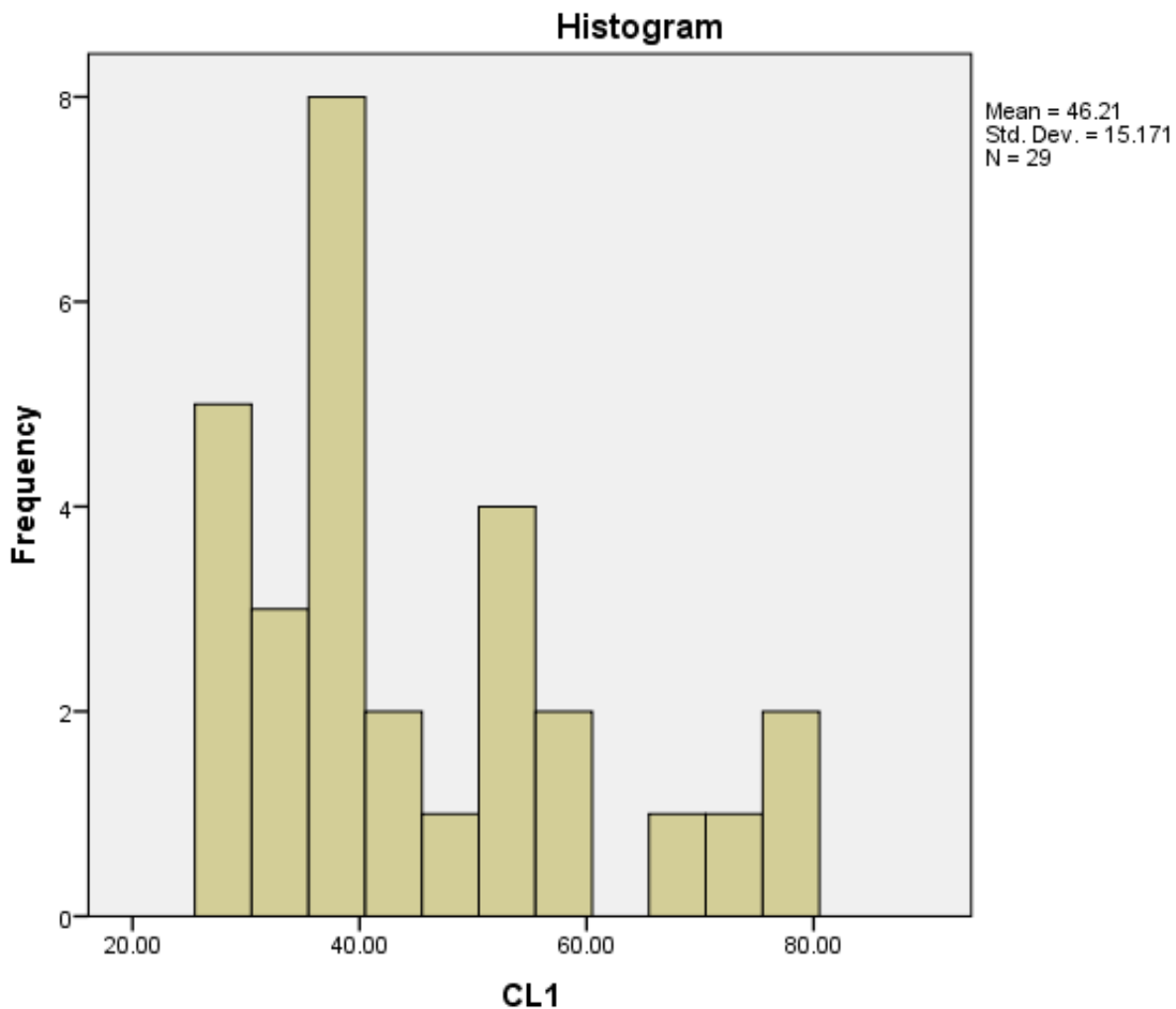


Figure: Histogram of the Class Size of the Teachers

Class Size	Frequency	Percentage
Below 35	6	21%
35-45	12	42%
46-above	9	31%

Table: Effect of Class Size on Effective Class Management: Model Statistics

<i>Variables</i>	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>	<i>t</i>	<i>Sig.</i>
<i>1. Dependent Variable: Effective Class Management</i>					
(Constant)	24.440	5.309			
Class size	.509	.109	.667	4.656	.000
$R = .667^a$, $R^2 = .445$, $AdjR^2 = .425$, $STD.= 8.77794$					
<i>2. Dependent Variable: Class Performance</i>					
(Constant)	5.939	1.409		4.217	.000
Class size	.115	.029	.606	3.956	.000
$R = .606^a$, $R^2 = .367$, $Adj.R^2 = .343$, $Std.Error = 2.32892$					
(Constant)	2.238	1.743		1.284	.210
Class size	.184	.036	.703	5.138	.000
$R = .703^a$, $R = .494$, $ADJR = .476$, $Std.Error = 2.88132$					
<i>4. Dependent Variable: Class Control</i>					
(Constant)	5.115	1.518		3.370	.002
Class size	.133	.031	.632	4.242	.000
$R = .632^a$, $R^2 = .400$, $AdjR^2 = .378$, $Std.error = 2.50924$					
<i>5. Dependent Variable: Class exercise</i>					
(Constant)	11.149	2.175		5.126	.000
Class size	.077	.045	.315	1.727	.096
$R = .315^a$, $R^2 = .099$, $AdjR^2 = .066$, $Std.Error = 3.59635$					

Source: Field work, 2020.

APPENDIX

TEACHERS' QUESTIONNAIRE

You are **officially** selected from the teachers' population in this circuit for the study **on the effect of class size on effective class management in the Tafo Pankrono Circuit in the Ashanti Region. The results from this study will help us understand the effect of class size on effective class management.** Please provide the best response to each of the question raise below. All the information you shall provide will be treated with confidentiality. Thank you.

SECTION A: DEMOGRAPHIC INFORMATION

5. Gender

B) **Male** [] **B) Female** []

6. What is your Age

Below 20yrs [] **20-29yrs** [] **30-39yrs** [] **40-49yrs** [] **50 and Above yrs** []

7. What is your highest educational qualification?

Diploma [] **Highest National Diploma** [] **Degree and Above** []

8. What is your years of experience?

Below 20 Yrs[] **20-29rs** [] **30-39yrs**[] **40-49yrs** [] **50 And Above Yrs** []

SECTION B: CLASS SIZE RELATED QUESTIONS

2. What is your current class size? Please specify it

2. How do you see your class size?

1) **Very Small 20-30** [] 2) **Small 31-35** [] 2) **Big 36-45** [] 3) **Very Big 46 and above** []

3. Is your class size fall within the normal class size require by GES? Bad grammar

2) **Yes** [] 2) **No** []

2 Does your class size affect your ability to manage your class effectively?

2) **Yes** [] 2) **No** []

3 To what extend does you class size affect your ability to management it effectively?

2) **Less Extent** [] 2) **High Extent** [] 4) **Very High Extent** []

SECTION C: CLASS MANAGEMENT RELATED QUESTIONS

For this section you are required to use the Likert scale of [1: Strongly Disagree, 2: Degree, 3: Agree and 5: Strongly Agree] to rate your level of agreement or disagreement to following questions related to effective class management.

	EFFECTIVE CLASS MANAGEMENT	1:SD	2: D	3: A	4: SA
Q 1	CLASS ROOM EXERCISE				
1	I find it difficult to give more exercise to my students	[]	[]	[]	[]
2	I find it difficult to allow most of the student to participate in class work	[]	[]	[]	[]
3	I find it difficult to inspect each and every student's work during teaching	[]	[]	[]	[]
4	I find it difficult to demonstrate practical work to each and every student in my class during teaching	[]	[]	[]	[]
5	I find it difficult in marking students class work, class test and examination strips	[]	[]	[]	[]
6	I mostly engage some of the students during marking	[]	[]	[]	[]
Q 2	CONTROL STUDENTS IN CLASS	1:SD	2: D	3: A	4: SA
1	I find it difficult to control the students in my class	[]	[]	[]	[]
2	I find it difficult to control my students misbehaviours	[]	[]	[]	[]
3	I mostly find it difficult to identify students who misbehave during teaching and learning	[]	[]	[]	[]
4	I always punish some of the students in my class for their misbehaviours	[]	[]	[]	[]
5	Most of the students do not comport in my class	[]	[]	[]	[]
Q3	CONDUCTIVE CLASS	1:SD	2:D	3:A	4:SA
1	I always find it difficult to get a conducive class for effective teaching and learning	[]	[]	[]	[]
2	My class is always noisy	[]	[]	[]	[]
3	I always write names of talkative in my class	[]	[]	[]	[]
4	I find it difficult to ensure that most of my students pay particular attention during teaching and learning	[]	[]	[]	[]
5	I find it difficult to get student attention in class activities	[]	[]	[]	[]
Q4	CLASS PERFORMANCE	1:SD	2:D	3:A	4:SA
1	My students performance is not all that encouraging	[]	[]	[]	[]
2	I find it difficult to help all the weak students in the class due to their number	[]	[]	[]	[]
3	My students do not perform well even in class exercises, class test and terminal examination	[]	[]	[]	[]
4	Only few students perform excellently in class exercise class test and terminal examination	[]	[]	[]	[]

5	My students overall performance in class exercises, class test and terminal examination are always below average	[]	[]	[]	[]
		[]	[]	[]	[]

Thank You for your contribution to this work.

What does the tables below stand for?

RELIABILITY STATISTICS

Sub Scales (Items)	Cronbach's Alpha	Number questions
Class Room Exercise	.853	6
Class Room Control	.764	5
Class Performance	.736	5
Overall	.916	21

Reliability Statistics

Cronbach's Alpha	N of Items
.916	21

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
CRE1	44.3684	127.801	.800	.906
CRE2	44.5789	128.591	.844	.906
CRE3	44.1579	129.585	.802	.907
CRE4	43.8421	135.585	.718	.910
CRE5	44.6316	131.579	.717	.909
CRE6	45.3684	146.468	.112	.923
C1	44.8421	131.251	.822	.907
C2	44.8947	129.433	.934	.904

C3	44.8947	135.099	.575	.912
C4	44.4211	145.368	.262	.918
C5	45.1579	145.585	.220	.919
CD1	44.4737	130.819	.787	.907
CD2	45.5789	141.591	.495	.914
CD3	45.1053	150.655	-.061	.928
CD4	44.7895	129.287	.762	.908
CD5	45.0526	138.942	.423	.916
CP1	44.6842	141.117	.433	.915
CP2	44.3684	131.135	.831	.907
CP3	45.1053	144.544	.258	.918
CP4	44.6842	134.339	.684	.910
CP5	45.0000	144.556	.326	.917

CRE

Reliability Statistics

Cronbach's Alpha	N of Items
.853	6



Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
CRE1	12.4211	13.924	.830	.789
CRE2	12.6316	14.246	.879	.780
CRE3	12.2105	14.398	.859	.785
CRE4	11.8947	17.988	.539	.847
CRE5	12.6842	15.450	.706	.816
CRE6	13.4211	20.480	.109	.916

Reliability Statistics

Cronbach's Alpha	N of Items
.764	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
C1	8.6316	5.690	.780	.621
C2	8.6842	5.784	.780	.623
C3	8.6842	5.784	.653	.674
C4	8.2105	8.953	.179	.815
C5	8.9474	8.275	.299	.790



Reliability Statistics

Cronbach's Alpha	N of Items
.781	4

Item-Total Statistics

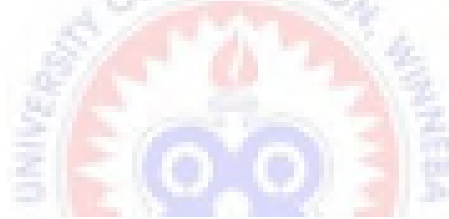
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
CD1	5.5789	5.035	.709	.660
CD2	6.6842	7.117	.467	.788
CD4	5.8947	5.099	.573	.743
CD5	6.1579	5.251	.642	.698

Reliability Statistics

Cronbach's Alpha	N of Items
.736	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
CP1	8.8421	6.029	.495	.691
CP2	8.5263	5.152	.607	.643
CP3	9.2632	6.649	.333	.747
CP4	8.8421	5.251	.588	.652
CP5	9.1579	6.585	.487	.699



Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
CLASS SIZE	19	28.00	81.00	55.6316	16.18027
ENTENT	19	1.00	4.00	2.5789	1.01739
	19				