

# 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.

This research exhibits both strengths and areas for improvement.

## Strengths:

**Methodological Rigor:** The adequate structuring of the study evidences a rigorous methodological approach. The use of a standardized instrument and a thorough item selection process, as well as reliability tests, reinforce the credibility of the research.

**Sampling Strategy:** The generalization of the results to the broader context of southwestern Nigeria is supported by a multistage sampling strategy. This approach includes careful selection of states and institutions, thus strengthening the external validity of the findings.

**Detailed Findings:** The article presents detailed findings on teachers' perceptions of the implications of large classes. The depth of the study is manifested in the breakdown of results into specific aspects such as classroom management, student behavior, and teacher well-being.

## Areas for Improvement:

**Discussion of Limitations:** To robust the overall interpretation of the findings, it would be beneficial to address possible biases, restrictions in generalization, and any methodological limitations. A thorough discussion of these limitations would provide transparency and accuracy.

**Contextualization of Results:** It would be helpful to broaden the discussion of the findings to place them in a broader context. Comparing or contrasting the results with similar studies in other regions or countries would enrich the understanding of the implications of the large classes.

**Practical Implications:** Introducing a section dedicated to discussing the practical implications of the findings would be valuable. Exploring how perceptions can influence educational policies or teaching practices would provide actionable insights, increasing the relevance and applicability of the study.

