



ASPECTS BEING AFFECTED BY LARGE CLASS SIZE: A SENIOR HIGH SCHOOL LEARNERS' PERSPECTIVE

VICTORIANO ATAMOSA GAPAS JR¹

YVONIE C. CAMAGOS²

SECONDARY SCHOOL TEACHER I

HALAPITAN NATIONAL HIGH SCHOOL

victoriano.gapas001@deped.gov.ph

ABSTRACT

Large class size is one of the problems in the educational sector that developing nations have been grappling with. To aid education policymakers and curriculum planners solve such problem, the present study entitled "Aspects Being Affected by Large Class Size: A Senior High School Learners' Perspective" was conducted. Purpose of this study was to find out the effects of large class size that lead to the identification of aspects being disturbed by such phenomenon. This study adopted Grounded Theory Design which incorporated distinctive coding procedures (i.e. open, axial, and selective coding) to determine significant themes that would address the statements of the problem. Respondents of the study were fifteen (15) Grade 12 SHS students under Humanities and Social Sciences (HUMSS) strand of Halapitan National High School of the academic year 2021-2022. Instrument utilized was face to face unstructured interview. After the initial coding process, forty-six (46) concepts were generated which Senior High School HUMSS students perceived as effects of having a large class size that directly affected them. Six (6) themes emerged after doing the axial coding. These six aspects were considered the aspects being affected by large class size set up. "Teaching and Learning Process" surfaced as the central theme after selective coding was done. This central theme was the perceived general aspect directly affected by large class size. *A Conceptual Model of Gapas and Camagos' Chained Aspects*

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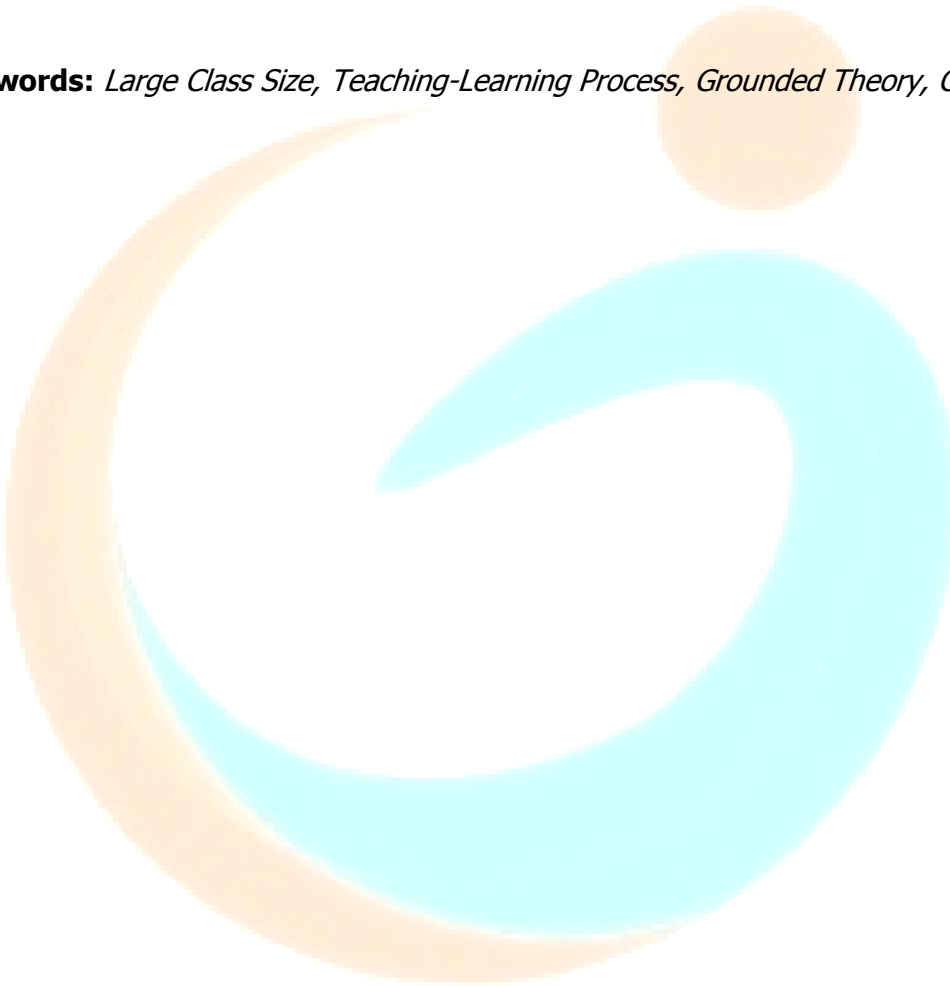
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Being Affected by Large Class Size and How They Affect Teaching Learning Process in General was generated. In conclusion, teaching and learning process is negatively affected when six aspects such as teacher's classroom management and teaching methodology, time efficiency, emotional stability, learners' involvement to class lectures, quality of assessment, and classroom facility and instructional material sufficiency are disturbed by large class size educational set up.

Keywords: *Large Class Size, Teaching-Learning Process, Grounded Theory, Coding*



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INTRODUCTION

As the world population continues to increase, the class size is also affected. This is one of the most frustrating concepts for educational researchers. This research stems from debates in relation to the link between class size and learning achievement whether there is a connection between the number of students in a class and their resultant performance. The research looks closely at the value and benefits as well as the disadvantage of large class size.

The study dealt with the effects of large class size, examines and records any variation of the progress of students in a large class size. Within a single school district, there can be several varied populations of students that are serviced and one of them is large class size. Class size may not be viewed as an issue with more economically advantaged student's population, as they are to flourish academically (American Educational Research Association, 2003). Class size has been seen as being more problematic in terms of creating potential adverse effects on student learning. Teacher shall have fixed distribution in a standard size of 35 learners with a maximum of no more than 50 students. However, Halapitan National High School where Humanities and Social Sciences (HUMSS) strand is offered reaches its number to 66 students per class and even more. It cannot be argued that there are effects in the academic achievement of the students as they enrolled in an overpopulated class.

The present research was focused on one section and was conducted in Halapitan National High School, Halapitan, San Fernando, Bukidnon, school year 2021-2022. The respondents of this study were the Humanities and Social Sciences (HUMSS) Grade 12 students. 2

This study sought to determine the effects of large class size to the students in the perspective of Humanities and Social Sciences Senior High School Learners of Halapitan National High School in the academic year 2021-2022 by eliciting their significant experiences in an over populated class. These effects were analyzed further to determine the aspects being affected by large class size phenomenon and how this class size affected the students' academic and social well-being.

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The overall purpose of this study was to provide insights as to how large class size affects the academic and social well-being of students and recommend solutions based from the results gathered.

Statement of the Problem

This research study aimed to find out the effects of large class size which lead to the identification of aspects being affected by such phenomenon which also have direct effects to students. It specifically sought to answer the questions to wit:

1. What are the effects of having a large class size that lead to the identification of aspects being affected by such phenomenon which directly affect students?
2. What are the solutions to overcome the problems and challenges of large class size?
3. What theory is formed after various themes and concepts have been analyzed?

Objective of the Study

This research study aimed to find out the effects of large class size which lead to the identification of aspects being affected by such phenomenon which also have direct effects to students. Specific objectives of the study were:

1. To determine the effects of having a large class size that lead to the identification of aspects being affected by such phenomenon which directly affect students?
2. To provide solutions to overcome the problems and challenges of large class size
3. To form a theory after various themes and concepts have been analyzed?

Significance of the Study

The purpose of this study was to determine the effects of large class size among the students of Halapitan National High School that lead to the identification of aspects being affected by such phenomenon and generate theory out from the themes that emerged after analysis. The study is significant to:

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Teachers. The findings of the study would help the teachers improve their teaching and classroom management methods to the students as regards to class size, and provide a great sense of communication to boost learners' academic and social well-being.

Parents. The result of the study would help parents in teaching their children to be responsible inside the classroom due to the situation of large class size. They would be able to teach their children regarding their action limits in the sense that they would know the possible effects of large class size to learning environment and student's behavior inside the class.

School. Findings of the study would enable the school to be aware of the possible effects of large class size to the academic and social well-being of the students. This would give the school idea to limit the class size to be handled by one teacher and a fixed standard size of 35 learners with a maximum of no more than 50 students.

Students. Results of the study would help students recognize the effects of having a large class size to themselves and to their academic and student social success. The study would help them be enlightened and create solutions on their own way to eliminate the reactive effects of such large class size.

Scope and Delimitation of the Study

This research study took 15 respondents from Grade 12 HUMSS enrolled in the first semester school year 2021-2022. The setting of the study was at Halapitan National High School located at, P-6, Halapitan, San Fernando Bukidnon. To achieve the goal of the study, the interview was conducted and employed free flowing Focused Group Discussion (FGD) in order to obtain the data deemed necessary to answer the research problems at hand.

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Conceptual Framework

This section shows the dependent and independent variables of the study.

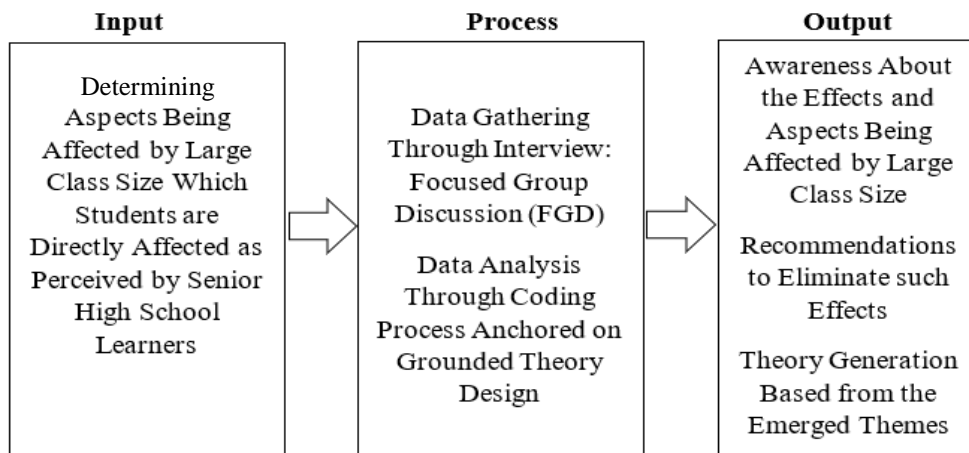


Figure 1: Conceptual Framework of the study showing the research process and underpinnings.

The study followed the Input-Process-Output (IPO) Framework model where the IPO model represents the summary of various related articles that explains the processes involved. This directs the researcher in coming-up with a series of action required in the entire duration of the given educational research. It considers the insights of the other researchers, their observations, and their findings on the subject of their educational research. IPO model refers to the representation of all the factors that make up a process. In the IPO diagram, it includes all of the materials and the information that are required in the process, the specific details of the process itself, and the descriptions of all products and by-products anchored on the process that took place. Furthermore, the IPO model is the commonly used approach by researchers in various fields. It is an approach in system analysis and software engineering for describing the structure of an information processing program or other process. The input in the present study consists the factors connected with the dependent and independent variables of the educational research.

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Usually, all the details specified in the statement of the problems are stipulated here. The process involves the observations conducted, the data gathering procedures, and the statistical treatment of data. It also includes the tabulation, analyses, and interpretation of data. It covers all the things done from the very beginning of gathering of the information or data needed in the conduct of the educational research and it ends with the conclusions and recommendations. The output refers to the action taken after interpreting the results of the study. Action plan, intervention program, and proposed program, activities, modules, and other related things are taken for considerations. Likewise, the end results are also cited here such as the improved learning outcome or performance of the respondents, enhanced teaching-learning process, and other related things based from the study conducted (Canonizado, 2020). 6

In the present study, the input was the Senior High School perception on the effects of having large class size in a classroom which students are directly affected. In addressing the said concern, the process being conducted was data gathering through Focused Group Discussion (FGD) and data analysis through coding process. Finally, the anticipated Output were awareness about the effects of having large class size in a classroom which students are directly affected, recommendations to eliminate such effects, and Theory generation based on the emerged themes.

Theoretical Framework

There have been numerous studies conducted that investigated the effects of large class size to academic and social well-being of students. Throughout recent and previous years it has been a question looked at by everyone from educators to government officials.

The present study was anchored from and governed by Grounded Theory (GT) Design. Glaser and Strauss (1967) proposed that grounded theory is uncovering a theory derived from data that are obtained and analyzed systematically. Kaiser and Presmeg (2019) explained that grounded theory offers a peculiar set of systematic methods that uphold the analysis and

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abstraction of the information to build up a theory that is based on empirical data. These methods incorporate distinctive coding procedures, such as open coding, axial coding, and selective coding, which depend on the constant comparison technique. As new data are gathered and new cases are unveiled in the analysis, there is a huge potential for contribution to the refinement and advancement of an evolving theory.

Definition of Terms

The terms were defined operationally for the benefits of the students, teachers, parents, and for the next generation.

Large Class Size- refers to the number of students in a given classroom or course which already exceeds the expected prescribed teacher-student ratio.

Learning Environment- refer to an educational approach, cultural context, or physical setting in which teaching and learning.

Student behavior- response of an individual or group to a stimulus. The stimulus may be an action, person or something to govern.

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RESEARCH METHODOLOGY

This section presents the methods and procedures that the researcher employed in the conduct of his research. This includes the description of the research design, research locale, and research procedure. The data gathering procedure, and the statistical techniques were also described and explained.

Research Design

This study adopted Grounded Theory (GT) Design. Grounded theory is broadly applied in educational research. Glaser and Strauss (1967) proposed that grounded theory is uncovering a theory derived from data that are obtained and analyzed systematically. Kaiser and Presmeg (2019) explained that grounded theory offers a peculiar set of systematic methods that uphold the analysis and abstraction of the information to build up a theory that is based on empirical data. These methods incorporate distinctive coding procedures, such as open coding, axial coding, and selective coding, which depend on the constant comparison technique. As new data are gathered and new cases are unveiled in the analysis, there is a huge potential for contribution to the refinement and advancement of an evolving theory.

Research Respondents

The respondents of the study were fifteen (15) Grade 12 SHS students under Humanities and Social Sciences (HUMSS) strand of Halapitan National High School since it had one of the highly populated class, with sixty-seven (67) official enrollees for the school year 2021-2022.

Research Locale

The study was conducted to Grade 12 Senior High School at Halapitan National High School, Halapitan San Fernando Bukidnon in the academic year 2021-2022. This specific grade level was performing low to average in both the curricular and extra-curricular fields due to overpopulation of their section.

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The school is an established and keeps growing secondary school in the municipality of San Fernando, Bukidnon. It has 24 feeder schools namely: Halapitan Central Elementary School, Nacabuklad Elementary School, Magkalungay Elementary School, Iglugsad Elementary School, Namnam Integrated School, Kalagangan Elementary School, Mabuhay Elementary School, Sacramento Valley Elementary School, Malayanan Elementary School, Little Baguio Elementary School, Tugop Elementary School, Candelaria Elementary School, Kawayan Elementary School, Kibongcog Elementary School, Bonacao Elementary School, Sto.Dominggo Elementary School, Dao Elementary School, Palacpacan Elementary School, Bulalang Elementary School, San Jose Elementary School, Cayaga Elementary School, Cabuling Elementary School, Durian Elementary School, and Matupe Elementary School. Graduates from these schools increase almost every year and usually enrol at Halapitan National High School for their secondary education. This is the reason for the increasing population of the school every year. Some of the students from these elementary schools are members of the different tribal groups who speak Cebuano, Tigwahanon, and Matigsalug dialects most often when they communicate with their peers and teachers, in spite of the "Speak English or Filipino" policy of the school. Due to overwhelming number of school feeders of the school, it cannot be avoided that each section of the said school is congested due to overpopulation of students. Figure 2 shows the location where the study was conducted.

Instrument

The main instrument for this study was the interview that was conducted through English or Cebuano considering the comfortability of the respondents. The interview was done through face-to-face while observing safety protocols.

The unstructured interview was conducted to fifteen (15) Grade 12 Humanities and Social Sciences students as its main approach to collect pertinent data deemed necessary to answer the research problems. Thus, Focused Group Discussion (FGD) was conducted. In this free-

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flowing interview, respondents were allowed to fully express their significant experiences relevant to the given topic without being interrupted. Follow up questions were only raised when the interviewer found it necessary to continuously flare up the interesting ambiance of the interview process.

Data Gathering Procedure

Prior to the actual interview, permission to conduct the study was asked from the respondents who were chosen through purposive sampling. An informed consent form was given to the chosen respondents. They were given ample time to review their participation in the study. After the consent was granted, respondents were oriented on the nature of the study, their extent of participation, the risks and conveniences, the respondents' rights, benefits, and confidentiality. Health protocols were observed for face-to-face interviews which were done at the respondents' most convenient time. After gathering the necessary information, data were coded following Strauss and Corbin's triadic coding procedure.

Analytical Techniques

To determine the significant themes to address the statements of the problem, three coding processes were conducted namely: Open Coding, Axial Coding, and Selective Coding²¹

Coding method is valuable to the researcher as the exploration emanates from raw data and authentic statements from the respondents while noting the similarities and differences of the responses. By painstakingly comparing and analyzing the data, a considerable theory will be uncovered. After collecting the data, although not necessarily all, the evaluation process may commence. Strauss and Corbin (1990) distinguish the three types of coding processes that are necessary to establish a grounded theory: "open, axial, and selective coding". La Rossa (2015) emphasizes when these three phases are utilized, this triadic coding procedure makes the grounded theory substantial.

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Open Coding

The initial approach to the data is through open coding. A thorough analysis of data will be done for the conceptualization and categorization of the phenomena. In this first phase of open coding, the information is fragmented and is reduced into parts that are methodically analyzed. This process intends to grasp the core concept of each part and to come up with a code that would best define it (Kaiser and Presmeg, 2019). These fragments of information are compared while noting the similarities and differences. The same code will be attributed to similar parts (Mey and Mruck, 2011). The ultimate purpose of open coding is to come up with a wealth of codes with which to define the data until saturation is peaked (Strauss and Corbin, 1990). "Indicators" in the form of phrases, expressions, statements from the data, or significant observations are utilized to reveal the "concepts" (Feeler, 2012). This would create a pathway to unveil a certain degree of novelty of the stories or experiences.

Axial Coding

Next is the axial coding. It is deemed to be the process for interrelating the concepts and categories. Kaiser and Presmeg (2019) state that evolving relationships between the individual concepts must be incorporated into an overarching structure with one central category to establish a grounded theory. This second phase in coding is required according to Strauss and Corbin (1990) to examine and explore the connections between and among the categories and to formulate ties between them. Strauss (1987) further implicates that intense analysis should be done to come up with one central category about the conditions and consequences. Inductive and deductive reasoning methods are emphasized axial coding in the course of connecting subcategories to a category by continuing to create inquiries and to make comparisons (Mills et al., 2006). In this regard, emerging novel concepts that capture the varied categories are being observed by the researcher to formulate a comprehensive narrative.

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Selective Coding

At this phase of coding, categories are funneled and refined since the core category is systematically related to other categories (Strauss, 1987). The researcher will determine or decide the key story behind the analysis. In other words, the narrative gathered by the researcher should be reflective, coherent, and ideally compelling (LaRossa, 2005). When the core category is discovered, the line of the story of the research is set. The researcher distinguishes the chief phenomenon of the study and can finally answer the research query. Finally, the grounded theory will emerge that emanated from the raw data which were painstakingly gathered, analyzed, and interpreted (Vollstedt (2015).

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This section presents, analyzes and interprets data gathered from the respondents of the study. The findings were discussed based on the order of presentation of the problems in Chapter 1.

Problem 1. What are the effects of having a large class size that lead to the identification of aspects being affected by such phenomenon which directly affect students?

Table 1 shows the effects of having a large class size that lead to the identification of aspects being affected by large class size which directly affect students as perceived by Senior High School HUMSS students of Halapitan National High School.

Table 1. Open Coding: Initially Generated Categorical Concepts

Adjustment	Irritation and Intimidation	Peer Mentoring	Teacher's Non-Accommodation
Class Activity Delays	Laziness	Peer Reliance	Teacher's Non-Remembrance of Outputs
Classroom Mismanagement	Learning Focus	Safety of Students' Property	Teacher's Selectiveness

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Competition over Facilities, Learning Materials, and Teacher's Attention	Limited Actions and Interactions	Stress and Pressure in the Part of the Teacher	Time Inefficiency
Delayed Submission of Outputs	Miscalculated Grades	Strict Rule Implementation	Trust Issues
Difficult Time in Meeting Schedules and Deadlines	Miscommunication	Student Rejection	Unattended Student Outputs
Divided Attention during Lecture	Negative Comparison Between and among Students	Students Left on their Own	Unequal Division of Labor and Responsibilities
Easy and Fast Transmission of Illness	Non-Comfortability in Learning	Sycophantism and Flatteries	Unhealthy Academic Competition
Factions and Social Divide	Non-Exertion of Effort due to Peer Reliance	Taken for Granted Students	Uninteresting and Unexciting Ambiance
Ignored Students	Non-Identification of Student Misconduct	Teacher's Hard Time Finding and Making Appropriate Teaching Strategies for Mass Teaching	Waste of Time and Effort due to Delays
Insufficient Classroom Facilities for Students	Non-Participation	Teacher's Inconvenience in Teaching	
Insufficient Learning Materials such as Books	Non-Recognition of Students	Teacher's Mishandling of Issues and Concerns	

A thorough analysis of data was done for the conceptualization and categorization of the phenomena. In this first phase of open coding, the information was fragmented and was reduced into parts then methodically analyzed. This process intended to grasp the core concept of each

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part and to come up with a code that would best define it (Kaiser and Presmeg, 2019). These fragments of information were compared while noting the similarities and differences.

As presented in table 1, there were 46 coded concepts which Senior High School HUMSS students of Halapitan National High School perceived as effects of having a large class size that directly affected them. These were Adjustment, Class Activity Delays, Classroom Mismanagement, Competition over Facilities, Learning Materials, and Teacher's Attention, Delayed Submission of Outputs, Difficult Time in Meeting Schedules and Deadlines, Divided Attention during Lecture, Easy and Fast Transmission of Illness, Factions and Social Divide, Ignored Students, Insufficient Classroom Facilities for Students, Insufficient Learning Materials such as Books, Irritation and Intimidation, Laziness, Learning Focus, Limited Actions and Interactions Between and among Students and Teachers, Miscalculated Grades, Miscommunication, Negative Comparison Between and among Students, Non-Comfortability in Learning, Non-Exertion of Effort due to Peer Reliance, Non-Identification of Student Misconduct, Non-Participation, Non-Recognition of Students, Peer Mentoring, Peer Reliance, Safety of Students' Property, Stress and Pressure in the Part of the Teacher, Strict Rule Implementation, Student Rejection, Students Left on their Own, Sycophantism and Flatteries, Taken for Granted Students, Taken for Granted Students, Teacher's Hard Time Finding and Making Appropriate Teaching Strategies for Mass Teaching, Teacher's Inconvenience in Teaching, Teacher's Mishandling of Issues and Concerns, Teacher's Non-Accommodation, Teacher's Non-Remembrance of Outputs, Teacher's Selectiveness, Time Inefficiency, Trust Issues, Unattended Student Outputs, Unequal Division of Labor and Responsibilities, Unhealthy Academic Competition, Uninteresting and Unexciting Ambiance, and Waste of Time and Effort due to Delays.

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Table 2. Axial Coding: Generated Themes from the Initially Generated Concepts

<ul style="list-style-type: none">- Adjustment- Strict Rule Implementation- Teacher's Hard Time Finding and Making Appropriate Teaching Strategies for Mass Teaching- Non-Identification of Student Misconduct- Uninteresting and Unexciting Ambiance- Teacher's Non-Accommodation- Divided Attention during Lecture- Classroom Mismanagement- Learning Focus- Safety of Students' Property	<ul style="list-style-type: none">- Teacher's Classroom Management and Teaching Methodology
<ul style="list-style-type: none">- Class Activity Delays- Delayed Submission of Outputs- Time Inefficiency- Waste of Time and Effort due to Delays- Difficult Time in Meeting Schedules and Deadlines- Limited Actions and Interactions- Miscommunication	<ul style="list-style-type: none">- Time Efficiency
<ul style="list-style-type: none">- Stress and Pressure in the Part of the Teacher- Non-Comfortability in Learning- Irritation and Intimidation- Teacher's Inconvenience in Teaching- Teacher's Selectiveness- Trust Issues- Easy and Fast Transmission of Illness	<ul style="list-style-type: none">- Emotional Stability
<ul style="list-style-type: none">- Peer Mentoring- Students Left on their Own- Factions and Social Divide- Peer Reliance- Unequal Division of Labor and Responsibilities- Laziness- Non-Exertion of Effort due to Peer Reliance- Non-Participation- Taken for Granted Students- Student Rejection	<ul style="list-style-type: none">- Learners' Involvement to Class Lectures

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<ul style="list-style-type: none">- Ignored Students- Sycophantism and Flatteries	
<ul style="list-style-type: none">- Teacher's Non-Remembrance of Outputs- Unattended Student needs and Outputs- Miscalculated Grades- Negative Comparison Between and among Students- Non-Recognition of Students	- Quality of Assessment
<ul style="list-style-type: none">- Insufficient Learning Materials such as Books- Competition over Facilities, Learning Materials, and Teacher's Attention- Unhealthy Academic Competition- Teacher's Mishandling of Issues and Concerns- Insufficient Classroom Facilities for Students	- Classroom Facility and Instructional Material Sufficiency

In the second stage of coding, the researcher interrelated the concepts and categories (Kaiser and Presmeg, 2019). Evolving relationships between the individual concepts were incorporated into an overarching structure with one central category to establish a grounded theory. This second phase in coding was done to examine and explore the connections between and among the categories and to formulate ties between them (Strauss and Corbin, 1990).

As presented in table 2, six (6) themes were generated in reference to the initially coded concepts. These themes were perceived by Senior High School HUMSS students of Halapitan National High School to be the aspects being affected by a large class size which directly affected them as students. These themes were Teacher's Classroom Management and Teaching Methodology, Time Efficiency, Emotional Stability, Learners' Involvement to Class Lectures, Quality of Assessment, and Classroom Facility and Instructional Material Sufficiency.

Table 3. Selective Coding: Generated Central Themes Being Affected by Large Class Size

Theme 1	Teacher's Classroom Management and Teaching Methodology (TCMTM)	Teaching and Learning Process
Theme 2	Time Efficiency (TE)	

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Theme 3	Emotional Stability (ES)	
Theme 4	Learners' Involvement to Class Lectures (LICL)	
Theme 5	Quality of Assessment (QA)	
Theme 6	Classroom Facility and Instructional Material Sufficiency (CFIMS)	

At this stage of coding, categories were funneled and refined since the core category was systematically related to other categories (Strauss, 1987). The researcher determined and decided on the key story behind the analysis. In other words, the narrative gathered by the researcher were reflective, coherent, and ideally compelling (LaRossa, 2005).

After the analysis as shown in table 3, the core category that emerged as perceived by Senior High School HUMSS students of Halapitan National High School which served to be the core aspect being affected by a large class size that directly affected them as students was the *Teaching and Learning Process*. There were six essential themes under this category, namely: Theme 1: Teacher's Classroom Management and Teaching Methodology; Theme 2: Time Efficiency; Theme 3: Emotional Stability; Theme 4: Learners' Involvement to Class Lectures; Theme 5: Quality of Assessment; and Theme 6: Classroom Facility and Instructional Material Sufficiency.

Hypotheses were formulated out of these themes. Propositions were also derived and evaluated based on these Hypotheses. For each theme, a comprehensive discussion was given.

Theme 1: Teacher's Classroom Management and Teaching Methodology

As revealed in the study of Amua-Sekyi (2010), quality teaching actually suffers in large classes and this is a criticism on the quality of education in the developing countries. This is supported by the fact that lecturers as respondents of the said study reported that "developing

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appropriate teaching styles in large classes with diverse needs is challenging in itself". They further contended that "teachers see this as a direct threat to the quality of teaching". The respondents further observed that most students who sit at the back and outside the lecture halls neither participate nor pay attention to whatever goes on, but engage themselves in arguments and gossips which gives them hard time planning for an effective classroom management scheme.

Here were some statements of the respondents that manifested teacher's classroom management and teaching methodology being affected by large class size. The first two statements focused on Teacher's teaching methodology while the last two statements focused on teacher's classroom management scheme.

"Yes, sir every day, every week, ma'am wanted us to perform or to bake something like on what she talked about for example the brownies sir like that. Every day there would be participating group, there would be one group to perform or two groups it depends on her sir so we always followed on what she instructed to our class also sir" **TCMTM**

"Oversized population in the class like what I've also experienced way back when I was in grade 8 sir in Araling Panlipunan our teacher gave an activity on the class in one hour then before that...before she gave the activity she first discussed more than 30 minutes or more than with that 30 to 40 minutes, with the remaining minutes sir we answered the activity that she had given. When the bell rang, I mean before the bell rings, we had to submit our output. I was already done on my activity and so passed it to her. However, sad to say sir when the bell rang, she didn't accept that paper of my classmates sir..." **TCMTM**

"The teacher discussion is no longer heard in front. The students at the back cannot focus well because the distance from the teacher is far and the teacher's voice is filtered by the noise around. Students are not comfortable because the classroom is too congested that other students are just resorting to playing with the cellphones at the back. Students could not focus due to many distractions and because of overpopulation of the classroom, the teacher can no longer manage the class well." **TCMTM**

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"It can affect learning because when there is too much crowding in the class, tendency is there would be too much noise and other nuisances in the part of the teacher and students and that students cannot learn. When the teacher cannot focus in teaching, then our learning is also affected." **TCMTM**

Hypothesis 1: Due to large class size, teacher's classroom management and teaching methodology are being affected which automatically entails that students are also affected by such phenomenon.

Proposition 1: Class size reduction and teacher training on mass lecture pedagogies are a necessary move to prevent classroom mismanagement and sustain teacher's quality teaching methodology.

Theme 2: Time Efficiency

In a survey carried out by ATL (2009), it was noted that many of the "respondents echoed the difficulties that come with having a large class". One of which was that as indicated by Helen Terry, a secondary school teacher from Rothertham when she said, "I am unable to give all students the time and attention they often need". Elkington and Llyod-Staples (2003) asserted that "Finding time for marking, planning and assessment is more of a problem in large classes".

Here were some statements of the respondents that demonstrated time efficiency being affected by large class size.

"Last week I submitted my outputs very late already sir because I was already bombarded with bulks of modules upon getting last week" **TE**

"...She (teacher) considered it as late then when the release of grades was already scheduled, I mean in the end of the quarter sir, we followed-up our grades then lots of my classmates which I also experienced sir that I've seen the grading sheet like there were many blanks." **TE**

"It can affect learning because when there is too much crowding in the class, tendency is there would be too much noise and other nuisances in the part of the teacher and students and

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that students cannot learn. When the teacher cannot focus in teaching, then our learning is also affected.” TE

“Yes, sir when it comes to presentation, the teacher groups the students into many groups. This means time is not enough for all the groups to present. So how about those groups that are not able to perform yet but already well dressed and have already painted their faces?”

TE

Hypothesis 2: Time efficiency among teachers and students is being underemphasized due to large class size and because of this underemphasized time, learners tend to do cramming just to meet and beat requirement deadlines.

Proposition 2: Time management skills must be taught to and be practiced religiously among students to prevent cramming upon meeting and beating deadlines and for them to be efficient and productive at all times.

Theme 3: Emotional Stability

Amua-Sekyi (2010) in her study stressed that the “perceived lack of appropriate value associated with teaching was aggravated by government policy to increase and widen access to higher education”. On this issue, respondents indicated that “The repercussions of this policy are the teaching associated activities”, such as “increasing marking load, organizing large classes for effective teaching, diversity of student needs both academic and non-academic, etc.”, which make teaching for the lecturer stressful. Association of Teachers and Lecturers in Ghana (ATL,2009) pointed out that large class size does not only affect the quality of teaching and learning, but also affect their “stress levels”. Besides that, they emphasized that large class size makes it hard to deal with behavioral problems.

Below were some of the respondents’ statements testifying that their emotional stability was affected by large class size in some of their class encounters.

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"Memorable sir because I was scared to ma'am A...we were scolded almost every day sir because we were then so stubborn. Even if we did nothing wrong she still goes to our room just to scold us." **ES**

"Another experience is with sir S sir when we were in Grade 9. He was in a bad mood one morning and there we were so naughty and noisy. We had no idea why he got mad at us so instantly. It was because we knew then that both his uncle and grandfather died. So there, he scolded us and even rant at us saying offensive words. With that, we were so emotional too." **ES**

"...My output was lost causing him (the teacher) to give just a grade of 72. As for myself, I could not accept such grade for I had the conviction that I did not deserve such grade. I told him my side and from there, it gave him even more stress." **ES**

"...The negative effects of the class size sir I would say it and it came from the mouth of ma'am RR, she said that the large class size really matters because the teachers would be more stressed, would be more pressured and do not know what to do if classroom is so much crowded. Yes, especially in face to face like what she experienced in her first year here in Halapitan National High School." **ES**

Hypothesis 3: Emotional Stability of both the teachers and students is dramatically disturbed due to having large class size which cause the fluctuation of both teaching and learning focus.

Proposition 3: Mental health awareness among teachers and students must be strengthened and reinforced to avoid emotional and mental disturbances amidst large class size.

Theme 4: Learners' Involvement to Class Lectures

As presented in the study of Amua-Sekyi (2010), it was found that the lack of large classroom space was another problem that the respondents complained about. This is borne out of the fact that lecturers observed that, "At level 100 and 200 where class sizes are usually large, students are not really involved in teaching and learning".

ATL (2009) and Yelkperli (2009) found that 83% of the respondents in their study felt that the size of their classes had an impact on pupils' concentration and participation. They even

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personally often observed that most students who sit at the back and outside the lecture halls neither participate nor pay attention to whatever goes on, but engage themselves in arguments and gossips.

The four statements expressed by some of the Grade 12 HUMSS respondents below attest that learners' involvement to class lectures is affected by large class size.

*"It is not oral recitation sir but still needed to raise hands sir...When I am confident raising my hands to answer, I was not called, but when I am not ready and prepared, I am called to answer... I am offended in this situation sir..." **LICL***

*"Way back in Grade 9, I was not so showy and confident that time because I was shy. Our teacher selected some students to perform dancing. Because I am not confident and shy, I just stayed in the corner of the classroom. The teacher actually had seen and noticed me staying away, just in the corner, but she just ignored me and rather called on others." **LICL***

*"The students are not comfortable listening and participating the class because aside from the lack of chairs and many students are staying at the back portion of the classroom, the teacher discussion is no longer heard in front. The students at the back cannot focus well because the distance from the teacher is far and the teacher's voice is filtered by the noise around. Students are not comfortable because the classroom is too congested that other students are just resorting to playing with the cellphones at the back." **LICL***

*"Most of the students are already reliant to other students/classmates because again, the teacher cannot notice anymore whether or not the students are doing the activities... The others are no longer participating in the class rather just doing unnecessary and unbecoming things especially at the back." **LICL***

Hypothesis 4: Learners' level of Involvement to Class Lectures in a large class size environment decreases as their attention is so divided by numerous classroom distractions. 35

Proposition 4: Teachers' knowledge and skills regarding differentiated instruction and collaborative learning related pedagogies must be enhanced and strengthened to still encourage

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Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



and invite learners' full attention and active participation during class instruction despite having large class size.

Theme 5: Quality of Assessment

As observed by Elkington and Llyod-Staples (2003), finding time for marking, planning and assessment is more of a problem in large classes. In the study conducted by Donkoh et.al (2021), it was found that lecturers of large class sizes find it difficult to organize quizzes and class tests regularly, to mark students' scripts and providing feedback on time, to conduct hitch-free class test, and to supervise and control acts of cheating in quizzes and class tests by students. Quality teaching and assessment actually suffer in large classes and this is an indictment on the quality of education especially in developing countries Amua-Sekyi (2010).

In the context of Grade 12 HUMSS respondents' personal experiences, here were their statements expressing that the way they were assessed is not fair and quality enough due to their large class size.

"Like in our Filipino subject with sir B, according to him, due to large class size in our section, my output was lost causing him to give me just a grade of 72. As for myself, I could not accept such grade for I had the conviction that I did not deserve such grade." **QA**

"I mean in the end of the quarter sir, we followed-up our grades then lots of my classmates which I also experienced sir that I've seen the grading sheet like there were many blanks." **QA**

"I have observed that since there are too many students, teachers are comparing students with other students and I felt so sad about it because I am doing my best. I don't need to be compared to others because they are different from me and I am different from them." **QA**

"Because of too many students in the class that makes the classroom so congested, students can just easily copy from the others without the knowledge of the teacher." **QA**

Hypothesis 5: Quality of assessment is affected when class size is large because large class size affects the teacher's assessment planning and feedbacking strategies where some are assessed

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appropriately but many are being assessed in a mediocratic and shallow approach due to inevitable constraints and circumstances related to large class size.

Proposition 5: Assessment takes in so many forms be it written or performance. Hence, quality assessment must be taken so seriously, be given much emphasis and not be compromised despite large class size as this is the phase where teacher can determine the learners' level of mastery on the focused skills and competencies.

Theme 6: Classroom Facility and Instructional Material Sufficiency

In the study of Amua-Sekyi (2010), it showed that when there is large class size in an instructional room, facility and other instructional resources are affected thus becomes scarce and inadequate that they could no longer accommodate individualized experiential hands-on activities. In the study of Donkoh et.al (2021), it revealed that due to large class size, the use of teaching and learning materials becomes a problem since lecturers cannot have many TLMs for individual students. The study further reiterated that resources that become scarce and insufficient include seating facility, writing and performance venues, communication gadgets, laboratory equipment for hands-on activities, and print resources like books.

Excerpts below were some of Grade 12 HUMSS respondents' statements contextually proving that classroom facility and instructional material sufficiency are affected thus become scarce and inadequate when there is presence of large class size.

"When I was in grade 10 ... taking up bread and pastry. We were more than 40 plus students taking up that. We could observe that the facilities were not enough for all of the students. It was not convenient so that way, our teacher found ways and means for us to divide ourselves for a grouping..." CFIMS

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"In the Filipino sir ma'am D, our books sir still like in our TLE were not enough and then between my classmates we share one book so the ratio of the students it was not enough."

CFIMS

"Based on my experience at present sir is we run out of modules because we are so many in the class and because of that, we are affected, our academics are affected." **CFIMS**

"...because I was already bombarded with bulks of modules upon getting last week. It was because we experienced module shortage and because also of my classmates who returned modules so late also that I still had to wait for them." **CFIMS**

"The students are not comfortable listening and participating the class because aside from the lack of chairs and many students are staying at the back portion of the classroom..." **CFIMS**

"Chairs should be able to accommodate everyone already in a one is to one ratio to avoid hassle when face to face classes later will in case resume." **CFIMS**

"I mean the books must be distributed in an individual basis because I am not comfortable having the book with co-owner because I cannot focus just like in grade seven English books especially sir that residence of the partner/co-owner for example is far from the other." **CFIMS**

Hypothesis 6: Classroom facility and instructional materials are not exempted from being affected thus become scarce and inadequate to students when there is large class size.

Proposition 6: It is a necessity that larger portion of school's budget be allocated to procuring facilities and other related instructional materials to accommodate large number of students in a large class size setting. Additionally, school must strengthen community linkages through potential stakeholders to aid the academic institution in its quest of providing students sufficient facilities and learning resources deemed significant for their quality learning.

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Problem 2. What are the solutions to overcome the problems and challenges of large class size?

Table 4 shows the solutions proposed to overcome the problems and challenges of large class size as perceived by Senior High School HUMSS students of Halapitan National High School. These proposals were generated in reference to the generated hypotheses which were also based from the central themes that emerged after the thorough analysis of the respondents' responses through coding process.

Table 4. Proposed Solutions to Overcome problems and Challenges Related to Large Class Size.

Proposed Solution Number	Proposed Solutions
1	Class size reduction and teacher training on mass lecture pedagogies are a necessary move to prevent classroom mismanagement and sustain teacher's quality teaching methodology.
2	Time management skills must be taught to and be practiced religiously by students to prevent cramming upon meeting and beating deadlines and for them to be efficient and productive at all times.
3	Mental health awareness among teachers and students must be strengthened and be reinforced to avoid emotional and mental disturbances amidst large class size.
4	Teachers' knowledge and skills regarding differentiated instruction and collaborative learning related pedagogies must be enhanced and strengthened to still encourage and invite learners' full attention and active participation during class instruction despite having large class size.
5	Assessment takes in so many forms be it written or performative. Hence, quality assessment must be taken so seriously, be given much emphasis and not be compromised despite large class size as this is the phase where teacher can determine the learners' level of mastery on the focused skills and competencies.
6	It is a necessity that larger portion of school's budget be allocated to procuring facilities and other related instructional materials to accommodate large number of students in a large class size setting. Additionally, school must

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strengthen community linkages through potential stakeholders to aid the academic institution in its quest of providing students sufficient facilities and learning resources deemed significant for their quality learning.

Problem 3. What theory is formed after various themes and concepts have been analyzed?

The proceeding paragraph delineates how each generated theme relates to each other that compelled the researcher to come up with his own theory.

Theory Generation:

With the shared experiences of the students in relation to large class size setting, **Teaching and Learning Process**, as the core category being affected by such phenomenon, emerged. Unveiled aspects being affected by large class size in the interview responses of the respondents are Teacher’s Classroom Management and Teaching Methodology, Time Efficiency, Emotional Stability, Learners’ Involvement to Class Lectures, Quality of Assessment, and Classroom Facility and Instructional Material Sufficiency.

After painstakingly analyzing the data, the experiences of the students in the large class size educational set up can be described as follows: Developing appropriate teaching styles in large size classes with diverse needs is challenging in itself thus quality teaching-learning inside the classroom is compromisingly affected as teachers find it hard to come up with the right pedagogical approach that fits to the students learning styles and needs in general. Thus, class size reduction and teacher training on mass lecture pedagogies are a necessary move to prevent classroom mismanagement and sustain teacher’s quality teaching methodology (**Theme 1**). As teachers’ teaching methodology is disturbed, affected by, and fluctuating due to large class size set up, there is a tendency that students’ productivity from time to time is also not consistent as they are most if not all the time relying on the teachers’ instructional input. This concern calls for teachers to teach time management skills to students and always emphasize to them to religiously

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practice it to prevent cramming upon meeting and beating deadlines and for them to be efficient and productive at all times (**Theme 2**). When students' time efficiency fluctuates due to teachers' disturbed teaching methodologies, it is also anticipated that their emotional and mental health are at risk of being disturbed and affected as they would feel inferior when they do not meet the standards expected from them. It is then just a serious need for mental health awareness among teachers and students to be strengthened and be reinforced to avoid emotional and mental disturbances amidst large class size (**Theme 3**). By the time learners do not feel at ease due to distractions caused by large class size, their involvement to class lectures are affected. Hence, teachers' knowledge and skills regarding differentiated instruction and collaborative learning related pedagogies must be enhanced and strengthened to still encourage and invite learners' full attention and active participation during class instruction despite having large class size (**Theme 4**). The moment students do not pay close attention and just passively participate in the instructional session, it is also expected that they would get a marginal to poor assessment results. This situation then calls for teachers to take quality assessment schemes so seriously, give much emphasis to quality standardized tests for the assessment to be not compromised despite large class size as this is the phase where teacher can determine the learners' level of mastery on the focused skills and competencies (**Theme 5**). Most compelling reason why students garner a very frustrating assessment results can be traced back to insufficient facility and learning resources. Since students could not experience a quality ample time manipulating learning equipment and other instructional learning materials due to inadequacy, it is anticipated that their learning is not optimized which eventually makes them inferior in terms of assessment. It is construed to be necessary that larger portion of school's budget be allocated to procuring facilities and other related instructional materials to accommodate large number of students in a large class size setting. Additionally, school must strengthen community linkages through potential stakeholders to aid the academic institution in its quest of providing students sufficient facilities and learning resources deemed significant for their quality learning (**Theme 6**). Finally, the lack of classroom

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facilities and other related instructional and learning materials in return is a primary determinant of the success of teachers' teaching methodology implementation.

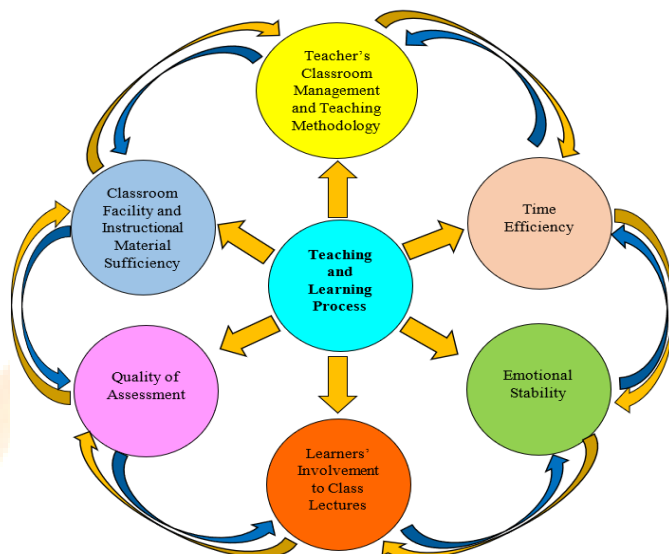


Figure 3. Conceptual Model of Gapas' and Camagos' Chained Aspects Being Affected by Large Class Size and How They Affect

Gapas' and Camagos' Chained Aspects 'Being Affected by Large Class Size and How They Affect Teaching Learning Process in General simply states that there are six primary aspects being affected by large class size set up. These aspects include Teacher's Classroom Management and Teaching Methodology, Time Efficiency, Emotional Stability, Learners' Involvement to Class Lectures, Quality of Assessment, and Classroom Facility and Instructional Material Sufficiency. All aspects display interdependence in a sense that status of one aspect depends on how stable or disturbed the status of another aspect is and vice versa. Further, all these aspects though differ in scope have direct effect to the teaching and learning process of teachers and students in general.

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The theory can provide a frame of reference for the educational leaders and institutions for them to come up with action plans, regulations and other guidelines that are responsive to the needs and experiences of both the teachers and students with regards and in relation to large class size set up in the public basic education system. This can also provide a better understanding of how various aspects are affected by large class sizing that eventually impact the entire teaching and learning process in a negative way.

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

This section presents the summary of findings and conclusions of the study which serve as bases for formulating the recommendations.

Summary of Findings

Class size is one of the small number of variables in Philippine K-12 education that are both thought to influence student learning and are subject to administrative action. The effects of class size on learning, focusing on how instructors and students behave differently in large and classes (McKeachie, 1990).

Governed by Grounded Theory design, the present study was conducted to fifteen (15) Grade 12 HUMSS students of Halapitan National High School S.Y. 2021-2022 to seek answers on the two research problems: a) What are the effects of having a large class size that lead to the identification of aspects being affected by such phenomenon which directly affect students? and b) What are the solutions to overcome the problems and challenges of large class size?

After thorough analysis of the respondents' responses employing three stages of coding process, forty-six (46) concepts were initially generated through open coding. These concepts (see table 1, pp.23) were considered effects of having a large class size. These forty-six effects were further categorized through axial coding and six (6) themes (see table 2, pp. 24) emerged and were considered aspects being affected by large class size which directly affect students. Out

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of these themes, one (1) central theme (see table 3, pp.26) was generated through selective coding where all themes and initial concepts were contributing factors of its emergence.

Upon clarity of the emerged themes, six (6) hypotheses and six (6) propositions were expressed to answer the research problem 2 (pp.29,30,31,33,34,36).

The research ended up by proposing a theory of "*Chained Aspects Being Affected by Large Class Size and How They Affect Teaching Learning Process in General*". This theory simply states that all aspects involved in this proposed theory display interdependence in a sense that status of one aspect depends on how stable or disturbed the status of another aspect and vice versa. Further, all these aspects though differ in scope have direct effect to the teaching and learning process of teachers and students in general.

Conclusion

On the basis of the above summary of findings in the study, this research came up with the following conclusions:

Hence, the researcher would like to put forth the thought that teaching and learning process is negatively affected when teacher's classroom management and teaching methodology, time efficiency, emotional stability, learners' involvement to class lectures, quality of assessment, and classroom facility and instructional material sufficiency are disturbed by large class size educational set up.

Recommendations

Since the results of this study clearly stated that students and teachers during teaching-learning process encounter difficulties and distractions when the six specified aspects are disturbed by large class size, the researcher recommends the following to wit:

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Volume IV, Issue I

August 2022

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1. Class size reduction and teacher training on mass lecture pedagogies are a necessary move to prevent classroom mismanagement and sustain teacher's quality teaching methodology (*Theme 1*).
2. Time management skills must be taught to and be practiced religiously by students to prevent cramming upon meeting and beating deadlines and for them to be efficient and productive at all times (*Theme 2*).
3. Mental health awareness among teachers and students must be strengthened and be reinforced to avoid emotional and mental disturbances amidst large class size (*Theme 3*).
4. Teachers' knowledge and skills regarding differentiated instruction and collaborative learning related pedagogies must be enhanced and strengthened to still encourage and invite learners' full attention and active participation during class instruction despite having large class size (*Theme 4*).
5. Assessment takes in so many forms be it written or performative. Hence, quality assessment must be taken so seriously, be given much emphasis and not be compromised despite large class size as this is the phase where teacher can determine the learners' level of mastery on the focused skills and competencies (*Theme 5*).
6. It is a necessity that larger portion of school's budget be allocated to procuring facilities and other related instructional materials to accommodate large number of students in a large class size setting. Additionally, school must strengthen community linkages through potential stakeholders to aid the academic institution in its quest of providing students sufficient facilities and learning resources deemed significant for their quality learning (*Theme 6*).

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