

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

André Calixto Gonçalves

Potential competing interests: No potential competing interests to declare.

The text is well written and the educational situation in Nigeria is well demonstrated. It is important to note that the manipulation of the number of students per class as a management tool or even as a public policy is something little discussed in the literature, but which always appears as an option in public educational policies.

Studies on the manipulation of the number of students per classroom as a way of increasing quality (whether reflected in performance or other characteristics), need to observe the characteristics of each of the classes evaluated, since classes that are composed only of high-performance students will show better performances, with the same logic for low-performance students, and it is necessary to observe with caution, so that this effect does not harm the result.

It is also important to check the so-called Hawthorne Effect, which is characterized by observing the impact of the performance of students who know they are being investigated, performance in this case undergoes changes that need to be mapped.

There is a common belief among teachers that the fewer the number of pupils per class, the better the quality of learning and this is reflected in performance, but this is only true, according to the literature, when the quality of the teacher is also high.

In the case of Brazil, for example, when all the country's elementary school classes were evaluated, it was shown that larger classes performed better than smaller ones, and the explanation lies precisely in the fact that, in general, Brazilian teachers do not have adequate training. So when a large amount of data was empirically evaluated, the positive performance for small classes was lost.

It's important to note that although in most cases teachers point to the fact that large classes are detrimental to performance, reducing the number of students per class without improving the quality of teaching and the technical capacity of the teacher is not an effective public policy, at least in the Brazilian context.

References:

Gonçalves et.al An analysis of student numbers per class and educational performance in the Brazilian context; 2023; Heliyon 9/4; Elsevier; 2405-8440; <https://doi.org/10.1016/j.heliyon.2023.e15130>;2023/11/06

