

Effects of a Large Class Size on Effective Curriculum Implementation

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ABSTRACT The study sought to examine the feelings and attitudes of heads and teachers towards how a large class size affects effective curriculum implementation in primary schools of Zimbabwe. The researchers used questionnaires as the data collection instrument. In the study, 20 teachers and 5 heads were requested to respond. Questionnaires for heads were different from the teachers' although both sought to tape the same information. The responses were presented in tables and graphs and then analyzed. An analysis of the results shows that the current teacher to pupil ratio of 1:40 was too large. Hence, both the head and teachers felt that it should be reduced to as low as 1:30. The respondents felt that a large class is not conducive to cater to individual differences. Marking and provision of adequate learning materials were signed as majority constraints in large class sizes. The results further revealed that supervision in general and discipline were a thorn in the flesh in most large class sizes.