

Review of: "Implications of Large Class Size on Effective Teaching and Learning in Nigerian Tertiary Institutions: Lecturers' Perception"

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Potential competing interests: No potential competing interests to declare.

While the paper provided offer a thorough examination of the impact of large class sizes on teaching and learning in Nigerian tertiary institutions, there are areas that could be improved:

Structure and Cohesion: The paper often presents a multitude of studies and viewpoints without clear transitions or connections between them. Enhancing the structure by organizing points thematically or chronologically could improve readability and comprehension.

Synthesis of Findings: While the paper includes a wide range of research, there's a need for a more cohesive synthesis of these findings. The focus could be on discussing common themes, conflicting results, or emerging trends in the literature to draw stronger conclusions.

Clarity and Conciseness: Some sections might benefit from being more concise and focused. Emphasizing the most crucial points and findings while avoiding unnecessary repetition or redundancy can improve the overall clarity of the paper.

Specificity in Recommendations: The recommendations provided are broad and encompass various strategies. Adding specificity, such as detailed implementation plans or highlighting the feasibility and potential challenges of these recommendations, would enhance their practical applicability.

Contextualization and Localization: While the paper discusses the Nigerian context broadly, a deeper exploration of how these issues specifically manifest in different regions, types of institutions, or disciplines within Nigeria could add depth and relevance to the discussion.

Incorporation of Counterarguments: While multiple perspectives are presented, addressing potential counterarguments or limitations of the discussed findings could strengthen the paper's academic rigor and balance the discussion.

Qualitative Insights: Integrating qualitative insights or anecdotal evidence from lecturers and students experiencing large classes could add a more human perspective and enhance the richness of the discussion.

