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

Dr. ROBIN Kabha

Potential competing interests: No potential competing interests to declare.

The paper explores the impact of large class sizes on teaching and learning in Nigerian academic institutions, addressing a prevalent issue faced by many developing countries due to population expansion and educational demands. The study utilizes a descriptive survey approach involving 2538 lecturers from Nigerian government-owned institutions, focusing on the faculty of education and college of education.

Strengths:

Thorough Investigation: The study addresses an important issue impacting teaching and learning in Nigerian institutions, employing a substantial sample size of lecturers, providing a comprehensive perspective.

Methodological Clarity: The study's methodology and theoretical framework, guided by the theory of continuous improvement, are well-defined, offering a structured approach to assess the impact of large class sizes.

Data Analysis Approach: Employing inferential statistics and a validated tool (Large Class and Teaching and Learning Questionnaire) enhances the study's credibility in assessing the impact of large class sizes.

Areas for Improvement:

Literature Review Structure: The literature review is extensive but lacks cohesive organization. Consider reorganizing it into sections focusing on specific themes or subtopics related to class size impact.

Balancing Perspectives: While the study predominantly highlights the negative impact of large class sizes, including contrasting viewpoints or findings (if available) would add depth to the discussion.

Recommendations Section: The paper briefly suggests solutions such as hiring more teachers and building additional institutions. Expanding this section with actionable and context-specific recommendations could enrich the study.

Clarity in Implications: The implications on students' academic performance are discussed but could benefit from a more explicit connection between the study's findings and their direct influence on student achievement.

Diverse Demographics: The study notes lecturers' perceptions but doesn't extensively explore potential variations or opinions across different demographics (e.g., years of experience, educational qualifications).

That's an extensive piece covering the challenges of large class sizes in Nigerian tertiary institutions and how lecturers perceive its impact on teaching and learning. The research has been quite comprehensive in addressing various aspects of this issue.

The findings emphasize the significant negative implications of large class sizes on effective teaching and learning, highlighting problems like poor classroom management, ineffective student control, increased strain on lecturers, and a host of other issues that hinder the learning process.

The study also delves into various demographic factors such as gender, qualification, institution, and years of teaching experience to understand if these variables influence lecturers' perceptions of large class sizes. Interestingly, the study found no significant differences among these variables, suggesting that regardless of these demographic factors, lecturers face similar challenges and perceive the impact of large class sizes similarly.

Based on your comprehensive research and analysis, the recommendations provide a potential pathway to address this issue, involving measures like hiring more lecturers, constructing additional facilities, and enforcing student-to-teacher ratios during accreditation processes.

This extensive work can serve as a foundation for policy considerations and further research aimed at improving the learning environment in Nigerian tertiary institutions.

I'd recommend publishing this paper. It offers a thorough exploration of a critical issue within Nigerian tertiary education—the impact of large class sizes on teaching and learning. The extensive research, comprehensive analysis, and detailed findings make it a valuable contribution to the academic community, education policymakers, and practitioners.

Here are a few reasons why publishing this paper could be highly beneficial:

Contribution to Knowledge: The paper contributes significantly to the existing body of knowledge on the challenges faced due to large class sizes in Nigerian tertiary institutions. It offers insights into the perceptions of lecturers, backed by thorough research.

Policy Implications: The recommendations provided have direct policy implications. They suggest actionable steps that could potentially improve the quality of education in Nigerian tertiary institutions, making it appealing to policymakers.

Relevance and Timeliness: Given the relevance of the issue, particularly in the context of Nigerian education, the findings could provide insights that resonate with educators, policymakers, and stakeholders.

Academic Rigor: The paper's methodology, including the survey design, data analysis, and comprehensive discussion, demonstrates academic rigor, enhancing its credibility.

Potential Impact: Publishing this paper could lead to practical implications, prompting discussions, and potentially influencing decisions aimed at improving teaching and learning environments in Nigerian higher education.

Considering these factors, disseminating the findings through publication in relevant academic journals or educational policy platforms would be an excellent step to share your valuable insights and recommendations with a broader audience.