

## **TEACHERS' COMPETENCE IN MANAGING LARGE CLASSES IN PUBLIC SECONDARY SCHOOLS IN HAI DISTRICT, TANZANIA**

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### **Abstract**

The study explored teachers' competence in managing large classes in public secondary schools in Hai District. The problem focus was the scarcity of classrooms due to fee free education; a large number of students has been increased rapidly in public ordinary secondary schools. The study was guided by Assertive Discipline Theory developed by Canter and Canter in 1979. The study used convergent design under mixed method approach. The instruments for data collection were questionnaires and interview guide. Questionnaire was used to collect quantitative data while interview guide was used to collect qualitative data. The reliability of the instruments was determined by using Cronbach Alpha method. Quantitative data was analyzed using descriptive while qualitative data was analyzed by coding contents into themes and presented in narrative form. The research findings revealed that there are teachers lack enough competence in managing large classes, insufficient time, lack of cooperation between teachers and students, difficult to help slow learners, difficult to involve participatory method, shortage of classrooms, as well as inadequate teaching and learning materials was also noted. The study concluded that teachers lack enough competence in managing large classes in Hai district; this lowers the performance of some students in the national exams. The study recommends that, the government in collaboration with the communities should take quick measures to build more classrooms especially due to the pandemic of CORONA VIRUSES and also should provide in-service training, seminars, workshops for the teachers to be equipped enough on how to handle large classes.

**Keywords:** Teachers, Competence, large classes, Management, Public

## **1.Introduction**

The adoption of class size reduction policies in most of the developed countries including United States of America, China, and the United Kingdom (Ready, 2008). In the USA for example, the average class size is 25 pupils, a class of this size enables a teacher to interact with each student easily and ensures maximum control of the classroom (Kornfeld, 2010).

Fee free education policy in Tanzania has contributed on the increase of students' enrollment in public secondary schools which has led to the scarcity of classrooms and overcrowded classroom, hence courses poor class management, whereby effective teaching and learning require conducive classroom environment (Allen & Blackstone, 2003). Class management has the largest effect on students' achievement (Robert 2003) because students cannot learn in a chaotic and poorly managed classroom. Thus, for teaching and learning to be enjoyable and to bring the intended outcomes, classroom arrangement of desks should be in good order. Many studies show that classes which are well managed allow smooth teaching and learning to take place and hence bring about greater outcomes (Marzano & Marzano, 2003; Spiegel, 2012). Classes management highly depends on the needs and characteristics of learners (Saricoban and Sakzil, 2006). As students in the classroom may have different needs and characteristics, diversity in behaviors is also expected. Due to different behaviors, for teachers to effectively manage their classes, they need to be oriented on different methods of class management for different kinds of student's behaviors (Jackson & Miller, 2019).

if teachers control behavior, reward students who show acceptable behaviors and organize classroom, there will be competence in classroom management. Competence in classroom management will be measured by looking whether there is a reduced number of misbehavior cases and students' classroom concentration. However, the ability of teachers to set rules and enforce students to abide depends on teachers' possession of knowledge and skills of managing large classes. If the skills of large classroom management are known and applied will lead to reduced misbehavior improves student concentration in class, improve teachers' engagement in teaching and students learning and consequently it is likely to improve students' performance. However, if the skills are not known and not applied, there is an increase in the cases of students' misbehaviors and lack of students' concentration in the classroom, the teacher will be considered to be incompetent in managing large classes hence poor performance.

Statistically, there has been an increase in the number of students enrolled in form one classes in public secondary schools in Tanzania from 2015. However, the speed of building more classrooms does not seem to correspond to the increasing number of students leading to having overcrowded classes (Siperto, 2018). According to Siperto, there are some classes with more than 200 students as opposed to the acceptable standard of 45 students per one classroom. In such large classes, teachers need to be skilled in maintaining classroom order, otherwise no effective teaching and learning can take place (URT, 2018).

Though the Tanzanian government in collaboration with other stakeholders is working on reduction of class sizes by building more classrooms to cater for the growing number of students enrolled in public secondary schools, the motive has not yet achieved the goal (Siperto, 2018). The enrollment rates in secondary schools does not match with the construction speed of classrooms leading to large classes. For instance, data on students' enrolment rates from 2015 to 2019 show a continuous increase as presented in table 1.1

**Table 1.1:students' enrolment in public ordinary secondary schools from 2015 to 2019**

<b>Year</b>	<b>Enrolment rate</b>	<b>Increase from previous year</b>	<b>Percentage increase from previous year</b>
2015	1,648,359.00	-	-
2016	1,675,593.00	27,234.00	1.63
2017	1,767,890.00	92,297.00	5.22
2018	1,991,021.00	223,131.00	11.21
2019	2,338,457.00	347,436.00	14.86

Source (BEST, 2015, 2016, 2017, 2018, 2019).

Data in table 1.1 show an increase in the enrolment rate from year to year, the increase is even sharper in 2019 with a percentage increase of 14.86 from 2018. This is a good indicator for education accessibility whereby most of qualified candidates do join secondary education. However, the number of classrooms remains limited leading to having classroom with more students than the recommended number of 45 per classroom (URT, 2015). For example, some classrooms have more than 100 students (Siperto, 2018). For effective teaching and learning to

take place in such classrooms, teachers need to be competent in class management; otherwise, the learning process will be interfered by disruptive behaviors including noise, lack of attention and cheating.

There is evidence that classroom management is essential for the teaching and learning process to take place effectively. According to Majani, (2020), the ability to manage a class is an essential variable for effective teaching and learning. More emphasis is even put in large classrooms where there is a large variation in students' behaviors. Teachers need to be skilled in dealing with students' misbehaviors in order to create conducive teaching and learning environment. This raises a concern on their competences in managing large classes and therefore paves a way for an empirical study to be conducted in Tanzanian context to explore teachers' competences in managing large classes in public secondary schools.

In the case of Hai district, the enrolment rate of students in secondary schools has also been at a constant increase. Data on students' enrolment in public secondary schools in the district are presented in table 1.2.

**Table 1.2: Trends of Students' Enrolment in public ordinary secondary schools Hai District from 2015 To 2019**

YEAR	ENROLLMENT
2015	4676
2016	4754
2017	4812
2018	4870
2019	4940

*Source:* (S.L.O Hai, 2015, 2016, 2017, 2018, 2019)

As displayed in the table 1.2, enrolment rates of students in public ordinary secondary schools in Hai district is still increasing year after year whereby the enrolment rate has exceeded the number of classrooms constructed in Hai District. Excess of students has resulted to disruptive behaviors such as sleeping in the class, late coming, noise making, miscopying of notes, eating in the classroom, calling of nicknames, verbal or physical threat to fellow students or the teacher. These disruptive behaviors disorganize the learning processes and hamper the teaching and learning process. The government has made some efforts in classrooms construction though

the speed is still slow, the classroom Demand is 354, Available is 320 and Scarcity of 34 in the year 2020/2021(Source: Statistical and logistical Officer, Hai District), the possibility of having large class is inevitable (Siperto, 2018). Therefore, this situation has necessitated the current study on teachers' competences in managing large classes in public secondary schools in Hai District.

### **1.1 Statement of the Problem**

There has been an increase in students' enrolment in secondary schools across Tanzania (Yusuph, 2019), The government of Tanzania has struggled much to increase the number of secondary schools, at least each ward is having a secondary school which is a good deal indeed. This aimed was to provide opportunity to pupils who completed standard seven to join secondary schools but the number of students enrolled in those schools was big compared to available classrooms. However, scarcity of classes in public secondary schools has persisted over the years in Tanzania. Education policy of Tanzania about fee free education has sometimes result into large classes in ordinary public secondary schools and inadequacy in physical resources. Government, teachers, students, parents and societies at large are arguing about teachers underperforming their roles on managing large classes such as organizing the class, teaching and learning process in a large class and even lack of teaching resources. Ultimately, schools lose their integrity as the number of students are larger than the available classes which leads to low academic results.

Despite the importance of classes management on the teaching and learning process, little attention has been paid on whether teachers are equipped with necessary skills and knowledge to manage large classes. However, varies studies done by Charles, (2020) conducted a study on Teacher's coping Strategies in the Management of Overcrowded Classrooms in Public Primary Schools, Seperto (2018) conducted research on Secondary School Teachers Experience in Managing Large Classes: The Case of Secondary Schools and Brown, (2019). conducted a study on teachers' perceptions of factors influencing classroom management practices: a comparative case study of two public high schools. From the reviewed literatures, no research has provided sufficient information to the problem being investigated. None of them explored on teachers' competences in managing large classes.

Therefore, the study has explored on teachers' competences in managing large classes. The purpose of this research is to bridge the gap through exploring on teachers' competences in managing large classes in public secondary schools in Hai District Council.

### **1.2 Significance of the Study**

The findings of the study will help in guiding the policy makers and other educational stakeholders in improving the teachers' competences in managing large classes in public secondary schools in Hai district. The knowledge is also expected to raise awareness in the Ministry of Education, Science and Technology of the challenges facing teachers in managing large classes in schools and the strategies that can be used to overcome those challenges hindering high academic performance in schools.

The study also will inform the Education and Training policy makers on the importance of financing education in order to reduce the scarcity of classrooms, Head teachers are expected to acquire knowledge which can help them in managing their schools with large classes. Students also will benefit from the findings due to the fact that teachers will recognize the skills of managing large classes hence conducive teaching and learning environment for teachers and students. This study is expected to show the implication of Assertive Discipline Theory to the students in public secondary schools in Tanzania.

In addition to that, the study has provided recommendations obtained from collected data on how to manage large classes in public secondary schools also the findings of this study at practical levels, will contribute to the body of knowledge and reference which can be used by other scholars for academic purposes such as obtaining data for further comparative studies.

### **1.3 Research Question**

1. To what extent are the teachers' competence effective in managing large class in Hai District Tanzania?

### **1.4 Theoretical Framework**

The study will be guided by the Assertive Discipline Theory developed by Canter and Canter in 1979. According to the theory, teachers have to develop, maintain and make aware to the student clear limits on behaviors that are acceptable and not acceptable in the classroom. The theory also emphasizes on teachers to set classroom rules, appreciate students who follow the rules and determine consequences of students who fail to abide to the rules. The theory has some

assumptions, Mainly, the theory assumes that students will misbehave. In the context of overcrowded classrooms, the chance of misbehaving is even larger since students come from different backgrounds and hence, they have different behaviors. Therefore, in large classes, misbehavior is likely to occur and therefore a teacher needs to be competent in controlling the behavior of students. For the teacher to effectively use assertive discipline strategy, they need to know the behaviors of individual students so that they can control misbehavior, however, this may not be easy in large classrooms as it becomes nearly not possible for a teacher to identify the individual need of all learners (Charles, 2020).

Another assumption is that teachers must encourage students to comply with the rules. Since the teacher has the right to teach and the students have the rights to learn, any kind of disruption that can be brought as a result of students' misbehavior should be minimized or eliminated. This can be done by forcing students to comply with the classroom rules. Forcing students to comply with the rules can be done by either punishing the ones who misbehave or rewarding those who show acceptable behavior. In so doing, the teacher will manage to control the class firmly but positively.

The strength of the theory is that it creates a positive classroom environment which allows smooth teaching and learning. According to Canter (1976), the application of assertive discipline in managing classrooms leads to the drop of disruptive behaviors up to 80%. This is because the rules are set and students are obliged to abide. In the current study therefore, and in line with this theory, the researcher will determine the extent to which classroom teachers set rules and consequences for those who go against the established rules. Therefore, the theory is simple to apply in determining how effective are secondary school teachers in Hai district in managing large classes by just looking if teachers set rules and force students to comply with.

The potential weakness of the theory is that it ignores the causes of students' misbehavior. Instead, the theory emphasizes at setting rules and forcing students to comply with. If the causes of misbehavior are not dealt with, there is a possibility of the misbehavior to be repeated. On the other side, if the teacher becomes aware with what causes students to misbehave, the causes can be eliminated and thus the chance of misbehavior to be repeated is reduced. Therefore, punishing misbehaving students without focusing of what causes them to misbehave may not ultimately

lead to effective classroom management. Additionally, the theory holds that there should be no any reason for misbehavior to be accepted. This overlooks the issues of individual differences among students. It could be meaningful for teachers to focus on the underlying causes of misbehavior for effective classroom management.

Despite the weakness, the theory is relevant to the current study where the researcher exploring teacher's competences in managing large classes in public secondary school in Hai district. As the theory assumes that students are likely to misbehave and the possibility of misbehavior increases with class size, the theory therefore relate with the study because in large classes there is disruptive behaviors, also the theory is relevant to the study in the fact that if teachers know and apply competences in managing large classes there is a possibility for a student not to possess disruptive behaviors. Moreover, the theory will help the researcher to determine what strategies that are adopted by public secondary school teachers in Hai district to appreciate acceptable behaviors so as to make them be repeated by students.

## **2. Literature Review**

### **Teachers' competence in managing large classes**

A study conducted by Blatchford, (2002) on heterogeneous class size effect, the researcher used mixed approach under convergent design whereby both qualitative and quantitative instruments were used in data collection (Questionnaire's schedule and Interview guide). The researcher clarifies that, teacher in large classes were more formal and less personalized in their styles of teaching and they were forced to use different teaching methods to cope with pupils with different learning abilities. Also, findings reveal that marking of pupils' work, planning and assessment is more difficult in large classes. Teachers see this as a direct threat to quality of their teaching as they don't get enough time to adhere to students' personal needs, students with low abilities remain un helped as a result they don't perform to their best as they are always left behind.

Although the study showed the implementation of different teaching methods in the selected schools was effective, but the information only come from teachers. Therefore, excluding other groups such as students and heads of schools as well as Education Officer in the study made the findings less credible as they were just based on the views of teachers. Moreover, the researcher

did not make an attempt to observe the available number of classes, and its effect in students' performance to determine the actual existence of the problem. Therefore, to generate more credible data, the current study, will involve students and heads of schools as well as DSEO in the study since they are the most concerning with influence of teachers' competences in managing large class size in public secondary school in Hai District.

Tolley et al, (2012) conducted a study on; An intervention study of instructional and student engagement in large classes in Thailand, Concurrent Mixed Methods whereby quantitative and qualitative were weighted equally and were used to provide the most comprehensive understanding of the context, teachers, students, and many factors influencing the educational environment being studied. Classroom observations (including observation checklists and field notes) and surveys were used to collect pre-intervention, post-intervention, and follow-up quantitative and qualitative data on teaching techniques, level of student engagement in the classroom, and general characteristics of the lessons and classrooms. The researcher found that the information was not collected from students to verify if such strategies were of advantageous to their learning also, additional professional development experiences to teachers and increase coaching support in classrooms will determine if this will result in more frequent and effective use of these new instructional methods to indicate that implementation of research-based instructional strategies intended to improve students' level of engagement had little impact on teaching practice for this group of teachers. However, the study focused only on instructional and student engagement in large classes rather than also exploring teachers' competences in managing large classes.

Muthusamy, (2015) Conducted a study on teachers' experiences with overcrowded classrooms in a mainstream school Durban, South Africa. The study was conducted in one mainstream school in the Durban South area. The study adopts a qualitative research approach in which a case study design was adopted. The data generation process was obtained through unstructured questionnaires and observations with teachers. The overall findings of the research show that teachers' experiences with overcrowded classrooms are 'stressful'. Teachers themselves identified certain conditions that are stressful in an overcrowded classroom. These conditions were inadequate classroom space due to large number of students in the class, issues related to safety and health that is very easy for students to get transmitted diseases like flu, minimal learner

and teacher interaction that it is difficult to involve the students but also difficult for slow learners to cope with the fast learners, disruptive behaviours reduces the concentration in the teaching and learning process, teachers experienced emotional and psychological problems since they use much of their energy in making the subject objectives are obtained on time, increased workload since a teacher give exercise and mark them all and inadequate teaching time. These reasons include lack of support from management, policy implementation, teacher training and professional development and lack of resources. The findings also showed that teachers tap into, mobilize and map out individual resources in order to manage overcrowded classrooms. The study used qualitative approach only and only teachers were involved, where the need for stakeholders to give out their views was very important to contribute on the way forward, hence this study will involve mixed method to different views from other stakeholders like students, heads of school and district secondary education officer to help teachers on how to fit in good management of large classes.

Brown, (2019) conducted a study on teacher perceptions of factors influencing classroom management practices: A comparative case study of two public high schools in the Western Cape. East London. Qualitative research approach informed the research process. Data was collected from sixty eight percent of teachers, including two school leaders in two different public high schools, situated in the same former disadvantaged community. A combination of data collection methods best suited to a qualitative research was used to gather data. The researcher found that the study revealed that the school level factors of leadership and management play a major role in setting the scene for effective classroom management to control. Furthermore, researcher found that if teachers do not feel the support of leadership and management this can cause a downward spiral in teacher commitment that can negatively affect their classroom management. It also highlights the terrible effects that social problems in the community have on the learner population, and in turn on the classroom management of teachers. The study recommends that: leadership in schools embrace a Whole School Development approach in order to improve classroom management. The researcher used only qualitative approach which may have limited more information; therefore, this study will employ mixed method approach under convergent design so as to explore more information from different

groups so as to reduce the challenges facing teachers in managing large classes in public secondary schools.

### **3. Research Methodology**

The study has employed convergent design under mixed method approach. The purpose of using this design is to collect both quantitative and qualitative data simultaneously and compare the results to obtain a more complete understanding of the research problem. The researcher mixed the two databases by merging the results during interpretation to ensure the two data sets conform. Convergent design helped in interpreting the findings of two databases to see if there is convergence between two sources of information. The design enabled the researcher to collect of large amount of data for a short period of time from variety of respondents. (Creswell and Creswell, 2018)

The target population in this study comprised of the District Secondary Educational Officer (DSEO) of Hai district Council, thirty (30) secondary schools were included in the research study, 30 heads of schools, six hundred (600) secondary schools' teachers and 2001 students were included. The sample for the study included six schools; one educational officer, six heads of schools, sixty school teachers and two hundred students hence the total of 266 participants. The ideal sample should be large enough to serve as an adequate representation of the population about which researcher wishes to generalize the results and small enough to be economically fair in terms of subject availability, expenses (time and money) and complexity of data analysis. According to Gay& Airasian (2003), a sample of ten to twenty percent (10-20) of the target group in the target population is acceptable to constitute sample size.

The methods of sampling which were used to select sample representativeness were Stratified Sampling and Simple Random Sampling. Stratified Sampling was used to group schools and teachers into two strata. Simple Random Sampling was used to select participants from both strata. Direct inclusion was used to get heads of schools, school teachers, District Secondary Educational Officer and students. The instruments used to collect data were questionnaires and interview guide. Questionnaires were administered to students and teachers while interview guide was carried out with Heads of schools and District Secondary Educational Officer. The reliability of quantitative data was established through Cronbach Alpha; ( $r=0.82$  for students' questionnaire

and  $r=0.75$ ) for teachers' questionnaire) while the reliability for the qualitative data was established through Persistent Engagement and Triangulation of data. The quantitative data collected was coded, entered into the computer then analyzed into percentages and frequencies by using Statistical Package for Social Sciences (SPSS) version 26. The qualitative data collected was analyzed by coding contents into themes. All responses are organized on the basis of research questions.

#### 4. Findings and Discussion

##### Student response on Teachers' Competences in Managing Large Classes

The study sought to determine the extent to which competences teachers have in managing large classes in public secondary schools in Hai District. To arrive at this objective 200 students were approached by using questionnaires. The descriptive statistics was used to analyze the student response on teachers' competences in Managing Large Classes. The findings are summarized in table 1

**Table 1. Student response on Teachers' competence in Managing Large Classes**

Key: SA=Strong Agree, A= Agree, U= Undecided, D= Disagree, SD = Strong Disagree.

STATEMENT	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Mean Scores
	f	%	f	%	f	%	f	%	f	%	
Teachers can't Control learners' behavior in large classes	6	3%	5	3%	6	3%	107	54%	76	38%	4.21
Adopt teaching methods to cater for a large class	3	2%	4	2%	7	4%	113	57%	73	37%	4.25
handle learners' reactions to questions e g praise or encourage them in a large class	2	1%	4	2%	7	4%	93	47%	94	47%	4.37
Involvement of learners in the teaching-learning situation in a large class	6	3%	6	3%	5	3%	104	52%	79	40%	4.22

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Space to move around the class (e.g. between rows, in front of the chalkboard)	6	3%	8	4%	6	3%	124	62%	56	28%	4.08
Writing on the chalkboard is not visible from the back of the classroom	5	3%	4	2%	7	4%	90	45%	94	47%	4.32
Space to work, read and write comfortably in a large class	6	3%	8	4%	6	3%	110	55%	70	35%	4.15
Teachers need seminars or in-service training to handle large classes	8	4%	10	5%	4	2%	99	50%	79	40%	4.16
Students in small classes perform better in academic than students in large class	6	3%	7	4%	7	4%	120	60%	60	30%	4.11
Classroom design is not flexible enough to allow for the reorganization of furniture for activities such as group work.	8	4%	8	4%	5	3%	106	53%	73	37%	4.14

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**Source: Field Data, 2021**

The table above indicates the teachers' competences in managing a large class. The findings indicated that majority of students 91.5%, Agreed that teachers can't control learner's behavior in large classes, these imply that a number of antecedent strategies are intended to help minimize the emergence of problematic behaviors and a range of those which provide positive consequences for appropriate student behaviour in order to enhance teacher student relationships. This concurs with the comments given by the head of schools (HOS) during the interview

*“Due to large number of students in a class 'students' ratio in the classroom, a teacher becomes incapable to reach every student. As a result, students may remove their attention from the lesson and focus on non-academic matters such as playing, fighting, making noise. This is because they will have realized that the*

*teacher can't see them because they are many"* (**Interview guide with the head of school from school D on 06<sup>th</sup> July, 2021**).

The study findings also revealed that majority of students 93%, Agreed that it is difficult to adopt teaching methods to cater for a large class including discussion, group works, team project and debate. The findings imply that it is difficult involve students in the teaching and learning due to large number of students in class and little space that does not allow all the students to be involved effectively which limits the students in getting their right to education in public secondary schools.

On the other side majority of the students 93.5%, Agreed that it is difficult to handle learners' reactions to questions e g praise or encourage them in a large class this imply that due to limited time that the teacher is unable to answer all the students who requires more clarification of what is been taught hence some of students are left behind without knowledge in the learning process in a large number of students in the class which leads to low academic performance.

Besides the study findings revealed that majority of the students 92%, Agreed that Teachers have no enough space to move around the class (for example between rows, in front of the chalkboard), also it is difficult for teachers to react with students individually or in small groups while several activities may occur at the same time. In classrooms with ample space, there must be close relationship between teacher and student on different activities and creativity.

Also, the findings shows that majority of students 92%, Agreed that writing on the chalkboard is not visible from the back of the classroom that it is difficult for the students to see clearly and read what is written on the blackboard. That a teacher is to give students enough time to copy what have been written on the blackboard.

Also, the findings revealed that majority of the students 90%, Agreed that learners have enough no enough space to work, read or write comfortably in a large class. This imply that the learners have to fight with friends for desks, this discourages a co-operative learning climate in the classroom, learners have to run for whatever desk they are able to get for that lesson, they don't have a sense of a secure personal space for learning, of being able to say 'this is my desk, learners lack concentration due to large class that teachers can't give every individual attention.

Also, majority of students 89%, Agreed that teachers need seminars and Inservice training on how to handle large classes, education which allows teachers to get seminars, workshops,

conferences, classes, exhibitions etc. that are designed to develop and improve employees to promote their professional growth and development. The findings concur with those of Anangwise, (2011) that for teacher professionals to continue functioning efficiently and productively and contribute meaningfully towards quality education, they must be given training opportunities to keep them up-to-date and, hence, be able to face new professional, academic, and global society challenges. In this regard, quality teacher professional development programs are meant to empower teachers in line with changes taking place in the world. Consequently, teacher professional development programs must be geared towards keeping teachers in all capacities abreast of new professional, academic, pedagogical and global society challenges.

**Table 2. Teachers response on teachers’ competences in Managing Large Classes**

Key: SA=Strong Agree, A= Agree, U= Undecided, D= Disagree, SD = Strong Disagree.

Statements	S. A		A		U		D		S. D		Mean Score
	f	%	F	%	f	%	f	%	f	%	
It is difficult to control learners’ behavior in large Classes	21	35.0	29	48.3	4	6.7	3	5.0	3	5.0	4.03
It is difficult to adopt teaching methods to cater for a large class	23	38.3	30	50.0	2	3.3	3	5.0	2	3.4	4.15
It is difficult to handle learners’ reactions to questions e g praise or encourage them in a large class	22	36.7	28	46.7	1	1.7	4	6.7	5	8.3	3.93
It is difficult to actively involve learners in the teaching-learning situation in a large class	26	42.0	27	45.0	1	2	3	7.0	3	5.0	4.16
Teachers have enough no space to move around the class (e g between rows, in front of the chalkboard).	26	43.3	26	43.3	1	1.7	3	5.0	4	6.7	4.11
Writing on the chalkboard is not visible from the back of the classroom	19	30.0	33	55.0	3	5.0	3	6.7	2	3.3	4.06

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learners have no enough space to work, read or write comfortably in a large class	24	40.0	30	50.0	1	1.7	3	5.0	2	3.3	4.18
Teachers need seminars or in service training to handle large classes	23	38.3	30	50.0	1	1.7	2	3.3	4	6.7	4.10
Students in small classes perform better in academic than students in large class	21	35.0	32	53.3	1	1.7	3	5.0	3	5.0	4.08
Would you perform better in teaching in a small class than in a large class	21	30.0	33	50.0	0	5.0	4	9.7	2	5.3	4.11

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**Source: Field Data, 2021**

The findings from table 2 revealed that majority of teachers 78.5%, Agreed that it is difficult to control learner's behavior in large Classes this can be done by identify several positively stated behavioral expectations that apply to all students, identify behavioral examples for each expectation that replace inappropriate behavior, teach and practice the expectations at the beginning of the school year and periodically throughout the year. Use effective procedures that encourage and reinforce pro-social behavior and use evidence-based practices to discourage and reduce inappropriate behavior and lastly monitor the effectiveness of the teaching and learning activities using appropriate methods.

The study findings revealed that majority of teachers 88.3%, Agreed that it is difficult to adopt teaching methods to cater for a large class this can be done by introducing teaching method like Group discussion, debate, and team project. Also, the finding revealed that majority of teachers 87%, Agreed that it is difficult to actively involve learners in the teaching-learning situation in a large class, so as to allow participation in the teaching and learning process.

The finding revealed that majority of teachers 88%, Agreed that learners are not actively involved in the teaching-learning situation in a large class since time is limited and the is supposed to finish the syllabus on time as scheduled in the school calendar. Also, the finding revealed that

majority of teachers 86.7%, Agreed that teachers have no enough space to move around the class (e.g., between rows, in front of the chalkboard) this distracts attention and concentration of the students in the teaching and learning process hence difficult to attend individual problems.

The finding revealed that majority of teachers 85%, Agreed that writing on the chalkboard is not visible from the back of the classroom which make student not to see well what is written by the teacher whereby errors in copying the notes occurs to the students who sits at the back and hence wrong interpretation of the notes written by the students. Also' the findings revealed that majority of teachers 90%, Agreed that learners have no enough space to work, read or write comfortably in a large class compared to those in small classes which makes the students not to finish their work on time.

Also' the findings revealed that majority of teachers 91.6%, Agreed that Students in small classes perform better in academic than students in large class this means that in smaller classes the teacher is able to assist every individual in their difficulties compared to those in the large classes where time is limited.

Lastly the finding revealed that majority of teachers 80%, Agreed that they would perform better in teaching in a small class than in a large class this imply that teachers are more flexibility to use different instructional approaches, fewer students are less distracting to each other than a large group of students, Teachers have enough time to teach because there are fewer discipline problems. Students are more likely to participate in class and become more involved.

The study findings obtained from the interview guide of Head of schools indicated that majority of the teachers lack competences in managing large classes while only few of them had experience of dealing with large classes. These results imply that there has been increased enrollment in public secondary schools, which has led to shortage of classrooms in Hai district. This concurs with the comments given by the head of schools (HOS) during the interview:

*“Most of the teachers lack competences on managing large classes. This might be because in colleges and university are not taught on how to manage large classes rather than being taught on how to manage not more than 45 students which is the standard average class size as stipulated in the Tanzania Educational Policy 2014” (Interview guide with the head of school from school Xon, 6<sup>th</sup> July, 2021).*

Similarly, when interview was conducted with District Secondary Educational Officer about the teachers' competences in managing large classes, emphatically said that:

*“The students’ ratio is higher compared to the present classroom size, the situation which makes teachers fail to help each student individually. Generally, the class is supposed to have 40 to 45 students for the teachersto effectively manage large classes” (Interview with the District Secondary Educational Officer 8<sup>th</sup> July,2021)*

The findings implies that due to increased number of students it is difficult for teachers to manage the students in the teaching and learning process in a large class hence the need Inservice trainings so to equip the teachers with knowledge and skills on how to manage those classes.

These findings are similar to another study that was conducted by Ogan and Friday, (2020) on the Influence of Teachers’ Competence on Students’ Academic Performance in Public Secondary Schools. The major findings were that teacher’s subject content knowledge and pedagogical skills influence students’ academic performance in public secondary schools. Based on the findings, it was recommended that teachers should be encouraged to go for both long term and short-term training to boost their quality in subject content knowledge teaching skills in senior secondary schools. Government should also ensure adequate selection of competent and qualified teachers to teach in all secondary schools by doing so will enable teachers in managing large classes specifically in larger classes.

## **5. Conclusions**

The following conclusion have been drawn from the current study that it is clearly shown that large classes in Hai District are generallydisorderly and uncontrollable. The outcry of teachers as they reported is that they are suspected to large classes which is the outcome of fees free policy implementation but don’t have adequate skills to manage them. Therefore, due to this fact, indiscipline cases which are normally associated with large classes which are usually difficult to manage, decreases teachers’ competence on managing large classes and student’s performance.

## **6. Recommendations**

In this study findings the following recommendations are made for the government, district level as well as secondary schools. The government of Tanzania in collaboration with the community should find initiatives to reduce class number to an average of 45 students in a class. Also, the Government should build more classrooms in all public secondary schools in Hai district. School administration with collaboration with local communities' authority should find generating activities to support the construction of more classrooms, also ask for Inservice seminars so as to equip the teachers with enough knowledge and skills on how to manage large classes and also alternative teaching schedule by adding teaching time should be adhered. Also, in the Universities and Teacher Training colleges to add a course of large class management as a mandatory course for students and teachers.

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