



The increasing number of students in the secondary school's classes and its effect on their academic performance in learning English

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Abstract

the connection between class size and students 'academic performance is going to be shown in this paper to clarify the validity of class size on achievement for secondary school classes observation s and studies were conducted in many stages of learning begins with kindergarten ' primary school and secondary schools all these studies made in order to concentrate on this effect plus focus on its effect on tutor – learner interactions which are occurred in smaller and bigger classes and to highlight the impact of class size on learners outcome which is the result of learners engagement in the classroom so it has been found that this effect is the same for all learners regardless for their mental characteristic and educational background

Large classes and intense learners capacities seem to effect learners' aptitude and social engagements on educational outcomes. To improve learning outcomes in such and learner satisfaction in large classes practical strategies must be offered , knowledgeable and trained teachers must be prepared in such classes

Key words: Class size , students engagement , teacher behavior , performance , learning out come (achievement)

زيادة عدد الطلاب في صفوف المدارس الثانوي واثرها على ادئهم الاكاديمي في تعلم اللغة الانكليزية

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المخلص

في هذه الدراسة سيتم توضيح العلاقة بين حجم الفصل والاداء الاكاديمي لطلاب الثانوي واثره في تعلم اللغة الانكليزية لقد نظمت دراسات وملاحظات عديدة على مختلف المراحل الدراسية ابتداءً من مرحلة الابتدائية صعوداً حتى مرحلة الثانوي لأجل التركيز على هذا الاثر بالإضافة الى تأثيره المباشر على التفاعل المدرس والطالب في كلا الصفتين كبير وصغير الحجم ولتسليط الضوء على اثره على حصيلة الطالب الدراسية وهي حصيلة تواصل



الطالب في الصف وقد اثبت ان هذا الاثر هو موثر على كل الطلاب بغض النظر على صفاتهم العقلية خلفياتهم الثقافية

اثر حجم الصف يوتر على قدرات الطالب وعلى تواصله الاجتماعي مع المدرس وزميله الطالب وبالتالي يوتر على تحصيله الدراسي

الكلمات المفتاحية: (حجم الصف، تفاعل الطالب الصفّي، سلوك المعلم ممارسات التدريس، الاداء ، التحصيل او النتائج العلمي).

Introduction

Plentiful studies have been studied the stimulus of class size on student behavior , attitudes,, and outcomes. The overpowering common of these findings which have been focused more on elementary school and at the same time pre-school forces of class size on undergraduate achievement. There is a common wisdom midst parents, teachers, school supervisors, and policy makers is that smaller class sizes have translated to be a cause of perfections in student learning in such cases and their outcomes . This common perception point of view, however, has not been solely reinforced by empirical proof, While there are a lot of studies have been found to defense for the consequence of class size on their achievement, other studies refute this claim powerfully which is settling that class size has so slight impact to be mentioned on actual learner outcomes and behaviors . The difficulties are found in measuring the fundamental influence of classroom size on their outcomes, performance in learning the language such as achievement in the four skills, behavior s, attitudes and responses. Nonetheless, there was a general harmony amongst researchers who are testing this issue which is declare if class size makes a difference at all its impact is most noticeable at the bottommost status levels Aims.



This study aims to find out

1. The answers for my questions which are found in the appendix
2. What literature sources say about large size classes affect
3. What English teachers say about large classes affect and in what way they can manage in such classes

Literature review

Parents and tutors have an opinion that classes which are small considered to be better than larger classes. A practical concern has been taken by some researchers about the research designs of studies that suggest a bond between the reduction of class and amended achievement, one of them is the STAR Project study.

Other studies describe fretfulness established on the cost-effectiveness or program design for smaller groups. But large surveys such as (Pascarella and Terenzini's 1991) studies on the size of classroom and other learning elements (most of which were operated and handled in K-12 schools) which are leant to flash an backward relationship between schoolroom achievement outcomes and student preparation. In other words, the two educationalists agree that class size is incredibly important for underprepared students and those from poor educational backgrounds

(Pascarella and Trenzini (1991) settle that general evidence indicates that class size plays slightly or no effect on learner achievement. This however did not diminish the deliberation. In spite of the above factors, debate still put down the question of doubt if the minimal loss to learning experienced by all other learners as a result of having another student in the class outweighs the minimal assistances which is received by another learner.

Yungmann (1993) light on that the widely held of parents are endangered of students having greater financial limits and less quality time to spent with their children. Therefore, they cannot afford the experiences needed to prepare for school.

Thus, large class sizes may have an impact on the level of relationship that can be created between tutor and learners. It seems that it's difficult to assign individual attention to each student in large classes. Moreover, large



class sizes may have an influence on the teaching methods which have been attempted by a tutor to be used within the classroom. For example, ability grouping, collaborative learning groups, and the use of computers become more challenging and time consuming with large numbers of learners in a classroom. Collectively, these class size issues might guide the level of learners learning achieved within the classroom

Even though there is dispute approaching the limit of the benefits that small classes can bring, or the cost of attaining them, there is at least some agreement in the literature that the use of specific tests, and class size are significant in some conditions.

This opinion is reinforced by scholars such (Hoxby (2002) and Hanushek (1989). There is no such harmony in the literature regarding the effect of schoolroom size in higher education.

(Bowden and Marton (1998) make reasons that schoolroom size is the primary conservational changeable that school talents must be confronted with when utilizing effective instruction strategies.

They have argued that although class size might not be of importance in courses which are more suited to learning and the instructing mode, while courses directed toward elevating analytical thinking and advanced problem-solving those are better to be skilled in a smaller lecture hall environment. Their views are coherent with findings that pupils' and educators ' motivation and viewpoint toward learning which is tend to be influenced more negatively by larger classes.

(Becher (1999) agrees that although they might have absorbed the material, pupils are not as gratified with the lecture hall experience as they would have been in the smaller schoolrooms, to be suggested that some acquiring opportunities might have been missed in larger classes

Other researchers have located more positive findings at the secondary and post-secondary levels. In Italy, scholars looking at university courses it has been found significant harmful effects for larger math classes (primarily for lower students), but no refusal effects can be shown for brighter learners, or for any group in language lessons (De Paola et al., 2013).



Using a regression design controlled for late achievement and fixed school effects, researchers in Denmark found statistically significant negative effects of increasing class sizes on overall achievement in secondary school (Krassel & Heinesen, 2014).

(Blake, in Biggs (1999:165) trusts that there is only one tactic to enrich learners achievement. His inquiries have showed that the only influence that can create learner achievement is a well-informed and skilled tutor.

A large-scale study he has conducted in which he found that every additional dollar paid out on cultivating tutor quality produced unlimited rewards in schoolchild achievement than any other use of school means. Researchers like Blake have shown that owning not as much of effective teacher can meaningfully downgrade performance in excess of time, even if the schoolchild obtains more well-organized tutor in a while

We can say that Blake's study made a compression between low- and high-school elementary school schoolgirls in New York City and he had found that tutors' experiences balance for 90 percent of the alteration amongst the best and worst pupils.

Schools with further experienced and abundantly educated teachers be likely to have high accomplishing and succeeding learners. Yet in very poor schools, learners can do well in condition they had a well- equipped and more tolerated teacher.

The utmost important issue, without omission, is the tutor.

An ineffective instructor is needed who can affect a learner's learning for years, but while having ineffective tutors in later years will damage a learner's academic career.

The underachieving learners will be the first to benefit as teacher effectiveness increases. Other educators such as(Biggs (2003) also approves that at hand there is only one procedure to obtain learner achievement and that research is very specific.

The determining factor in learner achievement is going to be the teacher and what the tutor knows and can do in the class. The principal factor



administering learner learning is schoolroom management and the tutor's training and practices for instance whatever the tutor does in the schoolroom to configure, form and take charge of the learning circumstances which are ruling and managing learner learning

A teacher has to recount how her/ his year with her/his class resulted in academic and social growth supreme by any of her large classes. According to the author, the littler class leads to a connected classroom community, where children are esteemed for their contributions and involvements are participated in daily learning activities.

Children are going to respect their peers and helping maintain and preserve orders. They have more time in small classes for collaborative and practical work and they will set their own expectations, their own conclusions are going to be formulated independently, drawing their own conclusions. As well as tutors have more opportunities and time for personal evaluation with their learners, such as one-on-one conferences. With a small classroom, tutors will be able to maximize teaching, best practices, and cultivate and erect learners' academic achievement.(Patricia Handley.2002)

With tutors' own opinion, and teachers didn't have to change the ratio of time which is spent while interacting and cooperating with the entire categorize, with groups or with individuals. Therefore, we can say that there was a cavity stuck between expert judgment and surveillance research judgments in some of these studies.

Method

The researcher's methodology depends on using literature sources and interviews to find the answers to his questions

To deal with such a topic which concerns with class size and its effect on learners outcome and what kind of class size is preferred by tutors and how large classes size effect on learners performance the researcher choses



literature sources first to find what approaches the scholars use when working with such classes

The second part of research is the analysis in which the researcher passed on separate interviews which are conducted with English tutors to see what approaches and strategies they use when managing such classes

Before the interview, the interview questions are sent to the teachers by e – mail which are focused on how they deal with such classes , what affects they have located when dealing with such classes and what approaches they find them can have benefit result to escape from the problems behind managing these classes

Analysis

Observations and interviews have been handled with teachers and learners, the researcher located that learners in secondary language lessons in Baghdad were further inspired and absorbed in acquiring when they formed in lesser schoolrooms However, the researcher founds that the results of organized inspections and observations conflict with instructors ' own opinions. There were major differences entangling class dimensions for most tutor activities, and tutors have to change the ratio of time which is allocated and spent while interacting with the whole class, with groups or with individuals when the size of class changed

I will go through each question which is included in the interviews questions carried out with the English teachers in order and comment on all of their responses

The interview questions are also included at the end of my essay in the appendix.

1-How does school room size affect student academic attainment?

The instructors answered that small classes have the greater impact in the initial grades chiefly on underachieving children in order to get fewer discipline problems and would be of great benefit from the additional individual attention would be given to children from the teacher



2- Why are schools tackled with very large schoolrooms?

The teachers answered it's because the birth ratio which has a widely larger power which is in turning have some bearing on any raise in the amount of children born in Baghdad governorate so there is a need for building new schools and this growths in numbers needed to be received wisely

3-How is the situation managed by teachers, school manager, and the government?

The teacher say from our side we have to focus on needs of individual learners and lessening the extent of lesson period needed to deal with disruptions is going to be harmful on both tutor and learner. We have to offer a good acquiring environment for the learners as school managers have to try to improve functioning conditions for the tutors and the staff at all on the part of government a new buildings are needed

4- What consequence do large classes have upon pupils and tutors?

They say that there is a negative impact on both secondary schools' learners and teachers productively. Because learners will get lower level of teacher intention and satisfaction in large classes

5- Do large classes effect on teachers' relationships with students?

They answered that individual attention will make difference in developing skills and learners can form a good and stronger bonds with their tutors, those such relationships be of importance for learners and tutors and must precede to healthier outcomes for both

6- Do you think smaller or larger classes are better for learning ?

They answered that in lesser classes there was an involvement and interaction amongst teacher and learners which have a critical role to play on learners' success and learning progress



7- Do you think smaller or larger classes lead to higher engagement and attendance?

They say that they are sure that there must be a strong engagement in the classroom and this reveals the influential roles of academic and social engagement on educational consequences by using variety of teaching methods this will make classes less boring and predictable

8- Does smaller classes size improve student's performance?

They answered that we and parents believe class size reduction programs can improve academic accomplishment, crucial behavior problems , and will of course provide somewhere more flexibility in teaching approaches

9- Is there a need for hiring lots of teachers for smaller classes? The budget to have smaller classes is a lot

They say it's not possible for maximum public school to employ enough tutors because the budget is going to be a lot as additional tutors should be placed in schools with small classes programs

In research on early elementary school learners those who are uncomplicated stage , small classes typically stand for classes which are known as classes with pupils they are fewer than 20 students, whereas for high-level school learners the meaning of "small" classes is habitually somewhat considered to be larger. In addition to the uncertainty around how many learners can form a smaller schoolroom, to assign a class-size number , researchers use different strategies for doing that. Class size can imply for the number of learners who registered in the course, the number of learners fulfilling the progression, or the number of learners finalizing a chief course projects (Arias & Walker, 2004).

Student Engagement

In the area of learner engagement, judgments frequently expose that engagement the worth of small schoolrooms Academic performance is



deemed to be important, but it is not the only gage of learner success.. Learners can talk and share further in smaller schoolrooms.

They are greatly more tending to interrelate and cooperate with the tutor reasonably than listen passively for the duration of class and that what happen in large classes because there is no time to cooperate with the whole class. Not amazingly, learners try to describe themselves as holding organizing better bonds with their tutors in smaller schoolrooms and they repeatedly appraise both these classes and their tutors more encouragingly while the opposite their colleagues do in larger classes.

In such classes, tutors spend less time on discipline, leaving more time for instruction as learners display less confused behavior. This will help tutors identify and trace pupil learning and differentiate instruction in revival to learner needs and interest. Plus learners consume fewer time undid from the employment of the class, and they enjoy better contact to technology. (Bedard & Kuhn , 2006; Dee & West, 2011; Fleming, Toutant, & Raptis, 2002).

Teacher behaviour /teaching practices

Teaching is a border accomplishment struggle, as teacher's teaching enhanced through instruction , encouragement , and stimulation by the teacher. Its defined as the behavior or activities of the teacher as he goes about doing what is needed to learn others

Teacher behavior must affect the students specially in their learning process. plans are needed to enhance the teaching behavior for teachers. Teacher must be the possessor of the ideal character,

A study of educating practices in grade 5 mathematics classes had performed in Melbourne, Australia (Burke, 1986) had found a slant of issues related to class size. The 61 classes studied varied from 12 to 33 learners with more than 10 percent of the classes which is having 20 or fewer learners. The major progressive correlation between class size involved the amount of noise tolerable, non-academic administration and



lecturing or clarification by the teacher. Significant adverse correlation was more numerous. Usage included from whole-class teaching, the amount of allotted and sorted homework, the tutor's inquiries after the question, his cooperating directly with the learners, and his positive response to the answer from the student. The outline of conclusions had found that in smaller classes there is less time consumed to manage the classroom and there is more interaction and cooperation between teachers and individual learners. Both of these outcomes increase students' academic engagement. (Mary Ruggles2003).

Performance

The execution of an action , the fulfillment of a claim, it is something accomplished . the manner of reacting to stimuli behavior
To achieve educational goals for students need a set of actions , attitudes , and behavior from the side of teacher in the teaching – learning environments

Learning outcomes

Are description of the specific knowledge , proficiency or skills that the learner must acquire from a learning activity offered by the teacher .
It can be measured to know if the learner is able to understand the lesson after the learning activity is complete

the factor affecting the pupils comprehended learning outcome of English four skills may possibly comprise concentration, involvement , class contribution, interaction with classmate

Conclusion

Class size reduction files are very popular now days with tutors as well as parents because of the need to advance the scholastic performance , essential deeds problems, and adapt more suppleness in teaching methods



From our investigation it comes out that, the limit number of individuals in classroom could influence on learner positively while larger classes govern a weighty and huge negative clout on learner performance in English outcomes. Prominently, they discover that the harmful effect of class size is superior for learners who are at a low level in getting the four skills ..

A reduction in class size look likes as if it's the primarily effective for learner performance. On top, the pattern of teaching classes must take into their account student ability which is differ from one to another ,

The profits of smaller classes is much more relevant for low ability learners when they have small classes as using one single method might not be the most effective method for the students who are weak and not responsive one who can only reached by using different learning experience.

A variety of teaching methods used by teachers also may make class less boring and more progress

Irrespective to the use of different teaching methods learners will continue to perform better in small classes

Another benefit can be add to the sake small classes can be appear obviously with children in the higher grades, the result of studies says that small classes have the utmost influence in the initial grades, especially primary stage to control bad behavior in the classroom and to get fewer discipline problems

Another advantage of forming small classes is the individual attention that can be offered to students in small class especially to those who are far to low and who are thinking and worrying about slumping out or having trouble of achieving the necessities of graduation those would be of greatly benefit from the additional individual attention that the teacher will offer

Many educators argue that class size is a factor affecting learners' academic performance which allowing attentiveness involvement and



teacher interaction in addition small classes in which students perceive highest levels of teacher interaction and satisfaction

Interaction in classroom such as teacher interaction with students or interaction with classmate, perfection of tutor encouragement, perfection of tutor supportiveness all of these can be allowed and be possible in small classes

Regardless of the conclusion of the academics, nonetheless it is more likely that educators and parents of public school in which children will last in supporting smaller class size.

Appendix

Research Questions

The following research question guided the development of this starred paper

- 1-How does class size affect student academic achievement
- 2- Why are schools confronted with very large classes?
- 3-How is the circumstances administered by tutors, school many, and the government?
- 4- What effect do large schoolrooms hold upon pupils and tutors?
- 5- Does large classes effect on teachers' relationships with students?
- 6- Do you think smaller or larger classes are better for learning ?
- 7- Do you think smaller or larger classes lead to higher engagement and attendance?
- 8- Does smaller classes size improve student's performance?
- 9- Is there a need for hiring lots of teachers for smaller classes? The budget to have smaller classes is a lot

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