

INSTRUCTIONAL, PSYCHOLOGICAL AND SOCIAL EFFECTS OF LARGE CLASSES ON STUDENTS OF THE DEPARTMENT OF BASIC EDUCATION, UNIVERSITY OF EDUCATION, WINNEBA, GHANA

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ABSTRACT

The quest for various countries, especially the developing ones to achieve universal education and the fast growing population have resulted in high enrolment of students in universities of many developing countries. The study therefore investigated the instructional, psychological and social effects large classes have on students of the Department of Basic Education, Winneba, Ghana. The purposive sampling technique was used to select all 893 students in the Department for the 2014/2015 academic year but 642 usable questionnaires were used for the analysis. The findings revealed that the instructional, psychological and social effects of large classes on the students were low even though the social effect was found to have higher mean score than instructional and psychological effects. It was also found out that there was no significant difference in the views of male and female students on the instructional effect of large classes. Again, no significant difference existed in the views of male and female students on the psychological effect of large classes. Similarly, no significant difference was established in the views of male and female students on the social effect of large classes. Among the recommendations were that workshops and seminars should be regularly organised for lecturers to enable them share their experiences and strategies in teaching large classes, and to adopt effective teaching and classroom management techniques, especially for large classes.

Keywords: Effects, Instructional, Psychological, Social, Students.