# TEACHERS' COPING TEACHING STRATEGIES IN OVER ENROLLED CLASSES: AN ANALYSIS OF SELECTED SECONDARY SCHOOLS IN KAFUE DISTRICT

By

**EUPHEMIA MICHELO**

A DISSERTATION SUBMITTED TO THE UNIVERSITY OF ZAMBIA IN COLLABORATION WITH ZIMBABWE OPEN UNIVERSITY IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATION IN EDUCATIONAL MANAGEMENT.

THE UNIVERSITY OF ZAMBIA

LUSAKA

**2018**

# DECLARATION

I **Euphemia Michelo** do here by declare that this dissertation submitted in partial fulfilment for the award of the degree of Masters of Education in Educational Management represents my own work and that it has not been previously submitted for a degree at the University of Zambia or any other university.  I also declare that all published work or materials incorporated in this report have been acknowledged.


Signed _____


Date     _____

## APPROVAL

This dissertation by **Euphemia Michelo** is hereby approved as fulfilling the requirements of the award of the degree of Masters of Education in Educational Management of the University of Zambia in collaboration with Zimbabwe Open University.

Signed: _____ Date: _____

Signed: _____ Date: _____

Signed: _____ Date: _____

**ABSTRACT**

The Purpose of this study was to establish the copying teaching strategies that teachers use to teach over enrolled classes in Kafue district.

Four Head teachers were interviewed to find out the copying strategies that their teachers used to teach over enrolled classes. The interviews also included sixteen (16) Heads of department, four from each school visited and twenty four (24) teachers, six (6) from each school. Twenty four ( 24) learners, six (6) from each school also had focus group discussion to respond to the strategies used in over enrolled classes. The research questions required the respondents to explain the class management strategies, instructional strategies, assessment strategies used in teaching over enrolled classes and also successes recorded regardless of over enrolment were required. The class registers, lesson plans, pupils' exercise book and result analysis sheets provided materials for document analysis.

The results showed that seventy five (75) percent of the schools in Kafue district were over enrolled. All the schools visited showed that they had adopted certain teaching strategies when teaching over enrolled classes for the benefit of the learners. The class management strategies that have been adopted in these schools are; calling of pupils by name, counselling learners and reprimanding learners when necessary. The instructional strategies adopted are; teacher expository, question and answer, whole class discussion, homework, note writing and demonstration, while the assessment strategies are short class exercises, mid-term and end of term tests. In view of these findings it was evident that from the final results of grades nine (9) and twelve (12) that these strategies were good for the over enrolled classes. The researcher made three (3) recommendations which were based on the findings. The first recommendation was for the government to consider building more schools and expanding the existing ones in order to decongest over enrolled classes, the second one was for the government to consider employing assistant teachers in over enrolled classes to help in class control and marking pupils' exercise books and the last one was that school projects should not determine the enrolment figures in schools.

## DEDICATION

This work is dedicated to my beloved family who were exceptionally wonderful to me during the time I was doing my research. My children Delphine, Carol, Joe and Cynthia supported me all the way and inspired my work. My mother Angela, who understood when I could not support her financially in her old age during the time I was paying for my studies. Finally my grandson Andrew Lubono who was denied the attention he deserves as a grandson.

# ACKNOWLEDGEMENT

# ACRONYMS AND ABBREVIATIONS

CPD:     Continuous Professional Development.

DEBS:    District Board Secretary

FBE:     Free Basic Education

HoD:     Head of Department

HT       Head Teacher

MFNP:    Ministry of Finance and National Planning

MoE:     Ministry of Education

MoGE     Ministry of General Education

PEO:     Provincial Education Officer

RE:      Religious Education

SSA:     Sub-Saharan Africa

UK:      The United Kingdom

USA:     The United States of America

UNESCO:  United Nations Education Scientific and Cultural Organisation

# TABLE OF CONTENT

# LIST OF TABLES

# LIST OF FIGURES

# LIST OF APPENDICES

Page

# CHAPTER ONE

# INTRODUCTION

**Overview**

In this chapter the researcher presented the introduction to the study. The chapter consist of the background, statement of the problem, the purpose of the study, research objectives, research questions, the theoretical framework, conceptual framework and finally the significance of the study.

## 1.1 Background

Education is very important to a country because it brings about both economic and human development. According to Todaro and Smith (2002), education is a fundamental human right and a key to economic and human development. Education is a social organisation as such it can be described as a process by which young adults build up abilities, attitudes and other forms of behaviour which are of positive value to the society in which they live.

UNESCO (2009), also reported that studies have shown that education plays a key role as a catalyst for human development. According to Milimo et al (2004), the level of education attained is an important indicator of the well being of a person and is key to ensuring access to other human development indicators such as employment and earnings, health, nutrition and reduced poverty levels. This entails that progress in education can enhance human development and this is why many countries work towards expanding their education systems. Investment in education can help to foster economic growth, enhance productivity, contribute to national and social development and reduce social inequality (World Bank, 1998).

Globally education is recognised as a basic human right. Bishop (1989) indicated that in 1948 the universal declaration of Human rights laid down that everyone has the right to education and that education shall be free.

Zambia like any other developing country made some investment in education in both primary and secondary education. Ministry of Education Science, Vocational Training and Early Child Education (2014) stated that Zambia mobilised local and international assistance from cooperating partners operating in the education sector. UNICEF working with partners also helped organise mass back to school campaigns and offered longer term assistance to government to support

resuming quality education activities, rehabilitating schools and infrastructure (Sitali, 2009). This was done in order to quicken development and industrialisation. Ndove (2007), stipulated that developing countries especially sub-saharan Africa are paying attention to invest in education like their counter parts in developed countries to enhance development.

From the time Zambia attained its independence in 1964, its government continued to try and improve the education sector in both access and quality. A number of international and national policy documents were put in place in order to improve access and quality of education in the country. Some of the policies that were put in place concentrated on access, such as the free basic education and the Re-entry policy. According to MoE, (2015), the free basic education policy directed heads of primary schools not to charge any fees of any kind. This has succeeded in increasing enrolment figures in schools. Since 2002, when the government announced free basic education (FBE) policy, the ministry has registered over 1.2 million more learners growing Zambia's enrolment from 71% in 1999 to over 97% in 2010 (MoE, 2015).

However, in the process of the implementation of the policies, challenges surfaced, such as insufficient funding, lack of classroom space which resulted in over enrolment in schools. According to the Ministry of Education Science, Vocational Training and Early Child Education (2014) lack of classroom space not only constrained core-learning activities but also made it difficult for teachers to do remediation. In Zambia class sizes range from 12 to 90 in urban schools having more learners (Kariuki, 2005). The study concentrated in Kafue because it is one of the towns which experienced over enrolment. Studies have been done which show the disadvantages of teaching large classes and other researchers did studies on the strategies of teaching over crowded classes. But this research investigated the coping teaching strategies that teachers used in over enrolled classes in Kafue District.

## 1.2 Statement of the Problem

The number of learners that are found in a class at a particular time is what makes up the class size. In Zambia there are different class sizes. According to the Education Act (1966) three class sizes are identified, namely standard (45 or fewer learners), large classes (46 to 55) and very large classes (56 or more learners). The determinant of class size is the number of learners looking for school places in a particular school. Teaching and learning is the main goal of a school. The introduction of free basic education in 2002 has translated into more numbers in the school enrolment in Zambia. Other reasons for having over enrolled classes could be reduction or complete removal of users fees especially at primary level and population increase. The reality

2

however, is that these factors have led to the increase in class sizes. Over enrolled classes do not only pose infrastructural challenges, teaching is also constrained. It is not known however, what copying strategies the teachers in secondary schools of Kafue district used to teach the over enrolled classes. This study therefore sought to establish the coping teaching strategies that teachers used to teach over enrolled classes in Kafue district.

## 1.3 Purpose

The purpose of this study was to find out the Teachers' coping teaching strategies in overenrolled classes in secondary schools in Kafue district.

## 1.4 Objectives

The objectives of this study were to;

1. establish the class management strategies that teachers used in over enrolled secondary school classes in Kafue district.

2. assess the instructional strategies(methods) that teachers used in over enrolled secondary school classes in Kafue district.

3. determine what assessment strategies teachers used in over enrolled secondary school classes in Kafue district.

4. find out the successes regardless of over enrolment in secondary school classes in Kafue district.

## 1.5 Research Questions were;

1. What class management strategies did teachers use in over enrolled classes in Kafue district?

2. What instructional strategies did teachers use in over enrolled classes in Kafue district?

3. What assessment strategies did teachers use in over enrolled classes in Kafue district?

4. What successes have been achieved regardless of over enrolment in secondary schools in Kafue district.

**1.6 Theoretical Framework**

The study adopted the social constructivist theory. The theory was adopted because the issue in the study was concerned with the learning process of pupils. The over-enrolled classes that are experienced in secondary schools in Kafue may have affected the morale of both learners and teachers during the teaching learning process. According to Mpokosa (2010), teachers become exhausted and demoralised by the increased workload caused by increasing class sizes.

In his theory, Vygostsky (1978) stated that children learn better with the help of others around them before they can do things on their own. According to Vygotsky (1978), what a child can do today with assistance, she will be able to do by herself tomorrow. Based on this theory learners need to be assisted to understand knowledge and when they have understood, they can apply the knowledge in other situations to solve similar problems. Vygotsky's social constructivist theory has three attributes

The first attribute of the social constructivist theory is that social interaction proceeds development. Social interaction plays a fundamental role in the process of cognitive development. This means that in an over-enrolled class, interaction between peers and the teacher is fundamental in enhancing learning. Araje (2000) is in agreement and explained that social interaction plays a fundamental role in the process of cognitive development. A person will learn through interaction with others.

The second attribute of the theory is that of 'more knowledge others' which means that the more knowledgeable learners can help others who are weak. More knowledge others refers to anyone who has a better understanding or higher ability level than the learners, with respect to a particular task, process or concept. The more knowledge others could be a teacher, coach or adult but it could also be peers, a younger person or computer. Vygotsky encouraged learning environments in which teachers and more capable peers interact directly with students who are at lower levels of thinking.

The third attribute is the zone of proximal development. Vygotsky (1978) pointed out that the zone of proximal development is the area where the most sensitive instruction or guidance should be given. This is the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with capable peers. Ross (1976) described this tutoring process in terms of providing a scaffold that helps a learner solve a problem or perform a task that he/she could not do alone.

## 1.7 Conceptual Framework

A conceptual framework consists of concepts that are placed within a logical and sequential design (Musabila and Nalaila, 2013). It is based on precise concepts and propositions derived from empirical observation and perception. It is important to have a conceptual framework because it gives direction to the presentation of research questions. The conceptual framework will also guide the presentation of the findings.

```
                      ┌─────────────────────────┐
                      │     Overenrolled class   │
                      └─────────────────────────┘
                                  │
                                  ▼
                      ┌─────────────────────────┐
                      │        Strategies        │
                      └─────────────────────────┘
          ┌──────────┬──────────┬──────────┬──────────┐
          ▼          ▼          ▼                     ▼
  ┌──────────────┐ ┌─────────┐ ┌────────────┐ ┌──────────────┐
  │Class         │ │ Methods │ │ Assessment │ │Classroom     │
  │management    │ │         │ │            │ │space         │
  └──────────────┘ └─────────┘ └────────────┘ └──────────────┘
          │          │          │                     │
          └──────────┼──────────┼─────────────────────┘
                     ▼          ▼
                ┌──────────────────┐
          ─────▶│  Likely results  │◀─────
                └──────────────────┘
                         │
                         ▼
                ┌──────────────────┐
                │ Enhanced learning│
                └──────────────────┘
```
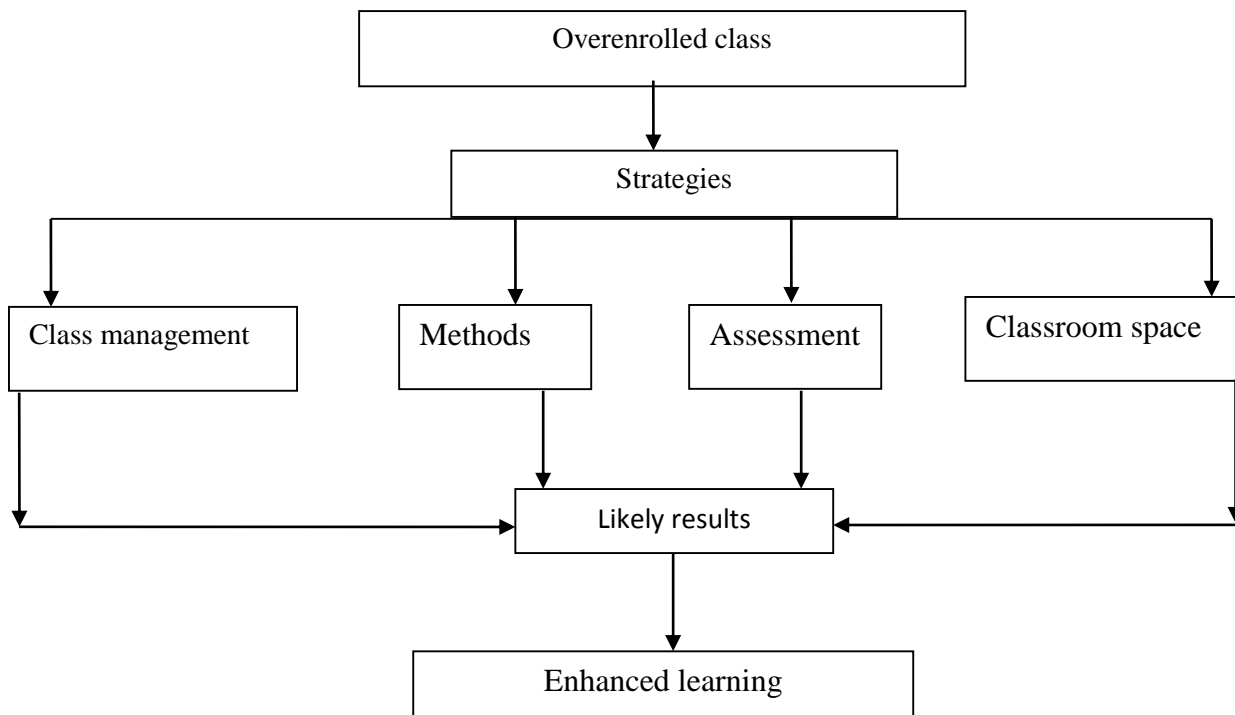
Figure 1.1: Conceptual Framework.

Over enrolled classes need to have strategies in order for teaching and learning to take place. These are strategies in classroom management, methods used, assessment and how classroom space is organised. The likely results, with these strategies in place is enhanced teaching and learning.

## 1.8 Significance of the study

It was hoped that this study will generate information on teaching strategies that teachers can use in order to cope with over enrolled classes in order to teach in a more effective manner. It was further anticipated that the findings of this study could provide insights to the education standard officers, head teachers and heads of departments on what strategies they could expect to find teachers using in classes when they are monitoring. And it could also help them to advice teachers

who are not aware of these strategies to start using them in order to enhance teaching and learning. Colleges of Education and universities in Zambia may also benefit because they could include these strategies in their curriculum.

## 1.9 Delimitations

Creswell (1994) explained that delimitation is used to address how the study is narrowed in scope. Kafue district has eleven (11) secondary schools, of which, one is grant aided, four are in the outskirts, two are private schools and four are public schools located in Kafue central. The study was limited only to teachers from four secondary schools which are located in Kafue central. This was because this is where over enrolment is mostly experienced and teachers are the ones who are directly involved in teaching.

## 1.10 Operational Definition of terms

*Class size*: The number of learners in a class

*Over-enrolled classes:* More pupils than what a teacher can handle effectively in a class.

*Over-crowded classes:* Too many pupils in one class which results in failing to have free movements.

## Summary

In  this chapter the researcher stated the background where the foundation basis of the study was exposed. The researcher also outlined the importance of education and explained the reasons why education is taken seriously by different countries. The theoretical and conceptual frameworks that were being used in the study have been explained and finally the significance of the study was given.

**CHAPTER TWO**

**LITERATURE REVIEW**

**Overview**

This chapter contains a review of literature on teachers' coping strategies of teaching overenrolled classes. The purpose of literature review is to gain an understanding of the existing research and debates relevant to a particular topic or area of study. Hambulo (2016) stated that literature review is central to any research study because it provides the logical rules, ideas or beliefs upon which the research is based. The researcher started by reviewing literature on the concept of large classes to see what other scholars said about these classes. Then class sizes in other countries were discussed to establish the average class sizes in different countries of the world, and finally the Zambian situation was brought to light. The advantages and disadvantages of teaching overenrolled classes were outlined and finally the strategies of teaching large classes were discussed too.

**2.2 The Concept of Large Classes**

Stanely and Porter (2002) noted that, large classes are very prevalent in many learning institutions. It is not possible to come up with an optimum class size. There can be no quantitative definition of what constitutes a large class as perceptions of this will vary from context to context (Hayes, 1998). Meanwhile, Ur (1996) proposed that, the exact number does not really matter, what matters is how the teacher sees the class size in a specific situation. Onwu (1999) does not agree with putting a figure when trying to define a large class but said that a large class is one where the majority of characteristics and conditions present themselves as inter-related and collective constraints that impede meaningful teaching and learning. Baker and Westrup (2002) suggested that a large class can be any number of students, which the teacher feels too many to make progress. Todd (2006) explained that, what is taught influences teachers' judgements of the size of classes which later can influence their definition of a class. Kyne (2010) is in agreement who argued on the importance of taking into consideration the nature of a course and the resources and facilities available. This means that it can be possible to meet the needs of 80 learners in a history lesson but may be a big challenge to meet the same number of learners in a science practical lesson. So class size depends on what is being taught.

It appears that there is no commonly accepted definition of a large class in the whole world though a lot of literature has alluded to what could be viewed as a large class. For example, a report from a workshop organised by the University of Queensland (2015) focusing on teaching and learning in higher education held at Can Tho University in Can Tho City in Vietnam indicated that participants who were college students and university teachers could not agree on a single definition of what a large class is. According to Coleman (1989) teachers' perceptions of an ideal, small and large class vary considerably and therefore it may be difficult to define large in terms of numbers. This corresponds with Nolasco and Auther's (1988) view that teachers who are used to small classes of 10 to 15 learners might experience teaching a group of 20 as quite daunting, while others used to teaching large numbers may be relieved when they have a group of only 40 learners. Cahen et al (1983) are of the opinion that large and small classes are relative concepts. It is very important to know what an optimum class is in order to establish what an over enrolled class is. From the above discussion, it is clear that there is no agreed optimum class size globally, the next section will discuss the class sizes in different countries.

## 2.3 Class sizes in other countries

Class size refers to the number of learners that are found in one class at a particular time when the teacher is teaching. The debate of class size has been there for a long time. The origins of this debate has been traced back to ancient Greece. Socrates perhaps the most famous teacher of them all never actually specified an optimum number but kept his classes both exclusive and manageable by limiting them to the rich young men of Anthens. There are different class sizes in the world, they range from seventeen (17) or less to eighty (80) or more in a class. It is very difficult to come up with an ideal class size which can suit all situations and all schools in the world. A lot of studies have shown the relationship between small class size and increase in student achievement although not all researchers agree to this assertion because there are many variables that affect achievement of learners in school. Thus because of this assertion, Tomlinson (1998) stated that for almost the entire twentieth century, the United States of America has been shrinking the average size of its elementary and secondary school classes. Tomlinson (1998) further gave an example, of Florida (USA), where a debate on class size and its effects on teaching and learning process led to the approval of reduction of class size to twenty five (25) students in grade 9 to 12. In South Carolina, it was required that all districts with more than nine thousand (900) students to reduce the size of their language art and mathematics classes in grades 7 to 12 from 28 to 25 pupils per teacher (Tomlinson, 1998). This does not imply that the standard size of classes in the USA is 25. Other states have different class sizes. The Mississippi legislature has

recommended to increase the average class size as a means of saving money. The proposal would increase the average class size in grade 1 to 4 from twenty four (24) to twenty five (25) and 5 to 12 from twenty seven (27) to twenty nine (29) and in the process would save the state $26.2 million (Tomlinson 1998 in Mulenga 2014).

In the United Kingdom, the scenario was not very different in the sense that even there the figures of class sizes were not the same throughout the country. An investigation by BBC Yorkshire found that Brighouse High academy school in west Yorkshire had a year nine (9) maths class where one teacher had forty (46) learners (bbc.co.uk). According to the school census of 2016, there were 17,780 state secondary school children in 2016 being taught in classes with thirty six (36) or more pupils. In England about 90 percent of children who attended state schools were taught in classes with thirty (30) pupils. On average, Japan had forty one (41) pupils per class in mathematics a figure substantially higher than class size in America. Moreover it was larger than class size in the Netherland, which had twenty four (24) and ranked second in maths achievement and also higher than Luxembourg despite having smallest class size of nineteen (19) ranked eighteenth (18) (Mc Knight, et al 1987). Table 1.1 shows some examples of enrolment variations found in developed countries.

Table 2.1 Class sizes in selected countries.

| S/N | SCHOOL SYSTEM OR PROFESSIONAL ASSOCIATION | PRIMARY / ELEMENTARY | SECONDARY |
|-----|-------------------------------------------|----------------------|-----------|
| 1 | England and Wales | 30 (senior classes 40 (Others) | 30 |
| 2 | Scotland | 25 (1 teacher) 30 (2 teachers) 35 (3 teacher) 10 -20 special classes | 30 – 40 20 (practical) |
| 3 | Sweden | 30 | 30 |
| 4 | Denmark | 28 | 24 |
| 5 | United States of America (National Education Association) | 25 | 25 |
| 6 | New SouthWales, Australia (Teacher federation policy) | 30 | 30 20 (Senior) |

SOURCE: Adopted and abridged from Eastcott (2003)

In South Africa like any other country in the African continent, there are significant provincial differences in class sizes. The government of South Africa has put the maximum number of pupils to be in one class at thirty five (35), but the majority of classes exceed this number (Resep, 2016) In certain regions of South Africa for example Western Cape, they have classes which are below

thirty five (35) but within the same province some schools have forty (40). In the Eastern cape and Limpopo classes have more than sixty (60) learners.

In Ghana class sizes vary according to location and type of school. Class sizes in private schools are comparable to rural schools in terms of numbers while class sizes in urban schools are higher. The general trend in Ghana is that of higher class sizes in urban schools and lower class sizes in rural schools (Amphiah, 2008).

The class sizes of different countries are relevant to this study so that they can be compared to the Zambian situation. This is to establish whether over enrolment is a normal trend all over the world or it is just found in Zambia. In the next section, class sizes in Zambia will be discussed.

## 2.4 Class Sizes in Zambia

Most Zambian schools are characterised with large classes. This is because according to Mwanakatwe (1968), Zambia increased enrolment after independence at both primary and secondary level due to huge demand for individual and national development. In this same period the industrialised countries were implementing class reduction, while developing countries were expanding their education systems. This scenario brought about even more difficulties in coming up with a definition for an optimum class size. According to the education act (1966), secondary school classes should be between 35 to 40. In Zambia in 2002, the then president of Zambia, Levy Patrick Mwanawasa announced the introduction of Free basic education which encouraged parents and guardians to take their children to school. According to Ministry of Finance and National Planning (2002), the free basic education policy made it easier for families that could not afford to pay school fees for their children to start sending their children to school.

In 1995, the average secondary school class size at national level was 48.4 (MoE, 1998). This average doesn't mean that all classes had the same number of pupils in class. According to MoE (1998), there is a variation in the average class size according to regions, from a minimum of 40 in western province to a maximum of about 88 in Lusaka and southern provinces. The class sizes tend to be bigger in urban schools.

A survey was conducted by the Ministry of Education at the end of the year 2002 to establish average class sizes. These were the class sizes per province: Central province 71. 8, Copperbelt 46.6, Eastern 66.5, Lusaka 40, Northern province 69.1, North-western 64.6 and Western province 64.2 (MoE, 2006). The survey was conducted at the end of 2002 just after free basic education was introduced. The researcher believes that the numbers kept on increasing in the years that

followed. This, therefore resulted in most classrooms being overcrowded since many of them were designed to seat a recommended class size of not more than forty five pupils in a class (MFNP, 2005). Despite most classes being over enrolled in Zambia especially in urban areas, advantages can be found when teaching these classes. In the next section advantages of overenrolled classes will be discussed.

## 2.5 Advantages of Teaching Overenrolled Classes

Class size has been a hot debate in the education sector for a long time now. The argument among teachers has been on which class size is more beneficial to students, but to date some teachers argue that a larger class size is more beneficial to learners, whereas others may find that a smaller class is more favourable. Large classes bring not only challenges but also opportunities for teachers, as noted by Lewis and Woodward (1988), that it is the teaching methodology rather than class size that contributes best to the efficacy of teaching. Anderson and Weber (1986) identified four classroom needs and these are; discipline, coordination, communication and group resources. The two scholars agreed that these four needs are difficult to meet in large classes but they point out that large classes meet the need of student abilities and resources.

Some scholars like Ur (2000) and Hess (2001) argued that large classes can provide richer human resources and greater opportunities for creativity than smaller classes. This means that when there are more students in a class, there can have more ideas and interesting life experiences. This stimulates the children and enlivens these parts of your lesson. Zhichang (2001), also noticed that more students mean more ideas and therefore, provides more opinions and possibilities.

The dynamics of a large class tend to be improved, incorporating a lively mood with higher energy levels. Students in these classes tend to learn independence and self motivation because teachers do not have time to spend working individually with learners. According to Sandler (1977), learners will learn on their own and develop good study habits which can be used in college and pay off in future.

In large classes, there is more cooperative learning. Pupils tend to learn with others and think for themselves, while group work will be one of the main teaching methods used in large classes and this will make students learn to work well with others. According to Qi and Wangi,(2009), they complement three more advantages in detail by saying that large classes can provide more opportunities for co-students' interaction, foster an atmosphere of cooperation and encourage creativity and innovation. While small classes will struggle when trying to arrange group activities,

11

large classes will find it very easy as this is a great strategy to use in larger groups because learners are likely to find peer learning rewarding. A larger class gives students a larger base in which to interact and socialise.

It is very important that advantages of over enrolled classes are brought to light because the researcher believes that these can help to come up with strategies of over enrolled classes. Some of the advantages mentioned above can be turned into teaching strategies which can help enhance teaching and learning. The next section will discuss the disadvantages of over enrolled classes.

## 2.6 Disadvantages of Overenrolled Classes

Class sizes have many effects on students' engagement, behaviour and students' retention. Finn (2003) conceptualised learners' engagement in two forms, that is social and academic engagement. Social engagement show how students interact socially with other learners and the teachers. While academic engagement is the students' attitude towards schooling and learning process. Finn (2003) made a conclusion that when students are placed in smaller classes, they become more engaged both socially and academically. This type of engagement brings increased academic achievement. Over enrolled classes do not allow teachers to engage their students in order to cater for their learners individually. With a smaller number of learners, teachers are able to pay closer attention to all learners, thereby holding them accountable for participation rather than ignoring those that are passive (Blatchford and Mortimore, 1994). Fisher et all (1980) also stated that the bigger the group size the lesser the opportunity for substantaitive teacher-pupil interactions especially through monitoring and feedback .As a result, the teacher may not come to understand each learner's capabilities and incapabilities which can help in structuring the teaching and learning materials for meaningful learning (Ausubel, 1963). If the teacher is not able to monitor all the learners, it means some learner may not pay attention because they feel neglected. Garner and Bing (1973) agreed with the assertion that many learners may feel neglected and subsequently display negative attitudes to learning.

Learners' attention in class assignments also said to be affected by class size. Research has shown that learners tend to spend less time on class assignments when in large classes (Blatchford and Moretimore, 1994). Furthermore, in addition to spending time on schoolwork, learners in smaller classes tend to participate more than those in large classes (Cahen in Cooper 1998).

In an overcrowded class a teacher may be hampered from teaching effectively because there will be inattention and poor discipline on the part of pupils (Flaunders 1967). Overcrowding in class

according to Byrne (1975) lead to inattention, poor discipline and lecture methods instead of pupil-centred integrated work.  This means the less able learners will not be able to grasp the taught material (Garner and Bing 1973). If some learners are not able to grasp what is taught, then their performance will not be good. Trathen (1960) discovered that large classes were difficult to handle in terms of classroom management, resulting in an un conducive classroom environment.

Wilson (2006) further stated that teaching in overcrowded classes, does not cover all topics a in most school subjects.  The effects of large classes on students' performance has been researched in various fields, Mckechie (1990) has come up with a conclusion that  discussion time becomes fragmented among students in large classes and teaching may rely on the lecture method. Mckechie (1990) further said that teachers may give less written work and may find it difficult to know each student personally. Also teachers were not able to give adequate assignments to the pupils as they could not cope with the marking and teaching work load (UNESCO, 2005).  Written work is very important to the teacher because it gives him feedback on the teaching and learning process.  Furthermore, Whitsitt (1955) found out that there are fewer classroom activities that occur in large classes of 34 pupils or more. It is important to know the disadvantages of teaching over enrolled classes because this can be the beginning point of looking for strategies to overcome them.  Over enrolled classes can be problematic when it comes to teaching, it is important to have strategies to help teach these classes and so the next section will discuss the strategie  of teaching over enrolled classes.

## 2.7 Strategies of Teaching Over – Enrolled Classes

Research on approaches and strategies of handling over enrolled classes has been done widely. Heever (2000), defined teaching strategies as plans used by teachers to skilfully manage and guide learners in the classroom to become actively involved in acquiring a deep understanding of content while they simultaneously develop and practise critical thinking. This calls for teachers to have good management skills. According to Eggen and Kauchak (1996), it is virtually impossible to be a truly effective teacher without being an effective manager of the class.  Eggen and Kauchak (1996) pointed out that the key facts in effective classroom management are; starting on time, materials, prepared in advance, established routines, proper time management and orderly classrooms. Weber (1986) added that classroom management is a complex set of behaviour that the teacher uses to create and maintain an orderly and disciplined classroom environment in which both teaching and learning can occur.  Thus managing the classroom effectively is essential to

effective instruction and consequently to learner achievement. Class management can be enhanced if the teachers prepare their lessons before going to class.

Teachers need to carefully plan their lessons before going to class. All teachers need to pay careful attention to planning for effective teaching regardless of the size of the class, although it becomes more crucial for large classes (Heever, 2000). It is also clearly explained by Emmer (1997),that poorly planned unimaginative lesson programmes with limited opportunities for learners' involvement in the form of group work activities, seat work activities and assessment activities, on the other hand, are boring and frustrating to learners and create conditions for discipline problems to develop. Well planned lessons with a variety of activities holds learners' attention. Inadequate planning on the other hand, interferes with instruction by causing interruptions, delays and dead time (Emmer 1997). Brooks (1987) remarked that unpreparedness and poor organisation tend to become magnified in a large class.

Brown (1994) stressed that when class size swells and new or difficult information is being taught, it is best to break the class in groups of 15 or 20 pupils. Bennett (1992) also stated that, large classes can be divided into smaller groups of learners where group members are expected to talk, think and work together with peers to accomplish certain predetermined goals. Within these groupings, Brown (1994) suggested that all pupils should be given opportunities to lead the group, thereby ensuring that there will be any number of pupils that can help the teacher lead group based exercises. Group work encourages collaborative learning where more advanced students help weaker students. According to Van Der Horst and McDonald (1977) collaborative learning has the potential to help teachers cope with the teaching of large classes. This approach can be successfully applied in large classes, especially because the interaction of a variety of ideas, opinions, backgrounds, abilities has the potential to stimulate discussion and to develop a learners' capacity to think (Heever, 2000).

Students might not be able to understand the point at once, but with the help of the good students who are helping the weaker ones everybody in the class has a chance to get the point or problem being taught. Although peer tutoring has limited use in teaching higher level conceptual skill, there is documented evidence that it can be successful for improving rote skill such as oral reading, spelling words, reading rate, mathematics facts and vocabulary (Foot, Morgan and Shute 1990). Peer tutoring is one technique that can be used effectively to individualise instruction and provide attention to specific learners.

Long (1977), pointed out that wide range of differences in intelligences, aptitude, mental age, interest, personality and learning styles that are present in a class with a large number of learners have serious implications for methodology. This implies that teachers should consider the individual differences of their students and can't use the same whole class approach every day. Lubisi (1998) encouraged teachers to explore a host of alternative instructional methods and approaches in order to cater for the differences in learner's interests, needs and abilities. This is because all learners can learn and succeed, but not on the same day in the same way ( Spay and Schlebush, 1999).

Because of the large numbers of students in large classes, the teacher may not be able to know each students personally but when the class is divided in groups or pairs, it can give chance to the teacher to be able to move from group to group and talk to different students. Ur (1996) is in agreement when he states that, these methods can also give a teacher time to move from group to group and talk to different students to get to know them which is a very good strategy and helps enhance teacher-pupil interaction. The sitting arrangements for learners should be permanent and should be in such a way that permits teacher to move freely around while learners work in groups. Heever (2000), suggested to assign seats so as to allow teacher to make a sitting chart from which learners' names can be learned quickly.  Wulff, Nyquist and Abbott (1987) observed that getting to know learners' names show that the teacher cares about learners in her classroom and might just motivate passive learners to become actively involved in their learning, thus contributing to a positive learning environment. According to Nolasco and Arther (1988), observation has shown that a teacher's inaccurate use of or failure to use learners' names has a direct relationship to inattention and discipline problems. Calling learners by name gives teacher confidence and is able to identify trouble makers.

Questioning technique is a fundamental tool of teaching a large class. To Socrates, the purpose of teaching was not the pouring in of knowledge, but drawing out and systematising of knowledge in mind of the learner (Duminy , Dreyer and Steyn, 1990). Teachers can also design questions with several acceptable answers rather than ones with only one correct answer, Ur (1996), observed that open–ended cues provide opportunities for responses at various levels.  Another benefit of open-ended questions is that they increase the amount of time students contribute to the lesson and decrease the time monopolised by the teacher. During questioning session, teachers need to give time to pupils to think and construct answers. If teachers can increase the one second of silence which usually follows a question to three seconds or more, students' answers will reflect

more thought, and more students will actively participate in the classroom (Sadker and Sadker, 1986). It is very important to know the strategies that other people have used in handling over enrolled classes because they could also be used in other situations.

## 2.8 Knowledge Gap

As explained in the review of literature, a lot of research has been done on over enrolled classes. Some researchers have done studies on advantages and disadvantages of over enrolled classes. Studies on strategies of teaching over enrolled classes have also been widely done but all the studies have been done in other countries and the little studies that have been done in Zambia concentrated on other parts of the country and not Kafue district. In this case there was need to a research on the coping strategies that teachers use to handle over enrolled classes in Kafue district.

## Summary

Literature was reviewed in this chapter which showed the background of large classes in Zambia. Literature showed that there was no optimum class size, the number of pupils in a class differ from country to country and even within one country, the numbers are different. It has been discovered that, what you call large class in one area may be called small class in another. Studies on advantages, disadvantages and finally strategies of teaching over enrolled classes were reviewed.

# CHAPTER THREE

# METHODOLOGY

## Overview

In this chapter the researcher discussed the methodology that was used to collect data. Research methods are various procedures and schemes used in a research. All the methods that the researcher used during the research were what amounted to research methodology. Rajasekar (2013), explained that research methodology is the procedures by which researchers go about their work of describing, explaining and predicting phenomenon. In this chapter research paradigm, research design, study site, target population, study sample, sampling techniques, research instruments for data collection, data collection procedure, trustworthiness, data analysis as well as ethical considerations were explained.

## 3.1 Research Paradigms

It was very important to explain the underlying philosophical research framework that formed the foundation of this study. According to Creswell and Plano (2011), this framework is either a world view or a paradigm. A paradigm according to Schwandt (2001) is a share world view that represents the beliefs and values in a discipline that guides how problems are solved. Without nominating a paradigm as the first step, there is no basis for subsequent choices regarding methodology, methods and research design (Mackenzie and Knipe, 2006). Punch (2009), suggested that scholars use two main paradigms which are positivism and either interpretativism or constructivism. The two paradigms constructivist and interpretative are related concepts because both of them address understanding the world as other people experience it. On the question of what is reality, the interpretativists believe that it is socially constructed and that there are many intangible realities as there are people constructing them (Creswell, 1994). Reality therefore is in the mind of a person and is constructed as people socialise with each other and nature. It is the way people try to make sense of the world around them. Reality is also limited to the context, individuals or groups.

Qualitative research rests upon the assumptions of interpretativism (Herbert, 1990). Interpretativism is said to be an umbrella term for a range of approaches that reject some of the assumptions held by positivism (Denscombe 2002). The interpretativism is an approach that aims at understanding the world from the research participants' own perspective (Mulenga, 2015). The research was in agreement with the above quotation and hence the use of qualitative approach.

Qualitative research lends itself to describing what is going on with a specific topic, as well as presenting a detailed analysis of a topic as it is in natural setting (Creswell, 2002). It has been stressed that qualitative research methods can provide a deeper understanding of social phenomenon under study. According to (Mulenga, 2015), quantitative inquiry would help answer the research questions of what is going on in a particular activity setting by examining the experiences and views of the subjects under study within a professional activity system. The nature of this study seemed to suit the qualitative approach because it was the experiences of the teachers that were being explored. So in the next section the research design was discussed.

## 3.2 Research Design

A research design is a procedural plan that is adopted by the researcher to answer questions validily, objectively and economically (Kumar, 1996). In this study the researcher used the phenomenological design. As a research method, phenomenology is where the researcher is in a state of doubt. Giorgi (2002) held that the concept of doubt refers to the suspension or suppression of judgement and the positioning of the researcher with regard to the experiences of the studied phenomenon. This suspension of judgement is a mechanism which ensures objectivity during the process of data analysis in a qualitative research. In this research, the researcher placed herself within the qualitative paradigm and set aside all preconceptions, judgements or prejudices towards this particular topic in order to make an objective analysis of the information participants bring to this investigation.

Additionally, it can be argued that qualitative research is underlined by an element closely linked to perception of the studied object. All qualitative investigation describes the richness of content in human complexities (Lichtman, 2006, Denzin, 2011, and Lincoln 2008). Creswell (1998) posits that the best criteria to determine the use of phenomenology is when the research problem requires a profound understanding of human experiences common to a group of people. The members of the group need to be able to articulate their lived experiences. In this study, the teachers are the best people to give their experiences in the classroom and what strategies they use to cope with the over enrolled classes.

## 3.3 Study Site

The Study was conducted in Kafue district in Lusaka province. Kafue district was purposively sampled among the districts in Lusaka because the district is affected by over enrolment. The population of Kafue district has increased steadily and as such the demand for school places has also grown and this has resulted in over enrolment. According to the central statistics office (2012) Lusaka province analytical report shows that the population of Kafue district was 93,544 in 2000 and increased to 120,415 in 2010, and has projected that there will be 160,664 people in 2017.

## 3.4 Target population

The target population is the whole group of people to which researchers want to generalise the conclusions of the study. The target population for a survey is the entire set of units for which the survey data are to be used to make inferences ( Rajasekar, 2013).

The target population for this research were all head teachers, all heads of departments, all the teachers and all the learners in all the secondary schools in Kafue district.

## 3.5 Sample size

Sampling is a way which the researcher uses to choose the subjects in a population. A sample refers to the elements chosen from the population. It is the direct count of the number of samples or observations being made. Best and Khan (2006), defined a sample as a segment of the population that is selected for investigation. Cohen et al (2007) further explained that a sample is a set of respondents or smaller group of the total population under study for the purpose of investigation. There is no fixed number or percentage of subjects that determines an adequate sample (Best and Khan, 2006). Based on this Knowledge the researcher had a total of forty four (44) respondents. This sample was considered adequate for this study because it was considered to have rich information regarding the topic of interest. Creswell (2012), stressed the fact that with purposive sampling, the number of participants in a study is less important than the criteria used to select them.

## 3.6 Sampling Technique

Sampling is the procedure a researcher uses to gather people, places or things to study (Kombo and Tromp, 2006). It is the process of selecting a number of individuals from a population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho and Kombo, 2002 in Kombo and Tromp, 2006). Sampling can also be defined as

the process of obtaining information about the entire population by only examining part of it (Kothari, 2004). The quality of a piece of work stands or falls not only by the appropriateness of methodology and instruments used but also by the suitability of the sampling strategy that has been adopted (Cohen, Morion and Morrison, 2007). Sampling can take two forms, it can either be probability or non-probability sampling.

### 3.6.1 School Head Teachers

In this study non-probability sampling was used to sample Head teachers. Under the non-probability design, the schools and the head teachers were selected using convenient sampling. Four schools were sampled. Convenient sampling is a specific type of non-probability sampling method that relies on data collection from population which are conveniently available to take part. Dornyei (2007), pointed out that the population is selected for the purpose of the study if they meet certain practical criteria, such as geographical proximity, availability at a certain time, easy accessibility or the willingness to volunteer. The researcher selected the schools because they are situated in Kafue urban, the other secondary schools in Kafue urban are private schools which were not part of the target population of the study.

### 3.6.2 Heads of Departments

The Heads of department were selected using purposive non-probability sampling. This was because the researcher knew that the information needed for this research could be obtained from them. Four Heads of departments were sampled per school which will give us a total of sixteen Heads of department. Purposive sampling allows the researcher to select those participants who will provide the richest information, those who are most interesting and those who manifest the characteristics of most interest to the researcher (Best and Khan, 2006). The power of purposive sampling lies in selecting information rich cases for in-depth analysis related to the central theme being studied (Kombo and Tromp, 2006).

### 3.6.3 Teachers

The teachers were selected using snowball sampling. Snowball sampling may simply be defined as a technique for finding research subjects, one subject gives the researcher the name of another subject who in turn provides the name of a third and so on (Spreen 1992). The principle of this sampling method includes the identification of the first respondent by the researcher based on specific reasoning and in their turn will recommend other respondents which will make the object of the research. This process is based on the assumption that a 'bond' or 'link' exists between the initial sample and others in the same target population allowing a series of referrals to be made

within a circle of acquaintances (Berg, 1988). In this study, the researcher asked one head of department to recommend one teacher who can give the information on the coping strategies that teachers use to teach over enrolled classes. After interviewing the first teacher, the researcher asked him/her to recommend a colleague and this went on until the researcher felt satisfied that enough information has been gathered. According to Thomas (1997) using this method, the size of the examined sample is not known in advance.

### 3.6.4 Learners

Learners are a very important part of this research. There are the ones who experience what type teaching is done schools. The learners were sampled using purposive sampling. Learners can give very good information of the subject at hand.

### 3.7 Data collection Instruments

In this research, interviews were used to collect data. In qualitative studies like this one, it is common to use interviews as a way of collecting data. Kothari (2004), states that, interview is a method of collecting data which involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses. There are different types of interviews which includes structured, semi-structured and unstructured interviews. This study used the semi-structured interview.

### 3.7.1Semi Structured Interview for Head teachers, Heads of Department and Teachers

The researcher interviewed head teachers, heads of department and teachers using the semi-structured interview. An interview is when oral questions are asked by the interviewer and oral responses are given by the respondents. This involves one respondent at a time, though sometimes it can be done as group interview. In this study there was one to one interview for head teachers, heads of department and teachers. Semi-structured interview were used so as to give chance to the researcher to probe more where the answers given were not satisfactory. A semi-structured interview does not have a standard format but there is an agenda that is used as a reminder to ensure that all the basic points are covered (Sapford, 2007). Creswell (2012) observed that the advantage of the interview guide is that it ensures that basically the same information is obtained from number of people by covering the same material. This type of interview was used by the researcher because helped get more information by probing more on the coping strategies that teachers use in over-enrolled classes. The interview was conducted where ever the participants preferred.

### 3.7.2 Focus Group Discussion Guide for Learners

Powell, et al. (1996) defined a focus group as a group of individuals selected and assembled by researchers to discuss and comment on, from personal experience about the topic which is the subject of the research. While French et al (2001) explained that group interview are interviews where by several participants are interviewed at the same time and place. The focus group interview allowed the researcher to gain a big amount of information in a shorter period of time, through use of an interview guide.  This saved time for the researcher because answers were obtained at one time.  Patton (2002) recommended this type of interview as most effective when used among participants who have had presumably the same understanding and experience of the phenomenon being studied. The objective of focused group discussion is to get high-quality data in a social context where people could consider their own views in the context of the views of others, and where new ideas and perspectives could be introduced. Unlike the individual interviews, which aim to obtain individual attitudes, beliefs and feelings, focus groups interviews (discussion) bring out a variety of views and emotional processes within a group context.  This study used focus group discussion technique for six (6) learners in each selected schools to explore their views on strategies that teachers use when teaching over enrolled classes.

### 3.7.3 Document Analysis

Documents provide a useful check on information gathered in an interview.  Documents can help the researcher to corroborate the evidence gathered using other tools like interviews.  Weiss (1998) stated that when other techniques fail to resolve a question, documentary evidence can provide a convincing answer.  He further noted that document analysis allows the analyst to become thoroughly familiar with the materials and helps to save on time.  Documents serve as checks and balances to the truth and falsity of the information obtained from interviews.  This study used document analysis.  The documents that were analysed are lesson plans that were used in the previous term, exercise books for learners and class registers.  These were used to compare with the answers that the respondents will gave. The next section discussed trustworthiness of the instruments used in qualitative research.

### 3.7.4 Lesson Observation

Marshall and Rossman (1989) defined observation as the systematic description of events, behaviours and artifacts in the social setting chosen for study. In this study the researcher used class observation.  The researcher sat in class while the lesson was taking place in order to see the

strategies that teachers were using in the overenrolled classes. In this way the researcher would be able to get first hand information.

## 3.8 Trustworthness

This section discussed trustworthiness of the qualitative instruments. A qualitative reseaecher's tools should be geared towards trustworthiness and encompass issues such as credibility, dependability, transferability and conformability ( Sinkovic, Penz and Ghauri 2008). Data was be collected using interviews from administrators.

### 3.8.1 Credibilty

Lincoln and Guba (1984 ), argued that ensuring credibility is one of the most important factors in establishing trustworthiness. In this study credibility was be achieved through triangulation. This was achieved through the use of different methods of data collection. The researcher used personal interviews and class observations. According to Guba, Brewer and Hunter (1989), the use of different methods in concert compensates for their individual limitations and exploit their respective benefits. To verify the details that were given by the participants, the researcher scrutinised the lesson plans that were used in previous lessons. Another attribute to trustworthiness is transferability.

### 3.8.2 Transferability

Since the findings of qualitative research are specific to a small number of particular environment and individuals, it may not be possible to demonstrate that the findings and conclusions are applicable to other situations. Bassey, (1981), noted that in practice, conventional generalisation is never possible as all observations are defined by the specific contexts in which they occur. A contrasting view is offered by Stake and Denscombe (2010) who suggested that although each case may be unique, it is also an example within a broader group and as a result, the prospect of transferability should not be immediately rejected. Bassey (1981), proposed that, if the reader believes that their situation is similar to that described in the study, they may relate the findings to their own position. In this case, the researcher ensured that sufficient contextual information about the site is provided to enable the reader to decide whether to make a transfer or not. The third attribute of trustworthiness is dependability.

### 3.8.3 Dependability

Dependability and credibility are related in that demonstration of the later goes some distance in ensuring the former. Lincoln and Guba (1984 ), stressed the close ties between credibility and

dependability. In order to achieve dependability, the processes within the study were reported in detail, thereby enabling a future researcher to repeat the work if necessary and gain the same results. Such in-depth coverage will enable the reader to the research on the report to develop a through understanding of the methods and their effectiveness. Yet another attribute is conformability.

### 3.8.4 Conformability

Conformability is concerned with the investigator's objectivity. The researcher made sure that as far as possible the work's findings are the result of the experiences and ideas of the informants rather than the characteristics and preferences of the researcher. Triangulation has a role of reducing the effect of researcher bias. Miles and Huberma (1994) consider that a key criterion for conformability is the extent to which the researcher admits his or her own predispositions.

### 3.9 Data collection procedure

The study site were four secondary schools in Kafue district. The researcher obtained a letter of introduction from the University of Zambia which she used to show that she was genuinely a student. The researcher went to each of these schools and sought permission from the authorities to conduct interviews and book for appointments with the Head teacher of each school. A day before the appointment day, the researcher phoned the Head Teacher to remind him about the appointment.

Data was collected using face to face interview from the people who are experiencing over enrolment. During the interview the researcher had a note book and took notes. The interview was also recorded so that she could go back to the conversation in case she is not clear of what she wrote in the note book.

### 3.10 Data analysis

Data analysis in qualitative research is often concurrently or simultaneously done with data collection through interactive, recurve and dynamic processes (Ary, et al 2006). Quantitative data analysis involves attempts to comprehend the phenomenon under study and explain relationships. Cohen et al (2007), said qualitative data involves organising, accounting for and explaining the data; in short making the data in terms of participants' definition of the situation, noting patterns, themes, categories and regularities.

There is no single correct way to analyse and present qualitative data (Cohan et al 2007). Maree (2007), further explained that qualitative analysis is usually based on an interpretative philosophy that is aimed at examining meaningful symbolic content. After collecting data, the researcher read and re-read the data in order to become familiar to it. The recorded data was also listened to several times. This process helped the researcher easily retrieve the data. The researcher began coding and recording the data after familiarising and organising it for easy retrieval. This included the identification of different categories and themes. Patton (1990) stated that, as data is interpreted, particular themes are identified. These themes should be related to the main concerns of the study. Ary et al (2006) further explained that the goal of qualitative coding is not to count but break apart data and rearrange it into categories that facilitate comparisons within and between and to develop theoretical concepts. All units of the same concepts were be placed together in order to develop themes.

The themes were examined thoroughly so that relationships be established. This process further integrates the data and you can begin to make some statements about relationships in the data (Ary et al 2006). Maree (2007), added on and said that when analysing qualitative data, your goal is to summarise what you have seen or heard in terms of common words, phrases, themes or patterns that would aid your understanding and interpretation of that which is emerging. The last step was be categorising the themes according to objectives raised by the study and discussing the information objectively.

### 3.11 Ethical considerations

In every research, it is important for the researcher to consider ethical issues. The ethical issues can determine the quality of the data generated. Dawson (2013) emphasized that all research activity must be carried out in an ethical manner. In this research ethical considerations such as time to spend with participants, risks to the participants, invasion of privacy, confidentiality and reciprocity were addresses to ensure quality of the data that was collected.

### 3.11.1 Time Spent with Participants

The participants were made aware of the time that would be spent with the researcher. This is because data collection can be time consuming and participants can easily be made to feel under pressure, inadequate and invaded (Lankshear and Knobel, 2004). The research design which was used in this study was well designed so as not to waste the participant's time. Mertens (1998) reminded researchers that faulty research is not only a waste of time and money but also cannot be conceived as being ethical.

### 3.11.2 Researcher and Participant Relationship

The researcher was aware of the importance of building a good informal relationship with the respondents. Creswell (2002) stated that the closer the researcher gets to the participants, the higher the chances that the participants would feel freer to express themselves. Mwanza (2017) further stated that, the knowledge produced by such research depends on the social relationship of the interviewer and the interviewee, which rests on the interviewer's ability to create a stage where the subject is free and safe to talk of events recorded for public use. This type of relationship can increase the natural behaviour of participants when they are familiar with the researcher. In this study, the researcher was very careful and built an informal relationship with the respondents so that it was easier to approach them.

### 3.11.3 Confidentiality

Before the researcher started collecting data, the participants were briefed about the purpose of the research. The researcher emphasised the fact that all the information collected would be used for academic purposes. According to Kvale and Brinkman (2009) informed consent entails informing the research participants about the overall purposes of the investigation and the main features of the design as well as of possible risks and benefits from the participants in the research projects. The participants were also be assured of confidentiality. The research participants were informed that whatever information they give would not be disclosed to a third party. If information is obtained in a group setting, issues of confidentiality should be relevant to the whole group (Dawson, 2013). Confidentiality in research implies that data identifying the participants will not be disclosed (Kvale and Brinkman, 2009). A written consent was made by the researcher and the participants agreeing that all confidentiality would be observed and no name would be disclosed at any given time.

### 3.11.4 Reciprocity

As mentioned above, another ethical issue which the researcher considered was reciprocity. According to Glazer (1982) research is best practiced in two ways. The participants should be reciprocated with favours for their goodwill and generosity. But Patton (2002) in Mulenga (2015) emphasised that compensation is discouraged on the ground that it may induce unnecessary favourable responses from participants with a view of pleasing the researcher. To safeguard the quality of data which was collected, the researcher did not promise any money or material compensation to the participants. Instead the researcher emphasised to the participants that the data collected would enhance teaching and learning in over enrolled classes.

**Summary**

The methodology which was used in the study has been discussed in this chapter. The researcher had to come up with the research design to devise a strategy of this study. Data collection procedures were also discussed and the instruments which were used to collect data is semi-structured interview. The last aspect which was considered in this chapter was the ethical considerations.

# CHAPTER FOUR

## FINDINGS

**Overview**

In this chapter the presentation of findings has been done. The information is based on data that was collected through semi-structured interviews, focus group discussion, class observation and document analysis administered to secondary school head teachers, heads of departments, teachers and learners of selected secondary schools in Kafue district. In this chapter the researcher began with a description of the sample which was collected. This started with the demographic details of respondents, which was followed by the presenting of the findings for each research question. A number of themes came up from the data that was collected and these were aligned as answers to the research questions.

**4.1 Demographics of the Respondents**

In this section, the demographics of respondents who took part in this study have been presented. There were four secondary schools where data was collected and there were four categories of respondents; head teachers, heads of department, teachers and learners. Names of participants and the secondary schools selected were not disclosed.

Table 4.1: Demographic Characteristics of respondents

| Demographics | Males | | Females | | Total No of respondents | Total percentage |
|---|---|---|---|---|---|---|
| | f | % | f | % | f | % |
| Headteachers (HT) | 3 | 75 | 1 | 25 | 4 | 100 |
| Head of department (HOD) | 12 | 75 | 4 | 25 | 16 | 100 |
| Teachers | 16 | 66.7 | 8 | 33.7 | 24 | 100 |
| Learners | 12 | 50 | 12 | 50 | 24 | 100 |
| Total | 43 | | 23 | | 68 | |

Table 4.1 shows the frequency and percentage distribution of the participants according to gender. It shows that male head teachers who participated in the research were four representing seventy five (75 ) percent and only one female head teacher representing twenty five (25) percent. The table further shows that the male heads of department were twelve (12) representing seventy five (75) percent and four (4) female heads of department representing twenty five (25) percent. The total number of male teachers were sixteen representing sixty six point seven (66.7) percent and female teachers were eight representing thirty three point seven (33.7) percent. While learners interviewed had fifty (50) percent of each sex.

## 4.2 Findings of Research Questions

The research followed a phenomenological design which is a purely qualitative method design. The research instruments used for different respondents which were mainly semi –structured interview guides had similar questions in line with the study objectives. The research identified themes in relation to the research objectives and the facts given by the study participants.

The findings from all the respondents were presented alongside those findings from class observations and document analysis. The actual words said by respondents were as much as possible used in the description, while some words and phrases were punctuated and para-phrased. Some of the ideas presented were inter-related and could fall into more than one theme.

## 4.3 Research Question One

The first research question was to find out the class management strategies that teachers used in over enrolled classes in Kafue district. This question was very important because a teacher has to make efforts to establish and maintain the classroom as an effective environment for teaching and learning. If the environment is not conducive to learning, the very nature of teaching is lost. The question was as follows;

*What class management strategies did teachers use when teaching over enrolled classes?*

In order to answer this question, it was important for the researcher to find out the maximum number of learners in each classes.

**4.4 Maximum Number of Learners in each Class**

The first question to all the respondents was to find out the maximum number of learners in each class. This question was necessary because it was going to give an understanding of how large the classes are in the district.

When asked about the maximum number of learners in each class, the head teachers gave a range of fifty (50) to one hundred and five (105). For example head teacher A said that;

> *We have one class which has up to one hundred and five (105) learners,*
> *this is a senior class but in most classes we have less.*

At school D, the head teacher also explained that;

> *We have fifty four (54) as the highest class but in most classes there are*
> *between fifty (50) and fifty four (54).*

When this question was asked to other respondents, they all gave different numbers of learners in each class but the numbers were within the range given by the head teachers of fifty (50) to one hundred and five (105). The heads of departments and teachers were only aware of the classes that they taught, that is why they were giving different numbers. The learners echoed the same maximum number to be within the same range of fifty (50) to one hundred and five (105).

The researcher went ahead and analysed some class registers. The registers from different classes were checked and they confirmed that the maximum number of learners in the classes of schools visited ranged from fifty (50) to one hundred and five (105).

**4.5 Determination of maximum number of learners in class**

Based on the research question the respondents were asked how schools determine the number of learners to be in each class. The researcher asked this question in order to find out if the factors that caused over enrolment are avoidable or are unavoidable. When asked how they determine the maximum number to be in each class, the head teachers, heads of departments and teachers indicated that there is a school policy in each school that has been put in place which determines the maximum number to be in each class but for some reasons schools don't adhere to it. Asked why they didn't adhere to their own policy, the respondents were pointing

fingers at each other. For example when asked how they determined the number of learners to be in each class, head teachers C explained that;

> *The Provincial Education Officer gives us the number and names of pupils to enrol at grade ten (10) selection. The number which we are given in most times is higher than the number we want according to our school policy. We also have to accommodate children from the community that have not been selected.*

This view was shared by other head teachers from other schools as indicated from the responses from head teacher B who said that;

> *At grade eight (8) the DEBS office tells us (head teachers) how many pupils to select for each class and the number of classes, but you find that sometimes as a school we don't have enough classrooms to accommodate that number of pupils and so we end up squeezing them in other classes.*

Although this sentiment by head teachers is agreeable by heads of department, they feel head teachers also have a role to play in the determination of the number of learners in each class. For instance HoD 1A explained that;

> *What I know is that the district education board secretary (DEBS) gives us the number at junior secondary and provincial education officer at senior secondary but the head teacher usually ignores this number and adds some more pupils. They (head teachers) have the power to control enrolment.*

This view seemed to have been supported by another head of department from school B who also felt that the head teacher had a hand in the determination of maximum number of learners in each class. In supporting this view head of department 1B contended that;

> *The head teacher just continues to enrol as long as those who come have the qualification and money to pay school fees. The head teacher has no idea of how many pupils are in these classes because if he knew, he wouldn't have gone enrolling up to ninety six (96).*

When asked the same question, some teachers agreed with the heads of departments, others think the deputy head teacher is the one who determines the numbers in class because she is the head of academics. They think the deputy Head teacher is supposed to inform the Head teacher on the numbers in class. In emphasising this point one of the teachers interviewed said as follows;

> *The deputy head teacher is the one who determines, she has continued to allow pupils to be enrolled and enrolled even when she knows the classes are full. If she could give correct information to the Head teacher then the situation would be different.*

Another teacher from school C expressed a similar view when she said that;

> *It is the deputy head teacher who influences the head teacher to enrol and enrol until we have too many children to be able to handle. As head of academics he should be concerned about how to get best results as a school. It is a well known fact that over enrolment is not one of the ways of improving teaching and learning.*

Although seventy five percent (75%) of the head teachers interviewed have failed to follow their own school policy, twenty five percent (25%) are following the school policy strictly. This was indicated by one head teacher from school C who explained that;

> *We are given the number of pupils at selection by either district education board secretary or provincial education officer which in most times is higher than our school policy. But the truth is there is no time when everyone who is selected has reported, so this works to our advantage and lowers the number per class. If any one goes on transfer we don't replace them until we reach the number which we agreed as a school. If you go to class now you will find that the grade eight (8) and ten (10) classes have slightly higher numbers than the other grades but soon or later we will have the correct number which is fifty for junior classes and sixty (60) senior classes..*

From the above the responses, it is seen that the majority of schools in kafue district have a school policy to determine the number of learners to be in each class but that policy is not adhered to.

## 4.6 Class Management Strategies

As already mentioned that this section presents findings based on research question number one which was asked to find out the class management strategies used in teaching over enrolled classes in Kafue district.  In order to answer this question, the researcher asked the same question to Head teachers, Heads of department and teachers. Learners being the direct beneficiaries of these strategies are in a better position to tell what happens in class. So learners were also asked to give their view.  When asked the question the respondents gave several ways which teachers used to manage their classes.

### 4.6.1  Calling Learners by Name

One of the ways of drawing attention from learners for the class to go on without disturbances is by knowing learners by name. According to the respondents, if learners know that the teacher knows them, they realise that the teacher is observant and considers everyone important and this knowledge would compel them to behave well. This is outlined in the head teachers' responses where head teacher A explained that;

> *Teachers should learn pupils' names as soon as possible because if they do that learners would know that the teacher is very observant and would avoid making noise.*

Another head teacher from school C observed that;

> *It is important to know and use pupils' names during class because the pupil will feel recognised and important and this makes him/her behave well in class while the class is going on.*

When asked the same question Heads of department shared the same understanding of calling learners by name. For example HoD 2D emphasised the point when he said that;

> *Calling on a learner by name gives the impression that the teacher cares about them and the pupil can develop a sense of trust and it can make him want to please the teacher by behaving well.*

The above sentiment was echoed by another Head of department from school C who indicated that;

> *Teachers are encouraged to call pupils by name because it communicates respect. You cannot continue calling someone as 'you'. It doesn't show any respect.*

Although all the teachers from the four schools that were interviewed expressed the same view of calling learners by name in different ways, their sentiment seemed to echo what the head teachers and heads of department said. For example teacher 2A stated that;

> *We call pupils by name because calling them by name helps them feel recognised as individuals and this can enhance good behaviour.*

Another teacher from school C pointed out that;

> *Pupils should be called by name if you want them to pay attention to your lesson because not calling pupils by name sends a message that they are not worthy and if they feel unworthy they will misbehave to draw your attention.*

Teacher 2D also repeated the same point by saying that;

> *I call pupils by name because pupils feel that the focus is on them.*

As mentioned earlier in chapter one, part of data collection would be through classroom observation. The aim of the researcher was to observe the teacher in their natural setting in a class which is overenrolled. The researcher wanted to find out what strategies the teacher employed to manage his/her class, the methodologies used and the strategies in assessment.

Most of the classes that the researcher observed found that teachers were able to identify pupils by name in class particularly if they were mischievous or making noise. Some teachers used unvoiced strategies like pointing a finger or a warning glance. When asked why they use such tactics one teacher from school B gave this explanation;

> *This doesn't interrupt lessons, and it also reduces the amount of attention derived from misbehaving.*

**4.6.2 Counselling Learners**

Counselling is another strategy which school head teachers, heads of department and teachers said they used for class management. According to the respondents, counselling learners is very important because it helps learners to enhance listening and social skills. Learners learn to empathise with their peers and develop healthy peer relationship. When learners are counselled they can realise that misbehaving or making noise during class is disturbing to others. This is evident in the head teachers' responses, they indicated that teachers counsel their learners before they start teaching and during lessons. For example head teacher C said that;

> *Pupils should be counselled everyday by their teachers in order to*
> *give a perspective on how to behave in class. A child should know*
> *that now I am in class and this is how I should behave, it shouldn't*
> *be play all the time.*

Another head teacher seem to be in agreement with the above sentiment when she said that;

> *Every morning during registration, the pupils are talked to by their*
> *grade teacher. This helps to shape behaviour and also instil*
> *discipline in the learners. Subject teachers are also encouraged to*
> *talk to learners whenever they think is necessary.*

In all the four schools visited, the participants mentioned that a full time school counsellor is always available to counsel the learners in order to help those with learning and behaviour difficulties. In their response, heads of department brought out similar points. For example one head of department attested that;

> *School counsellors can come in to help other teachers in class*
> *management. Counsellors are responsible for working with*
> *learners who need help managing their behaviour and even*
> *keeping up academically. In this school each class has a forty (40)*
> *minute period per week for counselling.*

Head of department 4A added on to the above point of view and put it very simply by saying that;

*All teachers are counsellors and they should talk to their pupils*
*nicely, only when the problem goes beyond them can they refer to*
*the school counsellor.*

When asked the same question teachers cited counselling as one of the good strategies they used when teaching over enrolled classes. One teacher from school B expressed the importance of counselling when he said that;

*I talk to my class every time I have a lesson with them. Before*
*starting the lesson at least for two minutes I remind them to avoid*
*disturbing the class. This at least helps to maintain some order*
*while you are teaching. I am a grade teacher for grade 10A, and*
*I make sure that I also talk to my class everyday.*

Learners also mentioned that their teachers talk to them almost every day about good behaviour. One learner observed that;

*The teachers are always talking to us about how to behave well in*
*class, but there are some people in class who don't want to follow*
*what the teacher is saying and they will never keep quiet.*

### 4.6.3 Reprimanding Learners

The issue of reprimanding learners also featured remarkably in the responses provided by respondents as one of the strategies for class management. To reprimand is a technique used to reduce inappropriate behaviour. According to the respondents, it is an attempt to decrease behaviour through verbal means, such as talking, reasoning or yelling and it can also be a punishment technique that is useful for decreasing inappropriate behaviour. In over enrolled classes, a certain amount of control which is not too harsh or authoritarian is imperative to maintain if learning is to occur. It is important to develop disciplinary tactics that do not interfere with the normal flow of instruction.

According to the respondents, the verbal reprimand is the most frequently used method of classroom discipline in secondary schools of kafue district. One head teacher from school C clearly explained that;

> *Teachers have the right to punish pupils when it necessary to bring discipline in class. But the punishment should be done after class, though the child should be told immediately that because of their behaviour they would be punished.*

Like the head teachers earlier explained one head of department was in agreement with the head teachers and observed that;

> *Teachers need to be firm with their pupils and reprimand where necessary. They are all trained and qualified and they are the ones in front of these learners and so they should know what to do.*

On reprimanding the learners, the teachers were in agreement with other participants and they indicated the type of punishment which they give to the learners. For example this is what one teacher from school C said;

> *Those who are misbehaving and making noise are brought to sit in front so that they realise that I am watching them.*

Another teacher from school B said that;

> *I isolate learners who misbehave by making them stand throughout the lesson. This makes them behave well in the next lesson.*

Like the other teachers, teacher 4C explained his style of punishment when he said that;

> *I once in a while chase one or two pupils outside the class, this becomes an example to others.*

Apart from what the head teachers, heads of department and teachers said, the learners during focus group discussion, brought some other methods that teachers use to maintain order in class. Some learners seemed to be unhappy about certain methods teachers used to instil discipline in class. This is indicated in the sentiment which one learner from school A when he complained that;

> *Some teachers like the maths teacher beats anyone who disturbs*
> *his class when teaching.  I don't feel good being beaten in front of*
> *everyone. It feels very bad.*

Another learner from school C had a similar sentiment when he explain that;

> *Some teachers use abusive language in trying to control the class.*
> *It is as good as insulting us which is not fair to other who are not*
> *making noise.*

### 4.6.4 Questions during Lesson Presentation

Another common class management strategy which was brought out by the respondents is asking questions during lesson presentation so as to draw the attention. The teacher outlined the fact that when they ask questions during lesson presentation, the learners are bound to pay attention because they can be asked to answer a question any time. This view was mostly expressed by the teachers that were interviewed. One of the teachers noted that;

> *I ask questions during my lesson presentation.  This is because it*
> *makes learners stay focused on the lesson because they might be*
> *called upon to answer questions.*

Teacher 3 from school C explained the importance of asking questions during lesson presentation. He explained that;

> *The learners who are aware that the teacher knows him personally*
> *and could be asked a question at any time is more likely to spend*
> *time listening.*

The section has outlined the class management strategies that teachers used in order to teach the over enrolled classes in Kafue district. This is according to the responses from the participants in the research which included the Head teachers, heads of department, teachers and learners.  The main copying class management strategies found being used by teachers in kafue were calling learners by name, counselling learners, reprimanding learners and asking questions as the lesson was going on.  In the next section the Instructional strategies were outlined.

## 4.7 Research Question Two

In this section the second research question which was to find out the instructional strategies that teachers used to teach over enrolled classes in Kafue district was considered. To this effect the interviewees (head teachers, Heads of department, teachers and learners) were asked to indicate the instructional strategies that the teachers used in the over enrolled classes in Kafue district. The question was as follows;

*What instructional strategies did teachers use to teach over enrolled classes in kafue district?*

### 4.7.1 Instructional Strategies

Teaching is a complex craft. In order for teachers to be effective, they need to understand that learners develop at different rates and that in every classroom there will be a range of student abilities. With this in mind teachers need to use a variety of strategies in order to engage each learner to challenge them to achieve their personal best. When head teachers, heads of department and teachers were asked the instructional strategies that teachers used when teaching over enrolled classes there was a divergent of responses giving different strategies.

### 4.7.2 Teacher expository

Teacher expository is a kind of method that interprets or explains a comprehensive topic or subject. According to the head teachers, the teacher should be completely in charge and should guide the lesson. as indicated from the responses of the head teachers. For instant the head teacher from school C said that;

> *Because of the numbers in class, teachers mostly use whole class*
> *or what they call teacher expository method. In this method, the*
> *teacher as the instructor provides information to the learners in*
> *front without much interaction from the learners except for a few*
> *times when questions are posed.*

What the head teachers said regarding the expository method was confirmed by the Heads of department who indicated that the expository method was one of the commonly used method of teaching when that which must be learnt is not yet known by the learner. Head of department from school C pointed out that;

*One of the most commonly used methods in large classes is the teacher expository method. This type of method takes the form of a lecture recitation to a full-class but it is different from the lecture method because for this method, there are opportunities for practice and feedback.*

This explanation seemed to have been similar with most teachers who mentioned that the expository method was appropriate in large classes when the teacher must achieve content mastery of fundamental facts, rule and action sequence that may be essential to subsequent learning. This view is outlined by teacher 6B when he said that;

*One of the methods I use is expository method. It is very good when you want to introduce new material to the class. I sometimes have to subdivide the material into smaller units before it can be understood by the learner. I find it very conducive especially in our large classes, I achieve more at one time.*

Another teacher expressed similar views but added the fact that there is good interaction between teacher and learners using this method. She said as follows;

*I use expository method, because as a teacher I do a lot of verbal explanation where most pupils are going to benefit from my presentation. This doesn't mean that there is no interaction with our pupils, we interact with our pupils by asking questions to correct pupils errors and we allow them to ask questions.*

The learners during focus group discussion were in agreement with the teachers' views. However some learners pointed out that some teachers don't allow questions to be asked when they are teaching. One learner from school D indicated that;

*Yes they explain to the whole class and they tell us to ask questions only after she has finished explaining.*

While another learner from school A explained how difficult it is to get clarity from teachers when he observed that;

*Yes they explain to us as a whole class but it is difficult to get clarity*
*where you are not clear in some subjects like maths because the*
*teacher will just tell you to go and research.*

In most of the classes observed, there was no evidence of a variety of instructional approaches in the presentation of new materials.  In general the presentation of most teachers was dominated by whole class instruction which requires the same work pace for each individual learner.  The whole class instruction could sometimes be alternated with question and answer method.

In the physics lesson that the researcher observed, the teacher was using only two methods.  He would spend a lot of time explaining in front of the whole class and a few times in between explanation, he would pose a question.  Having observed several classes that were presented in almost the same manner as described above, the researcher asked about the possibility of using group work.  The teachers expressed reluctance to use group work because according to them, it would be difficult to control the class. When asked, one teacher from school A explained that;

*If I have to let these seventy-two (72) pupils work in groups, it*
*would be chaotic and too noisy.  You have seen how difficult it is*
*to control them as a whole class, what more if put in groups.*

The researcher also analysed the lesson plans form some teachers in the sampled schools and discovered that, teacher expository method was one of the mostly used method in teaching the over enrolled classes in Kafue district.

### 4.7.3 Question and Answer

According to the findings, many teachers used question and answer as a teaching method because it enabled the teacher to find out who knows what.  They valued question and answer method as a way to guide development thinking so as to initiate creative problem solving, stimulate discussion and to help  and guide recall of requisites needed for the day's lessons. This is indicated in their responses that they gave to the question.   The head teacher from school A said;

*Teachers use question and answer method as well because*
*questions enable the teacher to make their pupils express what they*

*have understood in the lesson.  In the process of question and*
*answer the teacher can read the pupils' minds.*

The heads of department confirmed the point brought by the head teachers when one of them  said;

*Another strategy is question and answer.  In an over enrolled class,*
*this method is very good because as a teacher you can make contact*
*with your learners and when they are allowed to ask questions, they*
*can find out things which were not clear.*

The  teachers emphasised the point that the head teachers have pointed out that question and answer helps pupils understand where they didn't understand.  This is indicated in  their responses as teacher 3A explained that;

*By means of questioning the teacher is able to test the knowledge*
*of a child so that gaps may be filled in and any misconception can*
*be corrected.*

Teacher 5A also had a similar point of view. She said that;

*Question and answer. Questions develop understanding of the*
*pupils and encourage them to think and reason out matters for*
*themselves. The questions that pupils ask can make the teacher*
*know the level of understanding of that pupils.*

How ever in the focus group discussions, some pupils complained that some teachers didn't want to be asked questions when he was presenting the lesson.  One learner from school A complained that;

*Some teachers refuse to answer any questions when you ask, they*
*will tell to go and research or to ask your friends who have*
*understood. I find it very frustrating because sometimes it is the*
*whole class that has not understood.*

In the classes observed there was clear evidence of the question and answer method being used. This method was very clearly used in English lessons observed especially during composition where the teacher would explain what to do and then would pause and request learners to ask

questions if there was anything that was not clear in the explanation. After the learners' questions are answered, then the teacher would also ask them questions to test their understanding before giving them an exercise.

In the document analysed, most of them indicated that they would use the question and answer method in order to test their learners understanding after the lesson presentation.

**4.7.4 Whole Class Discussion**

Whole class discussion is one of the most commonly used teaching strategies in over enrolled classes. Many teachers say that they support the whole class discussion as a method typically because it provides greater interaction between teacher and learners and among learners themselves. It provides an amount of flexibility in the classroom and can provide feedback to the teacher to see which learners are getting the points correctly and which ones need more attention. This was expressed by the Head teachers in their responses. Head teacher from school B said that;

> *Teachers use whole class discussion as a good teaching strategy*
> *for large classes. I use the word good because when it is*
> *thoughtfully and well facilitated, whole class has the potential of*
> *building a communal understanding in a classroom.*

This observation seemed to have been similar with the reactions of heads of department who said that whole class discussion helps to know whether our learners are getting what is being taught. Head of department 3 from school B said as follows;

> *Another method mostly used is whole class discussion. In this*
> *strategy, we engage our learners in classroom discussion, and*
> *during this time we learn whether the information we have chosen*
> *to impart is being gotten correctly.*

While agreeing with the fact that whole class discussion gives feedback to the teacher, the teachers brought out some points why they use this strategy. This is indicated in what teacher 6 from school D explained when he said that;

> *Whole class discussion can encourage students to learn from one*
> *another and to explain concepts in their own words. This also helps*
> *learners to develop speaking skills.*

Teacher 5 from school C who was in agreement with the above view point attested that;

> *Participation adds interest to the learners, it is hard to maintain*
> *learners' focus and attention when all they hear is my voice. It*
> *helps to hear another voice as well as an answer or another point*
> *of view.*

In the mathematics classes observed the scenario was different in the sense there was an effort to vary instructions. Generally all the three (3) teachers observed from three different schools would use whole class instruction to explain new work and would ask individual learners to come in front and work out a question while explaining the steps taken. The other learners would be asking questions where they are not clear. Other learners were also allowed to help out if the one in front failed to explain. The teacher would then go through the steps again while asking questions.

### 4.7.5 Home work

Home work is another strategy that came out prominently as being used as a teaching methodology in over enrolled classes in kafue district. The respondents explained that when they are unable to finish the work during class time, class exercises are given as home work for them to finish at home. For instance the head teacher from school D explained that;

> *In this school we have a home work policy, this was introduced in*
> *order to help teachers finish their work which could not be*
> *complete during class time. Instead of giving class exercises during*
> *learning time, they can be given as home work.*

The heads of department explained how homework was given in the school. One head of department from school A emphasised that;

> *In order to finish class work, teachers are encouraged to give home*
> *work. Each department was given a mandate to come up with a*
> *schedule on how to give homework to their classes. Again it is*

> *important to check that pupils are not given too much work which*
> *they cannot mange to finish.*

Teacher 4B explained how he feels about the homework policy.  He explained that;

> *Homework is another strategy that has worked very well when*
> *teaching large classes. When you are in class you can just teach*
> *and do the explanations to pupils and then you give them take away*
> *exercises, this saves a lot of time and gives the teacher ample time*
> *to explain for the learners to understand.*

When the researcher analysed the exercises books for learners, it was seen that learners are given home work on certain days.  Learners are supposed to be given only homework from two subjects per day.  This was what was found in all the four schools visited. According to head teacher A this was a district policy, this was outlined clearly when he stated that;

> *Home work policy is a district policy, and it was emphasised at the*
> *CPD meeting that it should be only two subjects to give homework*
> *per day.  This was to avoid over burdening the pupils with school*
> *work at home. Learners need time to rest as well.*

**4.7.6 Note writing**

In information subjects like History, Civics, R.E and commerce, note taking was predominant. The teachers explained why they found this strategy to be very useful in over enrolled classes. Teacher 5A who teaches history explained that;

> *History is purely an information subject, you cannot teach it*
> *without writing notes. You can give exercises at times but notes*
> *should always be given.  When you give notes there are times when*
> *I have to dictate to them especially to senior classes like grades*
> *eleven (11) and twelve (12), this is because it is faster than writing*
> *notes on the board.*

In the commerce and history classes observed, the researcher found out that  the teachers give definitions from text books and do a little bit of explanations and spend a lot of time writing notes on the board or dictating. This was more evident in the history and commerce lessons observed.

### 4.7.7 Demonstration

Demonstration strategy was mainly found in the practical subjects like science and home economics. The teachers explained that in this way pupils are able to see all the steps to be taken and the results expected. For example upon being asked HoD 2A said that;

> *In science we also use demonstration method, this is to make the pupils see the steps to be taken and the results expected. After demonstrating to the pupils, they are then divided in groups. Instead of each individual to do the practical alone they do in groups because we don't have enough materials to go round every one and for the sake of time.*

The researcher was not able to observe any practical science or Home economics lesson because at the time of the research they were just doing theory work. But the researcher had an opportunity to observe a computer studies lesson which is also a practical subject. In this computer lesson observed, the teacher did the demonstration while learners were following step by step. In this lesson peer tutoring is more prominent, three learners shared one computer, this natural grouping was put to good use without moving either the learners or the desks around the classroom. Computer studies is more practical than theory and learners showed each other how to use the computer.

In this section the instructional strategies used by teachers in selected secondary schools in kafue district have been outlined. In the next section the researcher looked at the assessment strategies that teachers use to teach over enrolled classes in kafue district.

### 4.8 Research Question Three

Research question three sought to find out the assessment strategies that teachers used to assess the over enrolled classes in kafue district. The participants were therefore asked to outline and explain the assessment strategies which teachers used when teaching over enrolled classes. The question was as follows;

*What assessment strategies did teachers use when teaching over enrolled classes in kafue district.*

### 4.8.1 Assessment Strategies

Assessment is a key element in any school for effective teaching. Teachers do assessment to confirm and verify that their learners have learned. Assessment and feedback play a very important role in the teaching and learning situation because they help the teacher and learners to check their understanding. In this research, most of the respondents indicated that assessment is given to learners in many different ways according to the number of learners. The respondents indicated that assessment is given according to what the situation dictates. The mostly used type of assessment that the participants mentioned were short class exercises and the mid and end of term tests.

### 4.8.2 Short Class exercises

The responses that the head teachers gave revealed that short class exercises are given in order for the teacher to be able to mark the books before the next class so as to give feed back to the learners. For example when head teacher B was asked, he explained that;

> *Teachers have to give class exercises as a way of assessing, whether you have a hundred pupils in class or more but the strategy is how you give those exercises. They should be exercises that one should be able to mark within a given time and give feedback. I feel this is more effective than the mid term and end of term that we have.*

This understanding of giving short exercises in classes as a way of giving feed back to the learners was shared by the heads of department. This is evident in the response given by HoD 3C when he said that;

> *Our strategy as a department is to give class exercises which are short but which can give good feedback to both the teacher and the learner. The school has also come up with a schedule of testing in the middle of the term and at the end of the term there is what we call end of term tests.*

All the teachers that were asked on the assessment strategies used in over enrolled classes expressed the same view of giving short class exercises. Teacher 2D commented as follows;

> *In mathematics you can't teach without knowing whether pupils*
> *have understood or not because if they haven't, it will affect their*
> *performance in the next topics. So you have to assess every now*
> *and then.  Mathematics is like building blocks where each block*
> *(step) is important for one to proceed to the next step.  So I always*
> *give class exercises though I make them short because of the*
> *numbers, so that I am able to mark the books for every one.  Mid*
> *term tests and end of term tests are compulsory at this school.*

This view was made stronger when another teacher commented that;

> *I give short class exercises almost every day and I also give*
> *exercises at the end of the topic.  We also have compulsory mid*
> *term tests and end of term tests.*

In the focus group discussion this was cemented when the learners were asked if they write exercises during class time. One pupil from school agreed that they write short exercises and B explained that;

> *Yes we do write exercises, especially in mathematics and English*
> *it is almost everyday, the only problem is that sometimes the*
> *books don't come back to us quickly.*

### 4.8.3 Mid – Term and end of Term Tests

The learners also were in agreement with other respondents about the mid term and end of term tests. When the learners were asked how many test they write each  term, one pupil from school B stated that;

> *It depends on the teacher, for example in science, at the end of*
> *each topic we write a revision test.  We also write mid – term tests*
> *in all subjects and at the end of the term we write end of term*
> *tests.*

In this section the researcher outlined the assessment strategies that teachers used in teaching over enrolled classes in kafue district.  This is according to the participants who took part in the research.

## 4.9 Research question Four

In this section the researcher wanted to find out from the head teachers, heads of department and learners the successes the schools have achieved despite over enrolment. The question was as follows;

> *What successes have you recorded as a school regardless of over enrolment.*

Before answering question four the researcher found it important to find out if the schools had agreed to use the above strategies and she also wanted to find out how schools ensured that these strategies were used by everyone in the school. The question was only asked to the head of department because they are directly involved in teaching and supervising teachers. Question 9 on the heads of department interview schedule was finding out if the school agreed to use these strategies. The heads of department explained that the agreement to use the strategies were made in departments during the continues professional development (CPD) meetings that those were the best strategies to be used. For example upon being asked Hod 4 from school C stated that;

> *These strategies are departmental, we do sit as a department and agree which methods are suitable in our subjects. For example, certain methods that we use in social science cannot be used in mathematics, you cannot write notes in maths. So these should be agreed upon in departments.*

HOD 1 from school A was in agreement with the head of department from school C when he said that;

> *Yes these strategies are agreed upon during the time we have CPD meetings. Lesson demonstrations are done during these meetings and as a group we choose which strategies work better.*

Another head of department from School B added on to say they also have lesson study circle to agree on a certain strategy. In his explanation he said that;

> *We also have lesson study cycle where teachers will sit together and prepare a lesson and one of them teach that lesson while others are watching. This helps in coming up with the best strategy of teaching that lesson.*

For any programme that is put in place, it is important to find out if it is working well or not so that changes can be made if necessary. In this case the researcher endeavoured to find out how the authorities made sure that the agreed upon strategies were put in practice by the teachers. This was question 10 which was asked to the heads of department how they ensured that the strategies agreed upon were being followed. The study revealed that there was intensive monitoring in these schools. For instance HoD 3 from school C stated that;

> *We do internal monitoring, the deputy head teacher and section heads also help in monitoring. Grade teachers are also mandated to find out from their pupils if they are learning well.*

Another HoD from school D also mention that;

> *We do a lot of monitoring, with the help of section heads. Home work given to learners is checked against the schedule given, even pupils' exercise books are checked to make sure they are given home work.*

### 4.9.1 Successes Recorded

The researcher has been finding out the coping strategies that teachers used to teach over enrolled classes in Kafue district. In this vein the researcher deemed it necessary to find out the successes that have been recorded amidst the over enrolment in the selected secondary schools in Kafue district. According to the participants in the research, the biggest success recorded is the fact that school final results have been improving and that the result are always above fifty percent pass (50%). When the question was asked directly to them, the head teacher from school B explained that;

> *We always score above the provincial pass percentage at both grade twelve and grade nine final exam. And if you check our results from 2016 to last year 2017 the pass percentage has been increasing.*

The above point was supported by HoD 3 from the same school who said that;

> *The grade nine results are always above ninety percent (90%) and grade twelve is always above sixty percent (60%) pa*

Teacher 3 from school D explained that;

> *This school had its first grade twelve (12) in 2016 and the pass*
> *percentage has been increasing from 2016 to 2017. Even at grade*
> *nine (9) the trend has been the same.*

But teacher 5 from school C seemed to be trying to find an excuse for the results which didn't seem good. She said as follows;

> *Our school final results are good except they are affected by the*
> *afternoon classes which bring the pass percentage down. The*
> *afternoon classes are not doing very well but they have to be*
> *analysed together with the internal pupils, which brings the pass*
> *rate down.*

The learners were also asked in their focus group discussion if they knew any pupils from their school who has been accepted to any university. This is indicated in the response that one pupil gave when she explained that;

> *Yes I know some pupils who have gone to the university of Zambia,*
> *but I don't know the exact number. They should be many others*
> *who have gone to other universities.*

A learner from school D said that;

> *Yes there are some pupils who I know have been accepted to the*
> *university, one of them is the sister to my friend.*

As mentioned earlier in chapter three that document analysis would be used as one of the data collection instrument. At the end of the interviews and focus group discussion, the researcher went ahead and collected the results analyses for both grades nine (9) and twelve (12) of each of the school for the past two years as a way of triangulation the responses that the respondents gave on research question four which asked for the successes recorded by the schools regardless of over enrolment. The researcher could not get results for more than two years because two of the school had their first grade twelve final results in 2016. One school could not give the full analysis but only managed to give the overall pass percentage. Below are the results of the four selected secondary schools.

Table 4.2 School A Grade Nine (9) Results Analysis

| Year | Overall pass % |
|------|----------------|
| 2017 | 58 |
| 2016 | 56 |

Source: Guidance and Counselling office;  CG NK 3

Table 4.2 show grade nine (9) results analysis for school A.  The school could not give the researcher the number of learner who sat for the examination but had only the overall pass percentages.   The results show that the grade nine end of year results increased by two (2) % from 2016 to 2017

Table 4.3 School A Grade Twelve (12) Results Analysis

| Year | Overall pass % |
|------|----------------|
| 2017 | 82 |
| 2016 | 64 |

Source: Guidance and Counselling office; CG NK 3

Table 4.3 show the grade twelve (12) final results for 2016 and 2017.  The results show that the pass rate increased by 18% from sixty four (64) to eighty two (82) percent.

Table 4.4  School B Grade Nine (9) Results Analysis

| Year | No entered | | No sat | | No passed | | No absent | | Passed by gender | | Over all pass % |
|------|----|----|----|----|----|----|----|----|----|----|----------------|
| | B | G | B | G | B | G | B | G | B | G | |
| 2017 | 61 | 90 | 57 | 86 | 53 | 78 | 4 | 4 | 93 | 91 | 92 |
| 2016 | 70 | 67 | 65 | 59 | 62 | 53 | 5 | 8 | 95 | 88 | 92 |

Source: Guidance and Counselling office; KD CG 3

Table 4.4 shows the grade nine (9) results analysis for school B for the years 2016 and 2017.  The analysis show that the results are stagnant but above 90% pass.

Table 4.5 School B Grade Twelve (12) Results Analysis

| Year | No entered | No. Sat | No. Passed | No. Absent | Pass % |
|------|-----------|---------|-----------|-----------|--------|
| 2017 | 463 | 454 | 282 | 9 | 62.1 |
| 2016 | 431 | 424 | 265 | 6 | 62.5 |

Source: Guidance and Counselling office; KD CG 3

Table 4.5 shows grade twelve (12) results analysis for school B for the years 2016 and 2017. The results show that for grade twelve (12) for school B have reduced by 0.4% from 2016 to 2017.

Table 4.6 School C Grade Nine (9)  Results Analysis

| Year | No entered | No sat | No passed | No absent | Pass % |
|------|-----------|--------|-----------|-----------|--------|
| 2017 | 150 | 150 | 139 | - | 93 |
| 2016 | 195 | 191 | 167 | 04 | 87.4 |

Source: Guidance and Counselling and office; CG NBS 4

Table 4.6 shows the grade nine (9) results for school C for the years 2016 and 2017.  The results show an increase in pass rate of 5.6 from 2016 to 2017

Table 4.7 School C Grade Twelve (12) Results Analysis

| Year | No entered | No sat | No passed | No absent | Pass % |
|------|-----------|--------|-----------|-----------|--------|
| 2017 | 658 | 651 | 379 | 7 | 58.22 |
| 2016 | 701 | 690 | 430 | 11 | 62.3 |

Source; Guidance and Counselling office; CG NBS 4

Table 4.7 Show the grade twelve (12) results analysis for school C for the years 2016 and 2017. The results show a decrease in the pass rate of 4.08 from 2016 to 2017

Table 4.8 School D Grade Nine (9) Results Analysis

| Year | No entered | No sat | No passed | No absent | Pass % |
|------|-----------|--------|-----------|-----------|--------|
| 2017 | 178 | 168 | 114 | 10 | 68 |
| 2016 | | | | | |

Source: Guidance and Counselling office; SHK 4

Table 4.8 shows the grade nine results analysis for the years 2017.  The counselling and guidance teacher at this school could not avail the researcher with the results for 2016.

Table 4.9 School D Grade Twelve (12) Results Analysis

| Year | No entered | No sat | No passed | No absent | Pass % |
|------|-----------|--------|-----------|-----------|--------|
| 2017 | 128 | 126 | 93 | 02 | 74 |
| 2016 | 180 | 179 | 123 | 01 | 56 |

Source: Guidance and Counselling office; SHK 4

Table 4.9 shows the grade twelve (12) results analysis for school D for the years 2016 and 2017. The results show an increase in pass rate of 18% from 2016 to 2017.

The results analysis show that seventy five percent (75%)  of the schools' pass rate was either stagnant or increasing although in most cases the increase is very minimal. One school shows that the results for grade pass rate is decreasing.

**Summary**

The researcher in this chapter presented and analysed the findings from the data that was collected. The data was mainly collected through semi –structured interview, focus group discussion, class observation and document analysis.  The analysis began with analysing the  demographics of the respondents before analysing the responses from the research questions. The analysis was done thematically with four main themes emerging which had several sub-themes.

# CHAPTER FIVE

## DISCUSSION OF FINDINGS

**Overview**

In the previous chapter, the findings of this study have been presented. In this chapter the study findings are discussed. The discussions have been done under the themes which were derived from the study objectives which also form the conceptual frame work.

The discussions were based on the findings presented in chapter four as well as the theoretical framework guiding this study and other related literature in chapter two. The findings were discussed with special reference to the results obtained from interviews, focus group discussion, class observation and document analysis. In the first section, class management strategies are discussed. In the second section, instructional strategies are discussed and the third section the discussion was on the assessment strategies. Then the fourth section dwelled on the successes that schools have recorded despite over enrolment in schools. The researcher has made an effort to reflect, validate and broaden current knowledge in coping teaching strategies that teachers used in teaching over enrolled classes. This helped the researcher to interpret and outline what the findings meant to the study.

## 5.1 Teaching Strategies

Most schools in Kafue district were characterised by over enrolled classes. This is because according to Mwanakatwe (1968), Zambia increased enrolment after independence due to huge demand for individual and national development. In 2002 free basic education was introduced which made it easier for every parent to send their children to school. Ministry of finance and national planning (2000), stated that, this therefore resulted in most classrooms being over crowded. Adding to this view, Stanely and Porter noted that, large classes are very prevalent in many learning institutions.

It was clear from the findings of this study that classes in Kafue district were over enrolled. As can be noted from the findings of this study, the Head teachers interviewed confirmed that classes in Kafue district were over enrolled. Similarly all the other respondents interviewed indicated that Kafue district had, instead of the acceptable forty five (45) per class, the classes were as big as one hundred and five (105) in some cases. This is in contradiction with the education Act (1966) which stipulated classes to be between thirty five (35) to forty five (45).

It was vital therefore for the study to establish what coping teaching strategies that teachers used when teaching over enrolled classed because it is known that, in order to enhance teaching and learning, teachers involved in teaching over enrolled classes have to find ways and means to make teaching and learning effective. The success of any education depends on how the practitioners namely the teachers in this case accepted the mandated policy and adopted the desired practices (Brain, et all 2006). This only becomes a reality if the teachers found and used coping strategies to teach the over enrolled classes. Heaver (2000), defined teaching strategies as plans used by the teacher to skilfully manage and guide learners in the classroom to become actually involved in acquiring a deep understanding of content while the simultaneously develop and practice critical thinking. It is important that teachers should assume a leading role in enhancing teaching and learning. Teachers understand that learners develop at different rate and that in every classroom there will be a range of students' abilities and aptitudes. It is generally recognised that teaching strategies are multidimensional, and that, how well they work depends on the context in which they are applied. There is no single strategy that can guarantee better student outcomes. The study has shown that teachers in Kafue district strived to motivate and engage all their pupils in learning. Most of the respondents in the study have indicated that teachers in Kafue district had certain coping strategies that they used to teach over enrolled classes and the main themes that emerged were class management strategies, instructional strategies, assessment strategies and successes.

## 5.2 Class Management Strategies

The first research question of this study was to find out the class management strategies that teachers used to teach over enrolled classes in Kafue district. This was in view of trying to find out the coping teaching strategies that teachers used to teach over enrolled classes in Kafue district. Weber (1986), explained that classroom management is a complex set of behaviour that the teacher uses to create and maintain an orderly and disciplined classroom environment in which both teaching and learning can occur. Discipline problems in the classroom have the possibility to hinder rather than facilitate effective and efficient teaching and learning in large classes and that preventive measures should be put in place to prevent misconduct, thus ensuring that teaching and learning take place undisturbed.

It is in this vein that the researcher wanted to find out the class management strategies that teachers used to teach over enrolled classes. Head teachers, heads of departments, teachers and learners were asked to give the classroom management strategies that teachers used when teaching over ever enrolled classes. Information from respondents reviewed that there were several classroom

management strategies that teachers used when teaching over enrolled classes which included calling learners by name, counselling, reprimanding learners and asking questions while presenting the lesson.

From the findings, it was revealed that one of the classroom management strategies that teachers used when teaching over enrolled classes was calling learners by name. The Head teachers, Heads of department and teachers explained that it was important for them to know learners by name because it helped learners feel recognised as individuals and gave an impression that the teacher cared about them and because of that the learners could be compounded to comply and behave well in class. This is in conformity with Nolasco and Arthur (1988) who observed that a teacher's inaccurate use of or failure to use learners' names has a direct relationship to inattention and discipline problems. Knowing learners' names allows the teacher to call upon the learners with confidence and this helps in making learners more attentive and less troublesome.

As mentioned earlier in chapter three of this study that one of the ways that data will be collected is through class observation. In most of the classes the researcher observed, teachers were able to identify learners by name.

The need for guidance and counselling services in schools cannot be over emphasised. This is especially important for pupils in secondary schools who spend most of their time away from home. Counselling is one of the classroom management strategies that respondents said teachers used to control behaviour while teaching over enrolled classes. Counselling is important for learners and schools have a huge role in bringing the best in children. Teachers must therefore play a role of parents in order to help pupils shape their lives. Through counselling learners can get advice on how to manage and deal with emotional conflict and personal problems and this can result in learning how to live in peace and harmony with others in school. This is in line with Gerler (1985) who reported that school counselling services positively influence the affective, behavioural and interpersonal domains of children's lives and as a result affect student's achievement positively.

Head teachers, heads of department and teachers all attested to the importance of counselling learners in school in order to get desired behaviour and good performance. The head teachers who participated in this study explained that learners were counselled every morning by their grade teachers in order to shape behaviour and instil discipline in them. Some heads of departments also mentioned that schools have school counsellors who are employed by the government and that these counsellors helped in counselling learners especially those who needed help managing

their behaviour and keeping up academically. Most learners in the focus group discussion agreed with what the head teachers and heads of departments said that they are talked to every morning by their grade teachers.

From the findings it was revealed that reprimanding learners is one of the strategies used by teachers in over enrolled classes. It is important to note that no discipline tactic works for all students all the time. The purpose of reprimanding learners is to confront the student, identify the problem, produce a means to correct it and lay groundwork for possible escalation of penalty if the misbehaviour continued.

The head teachers who took part in the study approved punishment to be given to the learners whenever it was necessary to bring discipline to the class. The head teachers said that the teachers have the right to punish pupils when it was necessary to bring discipline in class. They went ahead and explained that, it was important however to let the pupils know why they were being punished. This observation by head teachers was evidenced by the teachers during class time when the researcher did class observation.

When the teachers were interviewed they gave details of the type of punishment that they used to instil discipline when teaching over enrolled classes. Teachers explained that they asked the offender sit in front so that he/she was aware that the teacher was watching him/her. Some teachers asked naughty pupils stand throughout the lesson. While some teachers once in a while would chase learners out of class if they continued misbehaving.

However, when learners were talked to, they didn't seem impressed with some of the ways that teachers used to reprimand them. The learners explained that some teachers beat them if they misbehaved during class while other learners explained that some teachers used abusive language. This is contrary to the United Nations Convention for human rights which prohibits any form of violations against children, including corporal punishment. Beating and using abusive language to learners is traumatising to learners and can negatively affect their academic performance. This type of punishment harms learners physically, psychologically and academically.

Asking questions during lesson presentations draws learners' attention to the lesson. Learners become alert and listen to the teacher's presentation because they expect to be asked to answer a question at any time.

The teachers who were interviewed revealed that they asked questions during lesson presentation because learners stayed focused knowing that they might be called upon to answer a question at

any time. They also explained that when learners were aware that the teacher knew them personally and could be asked to answer a question any time, they were more likely to spend time listening. According to some teachers this tactic also helped the teacher to know if the learners were following what was being taught. Study findings show that teachers used this method to teach over enrolled classes in Kafue district.

## 5.3 Instructional Strategies

The second research question was to find out the instructional strategies that teachers used when teaching over enrolled classes in Kafue district. Large class sizes increase teacher learner ratio and can make teaching ineffective. Long (1977), pointed out that wide range of differences in intelligences, aptitude, mental age, interest, personality and learning styles that are present in a class with a large number of learners have serious implications for methodology. In such a case teachers need to come up with strategies to use when teaching so that every pupil is catered for. This is the reason why Lubisi (1998) encouraged teachers to explore a host of alternative instructional methods and approaches in order to cater for differences in learners' interests, needs and abilities. For this reason the researcher wanted to find out what instructional strategies teachers used to teach over enrolled classes to make teaching and learning effective.

The study revealed that over enrolment limits teaching methods which becomes boring to both the teacher and the learner. It affects certain teaching methods like group work. In this research, the respondents outlined the instructional strategies that the teachers used to teach over enrolled classes in Kafue district as Teacher expository, Question and Answer, Whole Class Discussion, Home work, Note writing and Demonstration.

According to Ulit (2004), in expository strategy, the teacher is the information giver. This means that this method is a way of teaching in which the teacher provides information upfront without much interaction from the student's side. This method is very common and mostly used in large classes where other methods like group work are not practical and when that is which must be learnt is not yet known or out reach of the learners. According to the study findings from the class observations that the researcher did, teacher expository method was used in most classes especially when new material was being introduced. The head teachers explained that in most classes expository was used by most teachers because it provided information to every learner in class at once. One teacher explained that it takes the form of lecture method where the teacher does a lot of talking, but for this method there are chances for questions from both teacher and learner and

this gives an opportunity for feedback. Another teacher went on to say that if the information is too much, it can be divided into smaller units for better understanding. The head teachers, heads of department and teachers all agreed that this method was conducive for over enrolled classes where other methods cannot be used. This method was also seen in the lesson plans from teachers being indicated as one of the methods being used in most of the lessons.

However despite learners being agreeable that teachers could stand in front and explain to the whole class, especially when the material being learnt was new, they still found it difficult to get clarity in what they were learning because they were few chances of asking question

Question and answer method is one method which enabled the teacher to test the knowledge of the learners so that if there were any gaps in knowledge they could be treated. This is in line with Hall (2007), who said that questioning is the key means by which teachers find out what pupils already know, identify gaps in knowledge and understanding and scaffold the development of their understanding to enable them close the gap between what they currently knew and the learning goals.

The findings in this research revealed that head teachers recommended teachers to use question and answer method because it enabled the teacher to make learners express what they have understood in the lesson. The heads of departments were also in agreement with the head teachers when one of them said that this method was used so much by teachers in over enrolled classes because as a teacher, one could make contact with their learners and clear the misconception about certain knowledge. Teachers used this method because they knew  questions developed understanding of learners and encouraged them to think and reason out matter for themselves. The questions that learner asked could make the teacher know the level of understanding of that learner.

In the classes observed and document analysed there was clear evidence of the question and answer method being used.

Wiest (2008) pointed out that using whole class discussion, students develop an understanding of concepts when they talk about it and listen to others and observe a variety of presentations. Apart from that, discussion adds interest and make learners focus on the lesson. It is more interesting for learners to hear other voices than just one voice all the time. The study thus established that when the whole class discussion is used thoughtfully and well facilitated, it has the potential of building a communal understanding in a class. The heads of department pointed out that as learners discussed, the teacher was able to know whether the learners had the correct concepts or

not. The study further revealed that participation added interest to the learning and that the learners are able to focus and be attentive.

The learners also revealed that they did discussion amongst themselves in certain subjects. It was also clear from the class observation made by the researcher that the whole class discussion method was being used to teach over enrolled classes in Kafue district.

The study established that homework was one of the strategies used when teaching over enrolled classes in Kafue district. All the head teachers and heads of departments talked to, confirmed that the schools were implementing the home work policy, the policy was put in place in order to help teachers finish their work which could not be completed during class time. Some teachers explained that, with homework policy in place teachers could have enough time to teach and explain concepts to the learners and gave learners take away exercises. However the head teachers and heads of departments pointed out that learners could only be given homework from two subjects per day to avoid over burdening them with school work at home. This was the district policy and each department in the school was mandated to come up with a schedule for homework.

The exercise books which were analysed by the researcher confirmed that they were having some home work given every week. The learners also confirmed about the homework schedule.

Note writing provides students with direction, keeps them organised and helps keep up with the studies. Note writing is a great way to record what has been learnt and help learners identify the important concepts. Findings from this study suggest that note writing for certain subjects was important and cannot be done away with. From the responses got from some teachers especially from the social science department, they indicated that some information subjects can't be taught without writing notes. For subjects like history and commerce, learners need to keep a record of the material they have learned because it is bulk and it can't be remembered by heart. The findings in the study further revealed that sometimes these notes were given through dictation especially for senior classes like grades eleven (11) and twelve (12) in order to save time of writing on the board.

The study results indicated that demonstration method is mostly used in the practical subjects like science, home economics and computer studies. The heads of departments' responses further indicated that demonstration was done in order to let learners see step by step and the results to be expected in the experiment. In over enrolled classes, the learners did the experiment is groups and not individually because of lack of enough learning materials and lack of enough time. The study

findings also established that in computer lessons they used peer tutoring, three or four pupils shared one computer and explained to each other how to work with the computer that was after the teacher has demonstrated.

## 5.4 Assessment Strategies

Ioannou (2003) defined assessment as a general term which includes all methods used to gather information about children's knowledge, ability understanding, attitudes and motivation. Teachers need to closely monitor each of their learner's achievements through assessment. This is in order to provide every learner with regular feedback on their performance and this gives teachers valuable information to assess the impact of their teaching. This view is supported by Ben-perez (1990), who stated that because teachers are familiar with classroom situation their role is deemed central for discovering gaps and bringing about change and improvement. Cameron (2001) added on that if assessment feedback is to be helpful to the learner and improve their learning, it needs to be specific and detailed enough to make a difference and equally important, it needs to be related to a target performance or understanding towards which the learner can move. Effective teachers are in the habit of constantly reflecting on how well they are getting through to their learners and searching for better ways of teaching those who are not responding well.

As singled out from objective three which sought to find out the assessment strategies teachers used to teach over enrolled classes in Kafue district, the study has established that teachers in Kafue district assessed their learners through giving them short class exercises, midterm tests, end of term tests and homework.

As can be noted from the findings of this study the majority of the participants pointed out that teachers in Kafue district used short class exercise as one way of assessing their learners. Moon (2000), stated that the sort of assessment that we do on daily basis is closely related to the feedback pupils receive during lesson time. This type of assessment indicates if the learners are doing good or wrong. Class exercise does not only give feedback to the learners but also helps the teacher realise which elements he or she should concentrate on more. The teachers interviewed indicated that the class exercise have been modified to be very short because of the large number of learners in the classrooms. According to the respondents this modified type of assessment could allow teachers to be able to mark all the books and be able to give feedback as quickly as possible. The teachers also pointed out that when the class exercises were short and to the point, they didn't get very exhausted when marking the books. This is good for the teachers because when the exercises are short, they can reserve some energy for other class activities. The teachers interviewed were

quick to point out that despite modifying the exercises to be short, they still were able to get the feedback needed.

All the respondents mentioned the Mid-term test as another assessment strategy which was put in place in Kafue district. Other respondents like science teachers indicated that apart from mid-term test, they also administered end of topic test. This is very important because the teacher can have feedback whether the learner has reached his or her goal. In the schools that the researcher visited, she found out that mid-term tests were compulsory.

All the schools visited had evidence that end of term tests were administered. End of term tests are summative assessment. The main purpose is to sum up pupils' performance.

### 5.5 Successes

Research question four sought to find out the successes that the schools in Kafue district recorded regardless of classes being overenrolled. Before discussing the successes that have been recorded by schools in Kafue district amidst over enrolment, it was imperative to find out how the school management ensured that the strategies put in place were followed. This was the only way that school management would make a judgment over the strategies put in place. The heads of department who were interviewed indicated that, in order to ensure compliance among teachers, they made monitoring intensive. The monitoring of teaching and learning is firmly embedded in the school improvement agenda. Every educational establishment has a responsibility to monitor the effectiveness of the services being produced. Monitoring can help identify areas which needed improvement and this can enhance performance of teacher and learners.

One success that the findings established in the schools visited was that fifty (50) percent of the schools had the grade nine (9) results which were above eighty (80) percent. The other fifty (50) percent had grade nine (9) results were above fifty (50) percent. This according to the head teachers was still considered a success because the two (2) schools had just been established. The respondents also pointed out that the grade twelve results were equally good in the sense that they were always above sixty (60) percent. It was also noted from the findings that the pass rate for final results for schools in Kafue district was increasing every year.

**Summary**

In this chapter, the findings have been discussed. The discussion was done under the themes emerging from the findings of the study which informed the objectives and conceptual framework. The themes emerging were; (1) the class management strategies used to teach over enrolled classes in Kafue district were, calling learners by name, counselling learners and reprimanding learners. (2) The instructional strategies used to teach over enrolled classes were, Teacher expository, question and answer, whole class discussion, note writing, homework and demonstration. (3) The assessment strategies were, short class exercises, mid-term and end of term tests. (4) The successes recorded regardless of over enrolment were, grade nine results above ninety percent in most schools and grade twelve results above sixty percent in all the schools and in all the schools the final results showed an increase in the pass rate every year. In the next chapter, conclusions of the study and some recommendations based on the research findings will made.

# CHAPTER SIX

## CONCLUSIONS AND RECOMMENDATIONS

**Overview**

In this chapter, a summary of the main research findings as answers to the research questions have been presented. Also found in this chapter are the recommendations and some suggestions on the areas for future research. In line with the study objectives which mirrored the research questions, the following conclusions were made.

### 6.1 The Main Research Findings and Conclusions

This study was looking at the coping strategies that teachers used to teach over enrolled classes in Kafue district. The problem that was identified was that since independence a number of policies in education have been put in place in Zambia. Some of these policies have helped to increase access to education and as a result the enrolment figures have been increasing in schools. It was not known what coping teaching strategies teachers used to teach over enrolled classes.

### 6.2 Over Enrolment in Schools

The study established that the majority of secondary schools in Kafue district were over enrolled. The cause of over enrolment was mostly the higher offices (DEBS and PEO offices) which dictated how many children should be selected for each school, even when they knew that in some schools classes were not enough to accommodate such numbers. The learners ended up being fused into the available classrooms, hence over enrolment. Head teachers also contributed to over enrolment because of the need of money for various projects. The study also indicated that politicians sometimes interfered with the running of the schools which left the head teachers with no control of the enrolment figures.

### 6.3 Class Management Strategies

Research question one sought to bring forth data which provided answers to the coping strategies that teachers used to teach over enrolled classes. The responses from the interviewed Head teacher, Heads of departments, teachers and focus group discussions with learners revealed that teachers in Kafue district have come up with certain strategies to teach over enrolled classes. The findings established that teachers learned pupils' names in their classes in order to be able to call them by name when addressing them which helps in controlling the class. It was also learnt from

the findings that all the schools in Kafue district offered counselling services to learners so as to control behaviour. The participants further indicated that learners were sometimes reprimanded if they continued to misbehave in class.

## 6.4 Instructional Strategies

Research question two was meant to draw out data which would provide answers to the instructional strategies that teachers used in Kafue district to teach over enrolled classes. In line with this research question, the majority of the respondents indicated that certain methods of teaching were suitable for teaching over enrolled classes and have been agreed upon by schools in Kafue district to be used as the best in over enrolled classes. The study findings established that teacher expository was one of the methods being used in all the schools to teach over enrolled classes especially when new material is being introduced and that, in this way all the learners in class could benefit from the teacher's explanation. The findings further revealed that question and answer instructional method of teaching was used in teaching over enrolled classes. The findings were that question and answer was good for any class but especially over enrolled classes because the method would help the learners to understand concepts that were not clear earlier and that the teacher would have a chance to gauge the learners' understanding. It was also established that whole class discussion was suitable for over enrolled classes. The findings were that teachers used whole class method in Kafue district because it would help learners develop an understanding of concepts when they talked about it and listen to others and observe a variety of presentations and that it has the potential of building a communal understanding in class.

The study also indicated that homework in Kafue district had become policy in all the schools. This finding was that, homework allowed the teacher to have enough time to teach in class and class exercises would be given as homework. The study also established that, in information subjects like History and Commerce, note writing was the strategy that was being used. The study established that note writing was used because there was a lot information to be remembered by learners and if learners are not given notes, they would forget a lot of information. The findings revealed that in practical subjects, demonstration was used in order to show the learners the steps taken to get a certain result. The study further revealed that group work was not suitable in overenrolled because with such big numbers in class, it would be difficult to control the pupils and would take a lot of time to arrange the groups which would waste a lot of the teaching time. Thus this study has concluded that group work cannot and was not being used in over enrolled classes.

## 6.5 Assessment Strategies

The third research question was to elicit data which provided answers to the assessment strategies that teachers used in Kafue district to assess their learners in over enrolled classes. On assessment, the study established that the schools in Kafue district used class exercise as a way of assessing the learners and their teaching methodology and that these class exercises have been modified to be short in order to allow teachers to be able to finish marking and be able to give feedback to their learners very quickly. The findings also indicated that mid-term and end of term tests were compulsory in these schools. The study further indicated that some teachers used end of topic tests to assess the learners on a particular topic taught.

## 6.6 Successes Recorded

The forth research question solicited for data which provided answers to the successes that these schools have recorded regardless of over enrolment. The findings indicated that most schools in Kafue district had pass rate for grade nine (9) final examination to be over eighty (80) percent. The study further established that in most schools the final results for grade twelve (12) examination were above sixty (60) percent. The findings also indicated a very small pass rate increase of final results every year for both grades nine (9) and twelve (12).

## 6.7 Recommendations

1   Government should consider building more schools and expanding the existing ones to decongest over enrolled classes.
2   The Ministry of General Education (MoGE) should consider employing more teachers.
3    Schools projects should not determine the school enrolment figures.

# REFERENCES

Ampiah, J.G. (2006), *Analysis of Ghananian Primary School Science Curriculum and Survey of Primary School Teachers' views on Science Teaching.* Paper Presented at 75th CICE Open Seminar, Japan: Hiroshima University

Anderson, G.J. and Walberg, H.T. (1972). "Class Size and the Social Environment of Learning: A Republication" *The Alberta Journal of Educational Research.* 18,4:280-285

Araje, L. (2000). The Impact of Constructivism on Education language Discourse, and Meaning. *American Communication Journal*, 5 (3).

Ausubel, D.P. (1963). *The Psychology of Meaningful Verbal Learning:* An Introduction to School Learning. NewYork: Grune and Stratton.

Baker, J. and Westrup, H. (2000). *The English Teachers Handbook*: How to Teach Large Classes with Resources: London: Continuum

Bassey, M. (1981). *Pedagogic Research*: NewYork: Oxford Review of Education.

Berg, S. (1998). *Snowball Sampling*. Encyclopedia of Statistical Sciences Vol 8

Beniamin, K. (2005) *Education for all or Enrolment for all.* Dissertation, Vaxio University.

Bennett, N. (1994). *Cooperative Learning* in Kutnick, P and Rogers, C. (eds) Groups in Schools. London: Continuum.

Bennet, N. And Dunne, E. (1992). *Managing Classroom Groups*. Herts: Simon and Schuster Education.

Bishop, G. (1989). *Alternative Strategies for Education*. London: Macmillan.

Blatchford, P. and Mortimore, P. (1994). *The issues of Class size for Young Children in Schools*. London: Oxford University Press.

Brewer, J. and Hunter, A. (1989). *Multi Method Research: A synthesis of Styles*. Newbury Park.: Sage.

Brooks, R.P. (1987). *Dealing with details in a Large Class.* In Weimer, M.G. (ed) Teaching Large Classes Well. San Francisco. Jossey-Bass.

Brown, H.D. (1994). *Teaching by Principles*: An interactive Approach to Language pedagogy. Prentice Hall. Regents.

Brown, G. (1998). *Effective teaching in Higher Education*. London: Routledge.

Byrne, M.E. (1975). " Education Achievement and Regional Inequality with Particular Reference to the North East" *The Durban Research Review,* 7, 35: 1029-1036.

Cahen, L.S., Filby, N., Mc Cutcheon, G. and Kyle, D.W. (1983). *Class size and Instruction*. Newyork: Jossey Bass

Cameron,I. (2001). *Teaching Language to Young Learners*. Cambridge: Cambridge University Press.

Coleman, H. (1989). *How Large are Large Classes?* Lancaster – Leeds Language Learning in Large Classes. Research Project Report. No. 4.

Central Statistics Office, (2012). *Lusaka Province Analytical Statistical Report*. Lusaka: government Printers.

Creswell, J.W. (1994). *Research Designs. Qualitative and Quantitative Approaches*. Thousand Oaks, CA: Sage.

Derry, S.J. (1999). *A Fish called Peer Learning*. Searching for Common Themes. In A.M. O'Donnell and A.King (Eds).

Denzin, N.K. and Lincoln, Y.S. (2011). *The Sage Hand Book of Qualitative Research*. Thousand Oaks. C.A. Sage.

Diminy, P.A., Dreyer, H.J. and Steyn, P.D.G. (1990). *Education for the Student Teacher 1.* Cape Town: Maskew Miller Longman.

Dornyei, Z. (2007). *Research Methods in Applied Linguistics*. New York: Oxford University press.

Eggen, P.D. and Kauchak, D.P. (1996). *Strategies for Teachers. Teaching Content and thinking Skills*. 3rd edition. Boston, Mass: Allyn and Bacon.

Emmer, E.T.(1997). *Classroom Management for Secondary Teachers.* 4th edition. Boston, Mass: Allyn and Bacon.

Enerst, P. (1999). *Social Constructivism as a Philosophy of Mathematics*: Radical Constructivism.

Finn, J.D. (2003). The "Why" of Class Size: Student Behaviour in Small Classes. *Review of Educational Research* 73 (3), 321 - 368

Flaunders, N.A. (1967). "*Intent, Action and Feedback:* A Preparation for Teaching." London: Addison-Wesley Publishing Company.

Foot, H.C., Morgan, M.J. and Shute, R.H. (eds) (1990). *Children Helping Children.* Chichester: John Wiley.

Garner, J. and Bing, M. (1973). "Inequalities of Teacher-pupil Contracts" *The British Journal of Educational Psychology*, 43, 3: 234-243.

Giorgi, A. (2009). A Descriptive *Phenomenological Method in Psychology:* A Modifiefied Husserlian Approach. Pitteburgh P.A.

Government of the Republic of Zambia (1966). *Education Act*: Cap 234. Lusaka: Government Printer.

Hall, E. (2007). *The social Relation Approach*. London: Cassell.

Hammer, J. (2007). *The Practice of English Language Teaching*. Harlow: Pearson Education Limited.

Hayes, U. (1997). Helping Teachers to Cope with Large Classes. *English Classes. Language Teaching Journal* 51 (2) Oxford University Press.

Hess, N. (2000). *Teaching Large Multilevel Classes.* Cambridge: CUP

Industrial Research Institute, (2010). *Research Management*. Michigan: Industrial Research Institute.

Ioannou G.S. (2003). *Assessing Young Learners*. Oxford: OUP.

Jones, M. and Arajaye, L. (2000). The Impact of Constructivism on Education: *Language*, *Discourse and Meaning. American Communication Journal*, 5 (3).

Kombo, D.K. and Tromp, D.L.A. (2009). *Proposal and Thesis Writing an Introduction.* Nairobi: Pauline's Publications Africa.

Kothari, C.R. (2000).  *Research Methodology - Methods and Techniques:* 2ⁿᵈ Revised
  Edition.  New  Delhi: New Age International (P) Limited Publishers

Kukla,  A.  (2000).  *Social  Constructivism  and  the  Philosophy  of  Science*.  NewYork:
  Routledge.

Kuhn, T.S. (1962). *The Structure of Scientific Revolution*. Chicago: University of Chicago
  Press.

Kvale,  S.  and  Brinkman,  S.  (2009).  *Interviews:  Learning  the  Craft  of  Qualitative  Research
  Interviewing* (2ⁿᵈ ed).  Thousand Oaks, C.A. Sage.

Lincoln, Y. S. and Guba, E. (2000).  *Paradigmatic Controversies Contradictions and
  Emerging Confluences*. Thousand Oaks: CA. Sage

Litchman, M. (2009). *Qualitativei n Education*: A users' Guide. Thousand Oaks. CA.Sage

Lewis,  G.L.  and  Woodward,  P.  (1988).  Teaching  Business  Communication.  *Skills  in  Large
  Classes. The Journal of Business Communication*. 65-86

Long, M.H. (1977). Teaching English in Large Classes. *English Teaching forum* 15 (1) 40-42

Lubisi, C. (1998). *Understanding outcome-bases education.* Teaching and Assessment.
  Teaching  and  Assessment  in  South  Africa.  Learning  Guides.  Cape  Town.  Oxford
  University Press.

McKeachie,  W.  (1980).  Class  Size,  Large  Classes,  and  Multiple  Sections.  *Academe*,  66,  24-
  27.

McMahon,  M.  (1997).  *Social  Constructivism  and  the  Worldwide  web*.  A  Paradigm  for
  Learning. Paper Presented at the ASCILITE Conference. Perth, Australia.

Miles,  M.B.  and  Huberman,  A.M.  (1994).  *Qualitative  Data  Analysis*.  Thousand  Oaks.  CA:
  Sage.

Milimo, C.M. (2004). *Zambia Strategic Country Gender Assessment*.  A Report of the World
  Bank. Lusaka. World Bank.

Ministry of Finance and National Planning, (2005). *Strategic Framework for Implementation
  of Education for all*. Lusaka: MFNP

Ministry of Education, (2006). *Educational Statistical Bulletin*. Lusaka: Ministry of Education.

Moon, J. (2000). *Children learning English, Oxford*: Macmillan Education.

Mpokosa, C. (2010). *Managing Teachers: The Centrality Teacher Management to quality Education.* Columbus: O.H. Merril.

Mulenga, I. M. (2015). *English Language Teacher Education Curriculum Designing: A mixed Method Analysis of the Programme at the University of Zambia*. (Unpublished PhD Thesis). The    University of Zambia.

Mulenga, M.M. (2014). *Class Size and its effects on the Teaching Learning Process: The case of Selected Basic Schools in Mansa District.* (Unpublished MED Disssertation). University of   Zambia.

Mwanza, C. (2017). *Teacher Involvement in Curriculum Development in Zambia: A Role Analysis of Selected Secondary School Teachers in Lusaka District, Lusaka Province.* (Unpublished MED Dissertation) University of Zambia.

Msabila, D.T. and Nalaila, S. (2013). *Research Proposal and Dissertation Writing*; Principles and Practices. Dar-es-Salaam: Nyambari Nyangwine Publishers.

Mulryan-Kyne, C. (2010). Teaching large Classes at College and University Level: *Challenges and Opportunities. Teaching in Higher Education* 15 (2): $175 - 185$.

Mwanakatwe, J. (1968). *The growth of Education in Zambia Since Independence*. Lusaka OUP.

Ndove, M. (2007). *Africa: Building the Foundation for Sustainable Development in HEP*, Newsletter, XXV (3)

Nolasco, R. and Arther, L. (1988). *Large Classes.* London. MCMillan.

Onwu, G. (1999). *How should we Educate Teachers of Senior Secondary Chemistry?* The College Review.

Patton, M. (2002). Qualitative Research and evaluation Methods (3rd ed). Newbury.

Patton, M. (1990). *Qualitative Research and Methodology* (2nd ed). Newbury

Ponce, O. (2010). *Investigation Caulitativa en Education*: Teorias Practices Debates. Haro Rey Publication.

Qi, L. and Wang, J. (2009), An exploratory Study of Large Class. *English Teaching in China. Science and Technology Information*. 10, 4566

Rossman, G.B. (1989). *Designing qualitative Research.* Newbury Park: C.A. Sage.

Rajasekar, S. (2013). *Reaearch Methodology: School of Physics*. India: Bharathidasan University, Tami/nadu.

Sadker, M. and Sadker, D. (1986). *Questioning Skills*.

Schwandt, J. G. (2001). *Dictionary of Qualitative Inquiry* (2nd Ed) Thousand oaks: Sage.

Shapson, S.M. (1980). An Experimental study of the Effects of Class Size. *American Educational Research Journal* 17(4) 141-151.

Spady, W. and Schlebush, A. (1999). *A Guide for Parents.* Cape Town: Renaissance.

Spree, M. (1992). Rare Populations, Hidden Populations and Link-tracing Design: 'What and Why?' *Bulletin methodologies sociologique,* Vol 36, 34-58

Stake, R.S. (2010). *Qualitative Research: Studying How It Works*: New York: Guilford Press

Stanely, C. and Porter, E. (Eds) (2000). *Engaging Large classes:* Strategies and Techniques for College Faculty. Bolton, MA: Anker Publishing Company.

Tadaro, P.M. and Smith, C.S. (2002). *Economic Development* (8th ed). London: Pearson Education.

Thomas, S. (1997). Adaptive Sampling in Behavioural Surveys. *NIDA Research Monograph,* 296-319.

Todd, R.W. (2006). Why Investigate Large Classes? *KMUTT. Journal of Language Education,* 9: 1 - 12

Tomlinson, T.M. (1988). *Class size and Public Policy: Politics and Panaceas*. Washington DC:

Trathen, R.H. (1960). "Two Years of Experimental Work on Various Teaching Methods and Class sizes". *Journal of Engineering Education*, 50: 380 -387

UNESCO, (2005). *Reading the Marginalised*: Education for all Progress Report. London.

UNESCO, (2009). *Overcoming Inequality*: Why Governance Matters .EFA Global Monitoring Report. Oxford University Press

Ulit, E. (2004). *Teaching the Elementary School Subjects*. Manila: Book Store.

University of Queensland, (2015). *Teachers Development Course*. Can Tho City, Can Tho: Vietnam Ministry of Education and Training.

Ur, P. (1996). *A course in Language Teaching*. Cambridge: Cambridge University Press.

Van Den Heever, S. (2000). *Strategies for Large class Teaching*. University of South Africa.

Van Der Horst, H. and MCDonald, R. (1997). *OBE. Outcomes-based education*. A Teachers' Manual. Pretoria Kagiso.

Verspoor, A.M (Ed) (2006). *The Challenge of Learning: Improving the Quality of Basic Education in Sub-Saharan Africa*. Paris; ADEA

Vygotsky, L.S. (1978). Mind in Society: *The Development of Higher Psychological Process*. Cambridge, MA: Harvard University Press.

Weber, W.A. (1986). *Classroom Management*. In Cooper, J.M. (ed). Classroom Teaching Skills. 3rd edition. Lexington, Mass: D.C. Health.

White, C.J. (2005). *Research;* A Practical Guide. Pretoria**:** Ithuthuko Investments.

Whitsitt, R.C. (1955). "*Comparing the Individuality of Large Secondary School Classes with Small Secondary School Classes through the use of Structural Observation Schedule*" in Ebel, R.L et al (Eds) (1969). *Encyclopedia of Educational Research*. The Macmillan.

Wilson, V. (2006). *Does Small really Make a Difference?* An update. A Reveiw of the Literature on the Effects of Class Size on Teaching Practice and Pupils' Behavavioural and Attainment. Glasgow: Scottish Council for Research in Education (SCRE) Centre. University of Glasgow.

Zhang, X. (2001). *Problems and Strategies of Teaching English in Large Classes in the Peoples' Republic of China*. Perth: Curtin University of Technology.

# APPENDICES

## Appendix 1

## Interview Guide for Head Teachers

1  What is the maximum number of learners that are in each class at this school?

2  How do you determine the maximum number of learners in each class at this school?

3  Are you aware of the education act of 1966 which regulates classes to 45 pupils at Junior secondary and 40 pupils at senior secondary.

4  Are your teachers comfortable with the numbers in their classes in your department?

5  If not, why?

6  What class management strategies do teachers use when teaching over enrolled classes in your at this school?

7  What instructional strategies (methods) do teachers use to teach over enrolled classes in your department at this school?

8  What assessment strategies do teachers use to assess the over enrolled classes in your department at this school. ?

9  What successes have you recorded as a school regardless of over enrollment?

**THANK YOU FOR YOUR TIME.**

## Appendix 2

**Interview schedule for Heads of Department**

1  What is the maximum number of learners do you have in each class at this school?

2  How do you determine the maximum number of learners in each class at this school?

3  Are you aware of the education act of 1966 which regulates classes to 45 pupils at Junior secondary and 40 pupils at senior secondary.

4  Are your teachers comfortable with the numbers in their classes in your department?

5  If not, why?

6  What class management strategies do teachers use when teaching over enrolled classes in your department at this school?

7  What instructional strategies (methods) do teachers use to teach over enrolled classes in your department at this school?

8  What assessment strategies do teachers use to assess the over enrolled classes in your department at this school. ?

9  Did you as a school agree to use the same strategies when teaching over enrolled classes?

10 If the answer to question 10 is yes, how do you ensure that teachers use these strategies in your department?

11 What successes have you recorded as a school regardless of over enrollment?

**THANK YOU FOR YOUR TIME.**

**Interview Schedule for Teachers**

1   What is the maximum number of learners that are in each class at this school?

2    Are you comfortable with the numbers in the classes?

3   If not, why?

4    What maximum number of learners would you be comfortable to teach in a class?

5   Why do you have over enrolment in your school?

6   What class management strategies do you use when teaching over enrolled classes at this school?

7   What instructional strategies (methods) do you use to teach over enrolled classes at this school?

8   What assessment strategies do you use to assess the over enrolled classes at this school. ?

9   What successes have you recorded as a school regardless of over enrolment?

**THANK YOU FOR YOUR TIME.**

**Focus Group Discussion for Learners.**

1   How many learners are in each class at this school?
2   Do you feel comfortable learning is such a big class?
3   How do your teachers manage to make everyone attentive in class when they are teaching?
4   What do teachers do with noise makers and those who misbehave in class?
5   How do your teachers explain concept to you?  Do they explain to the whole class at once?
6   As you learn, are you sometimes divided into groups?
7   Do teachers allow you to ask questions as the lesson is going on.
8   Do they ask you questions as they teach.
9   Do you write class exercises during class
10  How many tests do you write per term in each subject.
11  How many learners do you know that have gone to the university from this school?

**THANK YOU FOR YOUR TIME.**