

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

Adil Youssef Sayeh¹

¹ Université Chouaib Doukkali

Potential competing interests: No potential competing interests to declare.

Title:

The title does not reflect the purpose of the study.

Abstract:

The method used to investigate this purpose is not suitable.

What does the author mean by "purposefully and randomly chosen"? How can a sample be at the same time purposive and random?

The author uses a descriptive survey type of research design, and this type of research does not allow for hypotheses.

Purpose:

In order to find workable alternatives, this study looked at lecturers' perceptions of the impacts of large class sizes on successful teaching and learning in Nigerian postsecondary institutions.

This would be better dealt with by a qualitative research design using semi-structured interviews.

One research question which is qualitative by nature and 4 hypotheses. The hypotheses are not reflected in the research question.

The design is a non-experimental, descriptive survey design. This means it does not allow for inferential statistics, thus the nonuse of hypotheses.

The hypotheses are not reflected in the title, abstract, or in the purpose of the study.

Results:

The researcher presents some descriptive statistics followed by interpretations. The interpretations are not clearly drawn from the tables. For example, how does the researcher draw associations from descriptive statistics: "Large class sizes in Nigerian tertiary institutions are associated with poor classroom management, ineffective student control..." Here, the

author needs to use inferential statistics (correlations or regressions).

“In addition, lecturers have admitted that in large classes, they get frustrated while teaching, students are less attentive, ...” Also, these conclusions are not well established from the data analysis.

The results do not align with the purpose of the study. The study looked at lecturers’ perceptions of the impacts of large class sizes on successful teaching, not the difference between different groups of teachers.