

## Research Article

This article is published by Jozac Publishers in the *African Social Science and Humanities Journal (ASSHJ)*. Volume 6, Issue 1, 2025.

ISSN: 2709-1309 (Print)  
2709-1317 (Online)

This article is distributed under Creative Commons [Attribution \(CC BY-NC-SA\) International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).

## Article detail

**Received:** 21 November 2024

**Accepted:** 28 January 2025

**Published:** 20 February 2025


**Conflict of Interest:** The author/s declared no conflict of interest.



## Self-efficacy belief and classroom management: How Senior High School Social Studies teachers navigate through the challenges of overcrowded classrooms to facilitate effective teaching and learning

Clarke Ebow Yalley<sup>1\*</sup>, Vida Amankwaah Kumah<sup>2</sup>,  
Mohammed Adam<sup>3</sup>

<sup>1,2&3</sup>Department of Social Studies Education, University of Education, Winneba, Ghana, [ceyalley@uew.edu.gh](mailto:ceyalley@uew.edu.gh)<sup>1</sup>, [vakumah@uew.edu.gh](mailto:vakumah@uew.edu.gh)<sup>2</sup>, [madam@uew.edu.gh](mailto:madam@uew.edu.gh)<sup>3</sup>

 <https://dx.doi.org/10.5281/zenodo.14917708>

\*Corresponding author: [ceyalley@uew.edu.gh](mailto:ceyalley@uew.edu.gh)

**Abstract:** The rapid expansion of access to education, particularly at the secondary level, has often outpaced the provision of adequate infrastructure and human resources to support the growing student population. The increase in enrolment has contradicted the teacher-to-student ratio of 1:40 by the Ghana Education Service behavioural model approach highlighting the need for improving access through the availability of learning infrastructures and classroom space to facilitate effective instruction. The inadequacy of educational resources has resulted in overcrowded classrooms, overworked teachers, lack of essential learning materials, decreasing students' motivation to learn, and hindering individualized attention to students leading to a deficit in the delivery of quality education. As a result, the purpose of this study was to explore how the self-efficacy belief of senior high school Social Studies teachers can be used to mitigate the constraints of teaching a large class size. A cross-sectional survey methodology was used to enable researchers to collect data from a diverse sample of participants at a single point in time. A convenience sample was used to sample 437 SHS Social Studies teachers. The main data collection instrument was a close-ended questionnaire, and the data were collected using a combo collection kit. The analysis of the quantitative data involved using frequencies, percentages, and multiple linear regression. The study revealed that large class sizes caused noise and disruptive behaviour and hindered student participation, where senior high school teachers are forced to adapt lecture techniques that inhibit the conduct of assessment for and as learning and prompt feedback. The consequences are detrimental to students' learning outcomes as students need personalized attention and feedback to stay engaged and motivated in the classroom. Senior High School Social Studies teacher's self-efficacy beliefs significantly mitigate the challenges of large class sizes. This emphasizes the need for respondents to develop a positive mindset to enable them to respond positively to the constraints of large class sizes through the use of innovative strategies intended to stimulate student engagement and active participation in lessons.

**Keywords** – Large Class Size, Social Studies Teachers, Self-Efficacy Belief, Social Studies Instruction

## 1. INTRODUCTION

Acknowledging the role that education plays in stimulating economic growth, most Sub-Saharan African countries have made tremendous efforts towards increasing the enrolment of primary education. The next frontier for primary school graduates is secondary education where accessibility seems to be limited. To ensure increasing accessibility of secondary education, Ghana instituted the Free Senior High School Policy in 2017 to ensure that quality education becomes more accessible to increase the literacy level of Ghanaian children. Within the global context, the initiative and implementation of the Free SHS Policy was a step toward the achievement of the Sustainable Development Goal (SDG) 4, "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all," specifically meeting target 4.1 "ensuring that all girls and boys complete free, equitable and quality primary and secondary education by 2030. The envisaged hindrance to the smooth implementation of this policy is the accessibility of infrastructure.

Granting access to education is dependent on several variables, including the availability of learning infrastructures, supply of instructional materials, availability of staff, and classroom space to facilitate effective instruction. The inadequacy of any of these exposes the deficit, unavailability, and inaccessibility of quality education. As enrolment increases without a corresponding infrastructure access leads to an increased class size (Ankamah et al., 2023). A typical class size in mid- and economically disadvantaged countries is 35-45 students (Lee & Zuze, 2011; Motshekga, 2012; Phurutse, 2005). However, most of the senior high schools in Ghana contain about sixty (60) or more students, which contradicts the Ghana Education Service behavioural model approach depicting a teacher-to-student ratio of 1:40 (Akoto-Baako & Kissi-Abrokwah, 2021). In the presence of heterogeneity of students with varied abilities, interests, motivational drive and challenges, there is the tendency of difficulty in adapting differentiated instructional techniques, organizing assessments for learning, conducting differentiated assessments, giving assessment feedback on time, lack of concentration in class, giving individualistic attention, and passive participation of learners in large class size (Azhari & Zainil, 2024; Kotob & Abadi, 2019; Mengistie, 2020; Voss et al., 2011). Moreover, more time is spent on procedural matters, managing disruptive behaviours and interferences from unserious students rather than content and classroom management.

The consistency of these effects hinders teacher's ability to adapt inclusive pedagogies, intensify individualistic instructional assistance, integrate technological resources, and ensure flexibility during instruction (Blatchford & Russell, 2020; Blatchford et al., 2008; Shaukat & Pell, 2016). The resultant effect is the usage of teacher-centered techniques with a prescriptive approach to learning. This practice of teacher-centered instruction epistemologically impedes the pedagogical implications of the constructivist underpinning the context of teaching and learning Social Studies, which demands learner-centered approaches to facilitate instruction and use authentic or performance-based assessments to enhance students' learning experiences. The sole purpose of constructivist teaching is to allow learners to have a deeper reflection on the content and explore their experiences and environment to construct their knowledge. The development of critical thinking, communication, collaboration, technological literacy, leadership, creativity, cultural sensitivity, tolerance, and problem-solving becomes the manifestation of constructive teaching. It is imperative to state that Shawa and Chiphiko (2014) discovered that teachers of overwhelming classes are unable to ignite students' curiosity and encourage critical thinking and problem-solving skills in students. This hinders the active participation of students during instruction, which plays a significant "socialization function" and a "cooperative socialization context", enabling learners to pick up social skills (intimacy, collaboration, reciprocity, and successful conflict resolution) that are essential for maturity (Blatchford et al., 2016).

Consequently, a large number of students in a class limits the teacher's function as an active learning facilitator, which poses the fundamental question of how Senior high school Social Studies teachers exhibit essential qualities of engaging students as active participants, use of multiple uses of assessment methods, adjusting instruction to meet the different intellectual abilities of students, make connections to real-life experiences, use of varied teaching techniques to deliver the experiential content of Social Studies"?

## 2. LITERATURE SURVEY

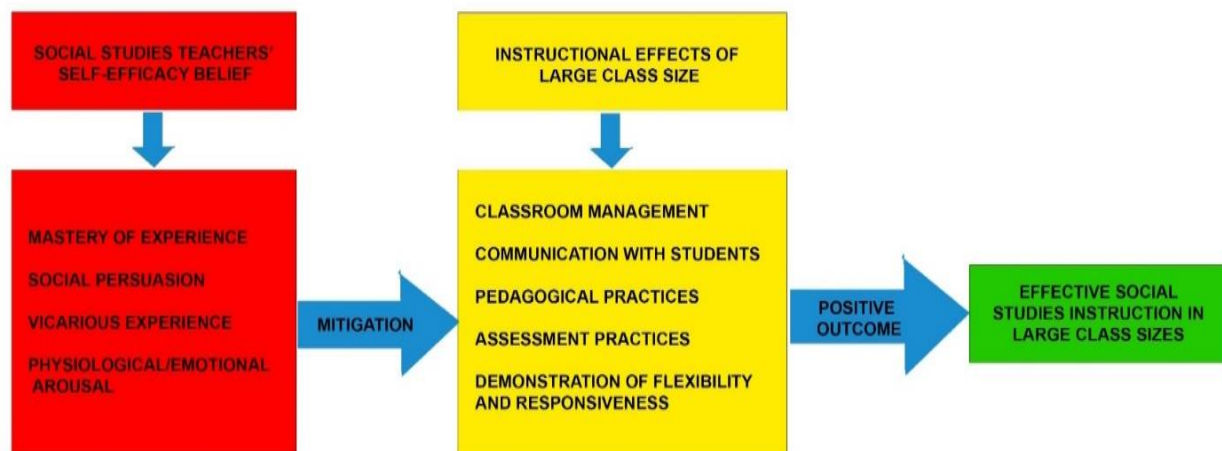


Figure 1: Social Studies teacher's self-efficacy beliefs as a contributor to their instructional practices.

The conceptual framework elucidates the significant role Social Studies teachers' self-efficacy belief play in facilitating effective instruction within large classroom settings. This frame suggests that self-efficacy beliefs, shaped by mastery experiences, social persuasion, vicarious experiences, and physiological arousal, can alleviate the negative impacts of large class sizes on classroom management, communication, pedagogy, assessment, and instructional flexibility. The concept of large class size signals the existence of disruptive behaviours, suppresses possibilities for tailored instruction, and lower student engagement all of which have some negative influence on instructional efficacy. Berg (2018) asserts that teachers who have higher levels of self-efficacy are more likely to use successful teaching techniques and create supportive learning environments.

Strong self-efficacy beliefs increase the likelihood that teachers will employ effective instructional techniques, such as active learning and differentiated instruction, which can assist overcome the difficulties brought on by big class sizes (Kissi-Abrokwhah et al., 2022). Mitchell (2019) confirms that teachers were competent in using effective classroom management techniques such as explicit expectations and positive reinforcement to lessen the behavioral problems that are detrimental to the teaching and learning progression. Additionally, even in larger classrooms, teachers who demonstrate significant self-efficacy are more inclined to foster positive learning environments that increase learner interest and motivation to learn. These settings are distinguished by regular feedback and constructive assessment, a sense of belonging and connection, and chances for student autonomy and choice (Lazarides & Warner, 2020; You et al., 2019). Effective teaching techniques, classroom management, and creating supportive learning environments that encourage student motivation and engagement are all areas in which teachers with greater levels of self-efficacy excel. Consequently, it is imperative to provide teachers with professional development opportunities and support to enhance their self-efficacy beliefs to enable them to manage and effectively teach in large class settings.

## 3. PROBLEM STATEMENT

It is important to manage the limitations of large class sizes since Social Studies teachers beliefs that their abilities play a crucial role in implementing effective classroom management strategies and engaging students. Studies have shown that teachers with strong self-belief are more inclined to use imaginative teaching approaches that meet their students' diverse needs (Beichner, 2011; Cropley & Patston, 2019; Huang et al., 2021; Lacaste, 2024). Creating a positive classroom environment and nurturing strong student-teacher relationships enable teachers to manage difficult behaviours and maintain classroom order, fostering a more productive learning atmosphere for all students' large classes effectively, and providing every student with the chance to excel (Davis, 2018). Overcoming

the challenges of teaching a large class with heterogeneous abilities, diverse learning needs, interests, and barriers to learning, educators must have strong self-esteem to employ creative techniques and innovative activities to stimulate learners' active participation during lessons (Flower et al., 2017; Foecking, 2024; Imran et al., 2023). Students' active engagement in the learning process signals their readiness, inspiration, appreciation, commitment, and adherence to the positive learning environment to establish an inclusive classroom.

This, in turn, makes students feel confident and supported in their educational journey. Encouraging self-assurance and confidence in their teaching skills enables educators to establish a vibrant and positive learning environment for students. A teacher's self-efficacy, according to Tabanali and Celik (2013), is a measure of how confident teachers are in their capacity to assist students in overcoming obstacles and achieving the objectives outlined in the educational process. In the interim, Orakci and Durnali (2022) explain how teachers' belief about their self-efficacy impacts their behaviours in the classroom. The influence of teachers' self-efficacy belief is highlighted in the inherent qualities of teachers' effectiveness and efficiency during instructional hours (Dicke et al., 2015; Meristo & Eisenschmidt, 2014; Walsh et al., 2020; Xiyun et al., 2022).

During Social Studies instruction, constructive collaboration, personal responsibility, and face-to-face engagement are essential to promote group processing. We should value diversity and utilize it for creative problem-solving (Eisen, 2000; Li & Lam, 2013), and reflective learning to facilitate the path of students toward an enhanced conceptual understanding that underpins appreciating the relevance of diverse opinions (Hedberg, 2009; Van Woerkom, 2004). To succeed, Social Studies teachers with high self-efficacy beliefs are effective and motivated to use critical pedagogies during instructional hours. This, in turn, benefits their students in relation to learning, academic performance, and achievement levels (Caprara et al., 2006; Elliott et al., 2010; Guo et al., 2010; Marzano, 2017; Tschannen- Moran & Johnson, 2011; Woolfolk-Hoy & Burke Spero, 2005;; Shidler, 2009). Social Studies teachers must have strong professional self-efficacy to create a positive learning environment (Akkoyunlu et al., 2005; Yokuş, 2014). The classroom behaviours, learning, and teaching of teachers are significantly influenced by their efficacy beliefs (Caprara et al., 2006; Elliott et al., 2010; Kahyaoğlu, 2011). The possession of these competencies supports the delivery of high-quality education and supports teachers in overcoming obstacles in the classroom; teachers' competencies and skills are essential (Özdemir, 2008). This will enable Social Studies teachers to increase participation through learner-centered instructional strategies, instructional materials and resources, and a range of assessment procedures because active learning is a give-and-take process.

To overcome the challenges of large class sizes, a Social Studies teacher must have a strong belief in their ability to engage students effectively through active learning approaches such as inquiry-based learning, problem-based learning, project-based work, resource-based learning, case studies, classroom workshops, group presentations, small group activities, peer assessment, and self-assessment (Marinko et al., 2016). Due to the efficacious nature of teachers' self-efficacy belief, it is imperative to investigate whether the existence of large class sizes hinders Senior High School Social Studies teachers from exhibiting the essential abilities by connecting experiential content of Social Studies with real-world experiences, utilizing a variety of teaching methods to deliver the material, and involving students as active learners. It also closes a gap in the literature by describing how Ghanaian Social Studies teachers deal with the challenges posed by large class sizes in the quest to deliver quality education and ensure the development of essential skills among students.

The study was guided by the following research questions:

1. What are the challenges hindering the effective teaching and learning of Social Studies in a large class in the SHS in the Central region of Ghana?
2. To what extent do the self-efficacy beliefs of Social Studies teachers mitigate the challenges posed by large class sizes in Senior High Schools (SHSs) in the central region of Ghana?
3. What factors contribute to Social Studies teachers' self-efficacy belief in mitigating the challenges posed by large class sizes in Senior High Schools in the Central Region of Ghana?



#### 4. RESEARCH METHODOLOGY

A cross-sectional survey methodology was used to enable researchers to collect data from a diverse sample of participants at a single point in time. This approach provides a snapshot of the attitudes, behaviors, and challenges associated with large class sizes and their impact on the teaching and learning of Social Studies. Using a cross-sectional survey approach, researchers gathered information from a wide range of participants at one time, giving them a quick overview of the attitudes, actions, or traits associated with the difficulties of large class size and how this affects Social Studies instruction. The goal was to offer more comprehensive findings to guide future educational policies and practices aimed at enhancing the quality of education for students in large classes. This study aimed to address the gap in research regarding effective strategies for enhancing learning outcomes in overcrowded classrooms, ultimately aiming to contribute to the overall improvement of educational systems worldwide. A convenience sample was used to sample 437 SHS Social Studies teachers from the target population. The combo collection kit was sent to the National Social Studies Association, Ghana platform, where members were requested to fill out the close-ended questionnaire. Again, members were requested to share the link with other Social Studies teachers within the region. A close-ended questionnaire with a four-point Likert scale was used to collect the quantitative data. The respondents and participants were assured of confidentiality and anonymity to facilitate honest and open responses from the respondents. All data collected was securely stored and only accessed by the researchers. This commitment to privacy helped ensure the integrity of the research findings and protect the identities of those involved. The analysis of the quantitative data involved using frequencies, percentages, and multiple linear regression.

#### 5. DATA ANALYSIS

**Research Question 1 sought to determine the challenges hindering the effective teaching and learning of Social Studies in a large class at the Senior High Schools (SHS) in the Central Region of Ghana.**

Granting access to education is dependent on several variables (availability of learning infrastructures, supply of instructional materials, availability of staff, and classroom space to facilitate effective instruction) to which the inadequacy of any exposes the deficit, unavailability, and inaccessibility of quality education. As enrolment increases without a corresponding infrastructure access leads to an increased class size (Ankamah et al., 2023). Table 1 highlights the challenges posed by the existing large class size that seems to hinder quality instruction.

**Table 1:** What challenges hinder the effective teaching and learning of SHS Social Studies in a large class in the central region of Ghana?

| Statement   | A<br>N (%) | D<br>N (%) |
|---|------------|------------|
| Large classroom size often is prone to noise making, hindering effective teaching and learning                        | 368(84.2)  | 69(15.8)   |
| Large classroom sizes often give room for disruptive behaviours during the instructional period                       | 423(96.8)  | 14(3.2)    |
| Large classroom size makes students passively participate in the teaching and learning of Social Studies              | 392(89.7)  | 45(10.3)   |
| Large classroom size makes SST teachers use the lecture method of teaching  | 411(94.1)  | 26(5.9)    |
| Large class size inhibits SST teacher's conduct of assessment for learning (AfL) during instructional period          | 379(86.7)  | 58(13.3)   |
| Large class size inhibits SST teachers' conduct of assessment as learning (AaL) during the instructional period       | 335(76.7)  | 102(23.3)  |
| Large class size prevents SST teachers from giving prompt feedback on assessments to students                         | 384(87.9)  | 53(12.1)   |
| Inadequate teaching and learning resources pose a challenge to the effective teaching and learning of Social Studies. | 402(91.9)  | 35(8.1)    |
| Large classroom sizes make the teaching of Social Studies very stressful  | 302(69.1)  | 135(30.9)  |

Source: (Field Data, 2024)

The findings from Table 1 indicated that teaching Social Studies in such large classes is widely associated with several challenges, including difficulties in classroom management, conducting formative assessments, encouraging active student participation, and executing learner-centred instructions effectively. Empirically, 368(84.2%) of the respondents agreed that large class sizes are prone to noise, 423(96.8%) also agreed that large class size provides room for disruptive behaviour during instructional periods, 379(89.7%) of the respondents agreed that large class sizes make students passive participants in the learning process as well as 411(94.1% ) of the respondents agreeing that large classroom sizes lead to the predominant use of the lecture method hindering the effectiveness of teaching and learning in Social Studies. The study revealed that the assessment and feedback processes are also affected by large classroom sizes, where 379(86.7%) and 335(76.7%) respondents affirmed that large class sizes inhibit the conduct of assessment for learning and assessment as learning, respectively. Moreover, 384(87.9%) agreed that large class sizes prevent prompt feedback on assessment feedback to students, thereby impeding their rate of remediation and recapitalization of concepts. These findings corroborate studies by Mulryan-Kyne (2010), Wadesango (2021), and Syed, Asad and Jamal (2023), that teaching in large classes results in an overreliance on lecturing, minimal interaction between teachers and students, and disruptions caused by students' side conversations, texting, and other distractions. Furthermore, the findings of Blatchford et al. (2007) highlight the restriction of students' participation in classroom activities and present limitations of physical space for managing student behaviour and implementing non-traditional instructional strategies.

**Research question 2 sought to explore the challenges of large class sizes in the effective teaching and learning of Social Studies in the SHS in the central region of Ghana.**

The consistency of the challenges hinder teacher's ability to adapt inclusive pedagogies, intensify individualistic instructional assistance, integrate technological resources, and ensure flexibility during instruction (Blatchford & Russell, 2020; Blatchford et al., 2008; Shaukat & Pell, 2016). The resultant effect is the usage of teacher-centred techniques with a prescriptive approach to learning.

**Table 2:** Challenges of large class sizes in the effective teaching and learning of Social Studies in the Senior High School

| Statement   | A<br>N (%) | D<br>N (%) |
|---|------------|------------|
| Large classroom sizes hinder teachers' attention to individual students and slow down the progress of students' learning  | 369(84.4)  | 68(15.6)   |
| When the class size is large, students are more passive than active learners in the teaching and learning of Social Studies   | 411(94.1)  | 26(5.9)    |
| Large classes hinder the presentation of social studies content to the diverse needs, interests and abilities of students   | 398(91.1)  | 39(8.9)    |
| Large class size hinders the use of different teaching techniques to meet the didactic (cognitive) development of learners in Social Studies                                      | 347(79.5)  | 90(20.5)   |
| Large class size hinders the use of different teaching techniques to meet the phyletic (affective) development of learners in Social Studies                                      | 401(91.8)  | 36(8.2)    |
| Large class size hinders the use of different teaching techniques to meet the heuristic (psychomotor) development of learners in Social Studies                                   | 422(96.6)  | 15(3.4)    |
| The didactic method of teaching and learning needs to support the development of collaboration, critical thinking, problem-solving, creativity, and communication among students. | 398(91.1)  | 39(8.9)    |
| Large class size prevents teachers from inspecting students' works  | 376(86.0)  | 61(14)     |
| There is a lack of reflective practices to improve the teaching and learning of Social Studies  | 321(73.5)  | 116(26.5)  |
| Social Studies teachers are stressed out due to the teacher-to-student ratio, which makes them lose interest in teaching.   | 377(86.3)  | 60(13.7)   |

Source: (Field Data, 2024)

The results presented in Table 2 provide a comprehensive reflection of respondents' views pertaining to how the teaching and learning of Social Studies is impacted by high student enrolment in a classroom. It was ascertained that a significant majority of the respondents, 369(84.4%), agreed that large classroom sizes hinder teachers' ability to give attention to individual students, which slows down the students' learning progress. Conversely, a small proportion (15.6%) disagrees, suggesting that some teachers might have found strategies to manage large classes without significantly compromising individual attention or that the impact could be more pronounced in their experience. Furthermore, 411(94.1%) of the respondents underscored students' passive engagement during instruction, and 398(91.1%) of respondents agreed that large classes pose a significant challenge in addressing the diverse needs, interests, and abilities of students as well as hinders the provision of personalized and differentiated instruction. The survey also revealed that 347(79.5%) of respondents agreed that large class sizes hinder the use of different teaching techniques necessary for cognitive development, 401(91.8%) agreed that these large sizes hinder techniques for affective development, and 422(96.6%) asserting that hinder techniques for psychomotor development are impeded in large class size. Students' inability to develop their phyletic, didactic, and heuristic domains during instruction causes disinterest in the subject among students and teachers.

The urgency and importance of this issue must be addressed, as large class sizes pose significant challenges to the adoption and effectiveness of differentiated and learner-centred instructional methods. While conventional techniques may be convenient for teachers, they neglect the individual differences among students (Michelo, 2022; Guetarni et al., 2022). Therefore, incorporating learner-centred pedagogies in large classes is likely to succeed if the challenges posed by large class sizes are adequately addressed. The findings suggest that large classes obstruct the implementation of creative pedagogical approaches such as differentiation, inclusion, and learner-centred pedagogy. Large classes limit individual support and diverse teaching techniques, potentially widening gaps in differentiated and inclusive instruction. Supporting this, previous research found that in large classes, teachers often focus on high-achieving students, using their understanding as a benchmark for the entire class. This approach needs to pay more attention to the learning needs of other student categories, thereby preventing differentiated opportunities for a diverse student population.

**Research Question 3 sought to ascertain the extent to which SHS Social Studies teachers' self-efficacy beliefs mitigate the impact of large class sizes in the SHS in the central region of Ghana.**

Respondents' self-efficacy beliefs shaped by mastery experiences, social persuasion, vicarious experiences, and physiological arousal, can alleviate the negative impacts of large class sizes in terms of classroom management, communication, pedagogy, assessment, and instructional flexibility. Table 3 presents the findings on how SHS Social Studies teachers' self-efficacy beliefs mitigate the impact of large class sizes.

**Table 3: How do SHS Social Studies teachers' self-efficacy beliefs mitigate the impact of large class size during instruction?**

| Statement   | A<br>N (%) | D<br>N (%) |
|---|------------|------------|
| I establish routines or protocols for students to follow in the classroom                                     | 325(74.4)  | 112(25.6)  |
| I involve students in establishing classroom rules.   | 289(66.1)  | 148(33.9)  |
| I provide a clear explanation of instructional objectives   | 246(56.3)  | 191(43.7)  |
| I use varied stimulus variations to motivate students   | 375(85.8)  | 62(14.2)   |
| I tolerate views and comments from each student   | 344(78.7)  | 93(21.3)   |
| I respect diversity among students  | 303(63.3)  | 134(36.7)  |
| I employ learner-centred techniques to actively engage students in the lesson                                 | 231(52.9)  | 206(47.1)  |
| I employ teacher-centred techniques to actively engage students in the lesson                                 | 405(92.7)  | 32(7.3)    |
| I employed differentiated instructional strategies to accommodate the heterogeneous learners in the classroom | 336(76.9)  | 101(23.1)  |
| I use techniques that modify and extend students learning   | 394(90.2)  | 43(9.8)    |
| I connect content with and challenge students' present knowledge, skills and values                           | 364(83.3)  | 73(16.7)   |
| I use alternative explanations or examples for students when they are confused                                | 404(92.4)  | 33(7.6)    |

|   |           |           |
|---|-----------|-----------|
| I respond to questions from students to clarify their misconceptions to ensure learning progression       | 378(86.5) | 59(13.5)  |
| I adjust my lessons to the intellectual understanding of individual students                              | 331(75.7) | 106(24.5) |
| I use both verbal and non-verbal communication to explain content to students                             | 388(88.8) | 49(11.2)  |
| I project my voice to the hearing of all students   | 421(96.3) | 16(3.7)   |
| I gauge students' understanding of lessons using differentiated assessment practices                      | 260(59.5) | 177(40.5) |
| I possess a mastery of subject matter knowledge, which enables me to excel in teaching                    | 422(96.6) | 15(3.4)   |
| I am influenced by the instructional performance of other teachers  | 318(72.8) | 119(27.2) |
| The teaching styles employed by my colleagues make me feel I can adapt the same techniques to my teaching | 324(74.1) | 113(25.9) |
| I always compare my teaching effectiveness to that of my colleagues                                       | 263(60.2) | 174(39.8) |
| My students express how they admire my teaching abilities   | 338(77.3) | 49(22.7)  |
| My colleagues have praised me for exhibiting effective teaching skills                                    | 286(65.4) | 151(34.6) |
| I feel relief and happy teaching Social Studies   | 385(88.1) | 52(11.9)  |
| Teaching always boosts my energy to impart knowledge  | 271(62.0) | 166(38.0) |

Source: (Field Data, 2024)

While large class sizes present significant challenges to effective teaching and learning of Social Studies, Mulryan-Kyne's (2010) study provided compelling evidence that dynamic teaching methods can effectively mitigate these challenges. This includes the incorporation of brainstorming sessions, class discussions, think-pair-share, jigsaw, role-playing, and student presentations to facilitate the construction of knowledge as well as the use of assessment for learning and assessment as learning to ensure the learning progression of each learner. The adaptation of interactive teaching techniques promotes active engagement, participation, and the development of critical thinking and problem-solving skills during the learning process (Bahanshal, 2013; Mansfield, et al. 2015). This discourse establishes the need for teachers to shift from conventional teaching practices to allow for the integration of technological resources, interaction, and engagement needed to facilitate learning efficacy (Mishra & Sain, 2021). When using a range of strategies, such as simulation, thought-provoking dialogue, inquiries, think-pair-share activities, and forums, an educator's sense of competence can increase their confidence, according to scholars (Hussain et al., 2022). Johansson and Johansson (2021) assert that since they are confident in their teaching abilities, teachers may create a more dynamic and engaging learning environment, which can enhance student involvement and learning even in large courses. Learning becomes constructive, engaging, and meaningful to learners when they take ownership of their learning progressions.

**Research Question Three investigated the effect of Social Studies teachers' self-efficacy belief in mitigating the impact of large class sizes in the SHS in the Central region of Ghana.**

To examine the data, the regression-based design was deployed where the multiple linear regression residuals of 1.554 satisfied the assertion of Rogerson (2001) and Hair et al. (2017) independency and the normal distribution of data with no autocorrelation. Additionally, none of the correlations between the predictive variables met the .86 criterion when the Pearson Moment correlation was computed. When the Variance Inflation Factor (VIF) was less than 10 and the Tolerance level was somewhat above 1, multicollinearity was diagnosed. This suggests that the multiple linearity criterion was not violated because the predictive variables (mastery and experience, physiological and emotional states, vicarious experience, and social persuasion) do not unduly affect one another. The outcome of the predictive factors in the multiple regression analysis is shown in Table 4.



**Table 4:** Contributing factor of Social Studies teachers' self-efficacy belief in mitigating the challenges of large class sizes in the SHS in the Central region of Ghana

| Variable                           | B       | SE    | Beta  | t                | sig   | T     | VIF   |
|------------------------------------|---------|-------|-------|------------------|-------|-------|-------|
| (Constant)                         | 0.984   | 0.557 |       | 1.768            | 0.085 |       |       |
| Mastery and Experience             | 0.388   | 0.123 | 0.395 | 3.116            | 0.004 | 0.990 | 1.011 |
| Physiological and Emotional states | 0.416   | 0.125 | 0.385 | 2.554            | 0.015 | 0.667 | 1.498 |
| Vicarious Experience               | 0.502   | 0.126 | 0.615 | 3.996            | 0.000 | 0.672 | 1.488 |
| Social Persuasion                  | 0.364   | 0.12  |       |                  |       |       |       |
| R                                  | = 0.641 |       |       | F (3,37) = 8.584 |       |       |       |
| R square                           | = 0.410 |       |       | Sig. = 0.000     |       |       |       |
| Adjusted R square                  | = 0.363 |       |       | DW = 1.554       |       |       |       |

Source: (Field survey, 2024)

Senior High School Social Studies teacher's self-efficacy statistically mitigates the impact of large class sizes during Social Studies instruction  $F(3,37) = 8.584$ ,  $p < 0.001$ ,  $R = 0.641$  with  $R^2 = 0.410$ . This implies that the predictive interdependent variables significantly lend support in mitigating the challenges of large class sizes during instruction. The coefficient of determination explains almost 41% of the variance in the dependent variable with the  $R^2$  coefficient of .410. Additionally, according to the regression model, the constant was ( $B = 0.9844$ ,  $SE = .557$ ,  $t = 1.768$ ,  $p = 0.085$ ). This suggests that if the predictive variable (Social Studies teachers' conviction in their own abilities) is held constant, the self-efficacy of SHS Social Studies instructors would increase to 0.984. The highest predictive mitigating variable of the self-efficacy belief to mitigate the impact of large class size was "vicarious experience" ( $B = 0.502$ ;  $SE = 0.126$ ,  $t = 3.996$ ,  $p < 0.001$ ), followed by physiological and emotional states ( $B = 0.416$ ;  $SE = 0.125$ ,  $t = 2.554$ ,  $p = 0.015$ ) and mastery and experiences ( $B = 0.388$ ;  $SE = 0.123$ ,  $t = 3.116$ ,  $p = 0.004$ ). This finding posits that if the vicarious experiences of Social Studies teachers in the Central Region are improved, it would significantly mitigate 50.2% of physiological and emotional states 41.6 % and mastery and experiences 38.8% of the impact of large class size during the teaching of Social Studies. Contributing factors of Social Studies teachers' self-efficacy belief in mitigating the challenges of large class sizes include their level of experience in the field and the support they receive from their colleagues and administrators. Teachers who have been teaching for a longer period may feel more confident in managing large classes due to their accumulation of experiences and knowledge derived from the professional learning communities. The availability, access, and usage of technological teaching and learning resources are key signals compensating for the challenges of overcrowded classrooms (Morrison et al., 2029; Read, 2015).

## 6. DISCUSSIONS

The findings affirm that large class size tends to create multiple teaching obstacles for Social Studies teachers, primarily due to the high number of students. Teaching Social Studies in such large classes is widely associated with several challenges, including difficulties in classroom management, conducting formative assessments, encouraging active student participation, and executing learner-centred instructions effectively. These findings also corroborate many other studies, including that of Mulryan-Kyne (2010), Wadesango (2021), and Syed, Asad and Jamal (2023), who have similarly noted that teaching in large classes often results in overreliance on lectures, minimal interaction between teachers and students, and disruptions caused by students' side conversations, texting, and other distractions. Additionally, the study aligns with the findings of Blatchford et al. (2007), which suggested that large class sizes hinder student participation in classroom activities. They also noted that such sizes pose challenges in managing student behavior and utilizing non-traditional teaching methods due to limited physical space. The findings highlight the considerable impact of large classroom sizes on effective instruction, particularly during Social Studies lessons. The widespread agreement on various aspects suggests that large class sizes impede teachers' ability to provide individual attention, actively engage students, address diverse needs, and utilize effective teaching methods. These findings have significant implications for how Social Studies teachers

deliver instruction. The consensus that large class sizes hinder individual attention and teachers' use of diverse teaching techniques necessary for cognitive, affective, and psychomotor development implies that students in large class environments are likely to receive the necessary support to meet their unique learning needs, potentially widening the gap in the implementation of differentiated instruction. In this instance, Suryati et al. (2023) have reported that teachers often focus on high-achieving students and use their comprehension as a standard for the overall understanding of the concept being taught.

The responses indicate that effectively managing large class sizes through social studies teachers' self-efficacy can enhance classroom management strategies and boost student engagement (Herman et al., 2017; Zee & Koomen, 2016). Teachers with strong self-belief are more inclined to use imaginative teaching approaches that meet their students' diverse needs. Creating a positive classroom environment and nurturing strong student-teacher relationships enable teachers to manage large classes effectively, providing every student with the chance to excel (Dwivedi et al., 2023; Jandrić et al., 2021). Moreover, teachers with strong self-belief can manage difficult behaviours and maintain classroom order, fostering a more productive learning atmosphere for all students (Hwang et al., 2015; Sims et al., 2017). Social Studies teachers who have confidence in their ability to influence students are more inclined to use creative activities to address the difficulties of teaching large groups. These activities can cater to different learning styles and provide opportunities for students to excel in various areas. By building a positive relationship with their students, teachers can create a supportive and inclusive classroom environment where every student feels valued and motivated to learn. This, in turn, can lead to improved academic performance and overall well-being for students as they feel confident and supported in their educational journey. Encouraging self-assurance and confidence in their teaching skills enables educators to establish a vibrant and positive learning environment for students. This can ultimately lead to improved academic outcomes and a more fulfilling educational experience for both teachers and students alike. Implementing student-centred learning approaches can also enhance student motivation and participation in the classroom. Students who feel a sense of ownership and control over their learning are more likely to be engaged and motivated to succeed. By encouraging students to take an active role in their education, teachers can help them develop essential skills such as critical thinking, problem-solving, and collaboration. This approach not only prepares students for success in their academic endeavors but also equips them for success in the real world beyond the classroom. Ultimately, student-centred learning approaches can help students reach their full potential and become lifelong learners. By giving students opportunities to take ownership of their learning and actively engage with the material, teachers can enhance student engagement and improve overall academic success.

Additionally, when teachers feel confident in their teaching abilities, they are better equipped to handle disruptions and maintain a productive learning environment. This sense of empowerment can also lead to increased job satisfaction and overall well-being for educators. Ultimately, student-centred learning can lead to a more positive and fulfilling educational experience for both students and teachers alike. It fosters a collaborative and dynamic classroom environment where everyone is invested in the learning process. The presence of heterogeneous learners demands that teachers create a more individualized learning experience intended to monitor the learning progression of learners. This not only helps students feel more motivated and engaged but also allows teachers to develop stronger relationships with their students. As a result, ownership of learning becomes the responsibility of the students, which makes them feel empowered to reach their full potential. Overall, student-centred learning promotes a more inclusive and supportive educational community where both students and teachers can thrive. By examining teachers' self-efficacy beliefs in handling these challenges, this study aims to provide insights into potential strategies to improve the overall learning experience in large classrooms. Addressing these issues is essential to ensure all students have access to quality education and the support needed for academic success.

## 7. RESEARCH IMPLICATIONS

Social Studies teachers possessing positive self-efficacy belief must adopt the response to intervention (RTI) model to provide initiated, pedagogical assistance, scaffolding heterogeneous learners in the classroom with identified areas for learning improvement. While teaching, Social Studies teachers must adapt instruction for all learners, provide a small group of specialized interventions to identify students with learning needs as well as provide intensive and individualized support for students' learning progression. To create a dynamic learning environment in large classes, Social Studies teachers must employ group work and collaborative projects to encourage student engagement and active participation through discussions, think-pair-share, debates, and interactive activities. Furthermore, Social Studies teachers should consider implementing peer tutoring opportunities where students can receive additional support and individualized attention from their classmates. The presence of heterogeneous abilities of students demands that Social Studies teachers utilize differentiated instruction techniques to accommodate the varied learning needs and ensure that each student succeeds despite the challenges of a large class setting. The Heads of Academics of the various Senior High Schools must organize regular professional learning community sessions to improve Social Studies teachers' vicarious experience and social persuasion. Respondents must continuously pursue studies or refresher courses to intensify the mastery and experience to deepen their knowledge, skills, and competencies in the usage of learner-centered pedagogies.

## 8. LIMITATION OF THE STUDY

The respondents were limited to only SHS Social Studies teachers in the Central Region of Ghana, as a result the findings cannot be generalized to all SHS in Ghana. Therefore, a more comprehensive study that includes all the SHS Social Studies teachers within the sixteen regions of Ghana is necessary. Also, the use of a close-ended questionnaire did not give adequate opportunity for the respondents to give in-depth information on how their self-efficacy belief enabled them to mitigate the effects of large class sizes. This would allow for data collection from a diverse range of secondary school Social Studies teachers, providing a better understanding of the challenges they face and informing national policy and practice.

## 9. CONCLUSION

Social Studies teacher's pedagogical practices are determined by class enrolment, teaching philosophy, availability of teaching and learning resources, and most importantly, self-efficacy belief. Respondents revealed that large class sizes are prone to noise and provide room for disruptive behaviour, which negatively impacts student participation in the teaching and predominant use of the lecture method of teaching, inhibits the conduct of assessment for learning, as well as prevents prompt assessment feedback to students. The occurrence of these phenomena in large class sizes has led to Social Studies teachers' inability to provide individual attention to students. As a result, students have become more passive participants rather than active ones. This situation also prevents teachers from addressing the diverse needs, interests, and abilities of their students, hindering the effective use of different teaching techniques to ensure the holistic development of students as well as a delay in providing timely feedback to learners needed for learning remediation and progression. Social Studies teachers' self-efficacy beliefs resulted in more effective classroom management strategies, increased student engagement, and the use of learner-centred pedagogies to accommodate students' diverse needs. The study found that the self-efficacy beliefs of Senior High School Social Studies teachers in the Central region of Ghana significantly reduce the challenges posed by large class sizes in teaching and learning. The most influential factor was "vicarious experience," followed by physiological and emotional states, as well as mastery experiences. Improving these factors could greatly lessen the negative impact of large class sizes on the teaching and learning of Social Studies.

## 10. FUNDING

The researchers did not receive any financial support from any organization in the conduct of this study

## 11. ACKNOWLEDGEMENTS

The researchers would like to express their gratitude to all the SHS Social Studies teachers on the National Social Studies Association, Ghana platform for their voluntary participation and response to the questionnaire through the combo collection kit.

## ORCID

Clarke Ebow Valley  <https://orcid.org/0000-0002-6462-1194>

Vida Amankwaah Kumah  <https://orcid.org/0009-0003-6927-8094>

Mohammed Adam  <https://orcid.org/0000-0001-9276-6262>

## REFERENCES

- Barik, N., & Karforma, S. (2012). Risks and Remedies In E-Learning System. *International Journal of Network Security & Its Applications (IJNSA)*, 4(1), 51-59.
- Blanchard, E, Razaki, R., & Frasson C. (2005). Cross-Cultural Adaptation of e-Learning Contents: a Methodology. *International Conference on E-Learning. In World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education*, (1), 1895-1902.
- Achilles, J., & Finn B. R. (2009). Identification of causal effects using instrumental variables. *Journal of the American Statistical Association*, 91(43), 444-472.
- Addonizio, M. F., & Phleps, J. L. (2000). Class size and student performance: A Framework for policy analysis. *Journal of Education Finance*, 26(2), 136- 156.
- Afari-Mensah, G., Kusi, G., Appiah-Amponsah, J., & Boateng, K. (2014). *Investigating the effect of large class size on teaching and learning of Geography in selected Senior High Schools (SHS) in the Cape Coast Metropolis*. Unpublished project work, University of Cape Coast, Cape Coast.
- Alberta, L. (2005). *Social Studies for Kindergarten to grade 12* (online) Retrieved 24th May, 2021 at 6:18 PM.
- Akoto-Baako, H., & Kissi-Abrokwah, B. (2021). Perceived influence of large class size and psychological classroom environment on students' academic performance in Senior High Schools in Kumasi Metropolis, Ghana. *Asian Journal of Education and Social Studies*, 19(3), 10-23.
- Azhari, Z., & Zainil, Y. (2024). Differentiated teaching and learning applied in english classes of phase f of senior high school. *Journal of English Language Teaching*, 13(1), 360-383.
- Bakasa, L. (2014). *The effect of class size on academic achievement at a selected senior high school in Tanzania*. Unpublished master's dissertation, University of South Africa.
- Banks, J. A. (1990). *Teaching strategies for social studies inquiry, valuing and decision making*. New York: Longman.
- Beichner, R. A. (2011). *The Relationship between students' academic self-efficacy and teachers' multiple intelligences instructional practices* (Doctoral dissertation, Walden University).
- Benbow, J., Mizrachi, A., Oliver, D., & SaidMoshiro, L. (2007). *Large class sizes in the developing world. What do we know and what can be we do?* USE: American Institute for Research under the EQUIP, LWA.
- Blatchford, P., Edmonds, S., & Martin, C. (2003). Class size, pupil attentiveness and peer relations. *British Journal of Educational Psychology*, 73(1), 15-36.
- Blatchford, P. (2005). Teachers' and pupils' behavior in large and small classes: A systematic observation study of pupils aged 10 and 11 years. *Journal of Educational Psychology*, 97(3), 45-54.
- Blatchford, P. (2003b). A systematic observational study of teachers' and pupils' behaviour in large and small classes. *Learning and Instruction*, 13(6), 569-595.



- Blatchford, P., Russell, A., Bassett, P., Brown, P., & Martin, C. (2007). The effect of class size on the teaching of pupils aged 7-11 years. *School Effectiveness and School Improvement*, 18(2), 147-172.
- Blatchford, P., & Mortimore, P. (1994). The issue of class size for young children in schools: what can we learn from research? *Oxford Review of Education*, 20(4), 411-428
- Blatchford, P., & Russell, A. (2020). *Rethinking class size: The complex story of impact on teaching and learning* (p. 328). UCL Press.
- Blatchford, P., Bassett, P., & Brown, P. (2008). Do low attaining and younger students benefit most from small classes? Results from a systematic observation study of class size effects on pupil classroom engagement and teacher-pupil interaction. In *American Educational Research Association Annual Meeting*.
- Chiodo, J., & Byford, J. (2006). Do they really dislike social studies? A study of middle school and high school students. *The Journal of Social Studies Research*, 28(1), 16-26.
- Creswell, J. W. (2005). *Educational research: Planning, conducting and evaluating qualitative and quantitative research* (2<sup>nd</sup> ed.). London: Sage Publications.
- Creswell, J. W., & Plano Clark, V. L. (2018). *Designing and conducting mixed methods research* (3rd ed.). Thousand Oaks, CA: Sage.
- Cropley, D. H., & Patston, T. J. (2019). Supporting creative teaching and learning in the classroom: Myths, models, and measures. *Creativity under duress in education? Resistive theories, practices, and actions*, 267-288.
- Danielson, C., & McGreal, T. L. (2000). *Teacher evaluation to enhance professional practice*. USA, Library of Congress catalogue.
- Danielson, C. (2007). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: ASCD.
- Danielson, C. (2013). *The framework for teaching evaluation instrument*. Princeton, NJ: The Danielson Group. Retrieved from [www.danielsongroup.org](http://www.danielsongroup.org)
- Davis, J. R. (2018). *Classroom management in teacher education programs*. Palgrave Macmillan.
- Flower, A., McKenna, J. W., Haring, C. D. (2017). Behavior and classroom management: Are teacher preparation programs really preparing our teachers? *Preventing School Failure*. 61(2), 163-169.
- De Vellis, R. F. (1991). *Scale development: Theory and applications*. Newbury Park, CA: Sage.
- Dwivedi, Y. K., Kshetri, N., Hughes, L., Slade, E. L., Jeyaraj, A., Kar, A. K., Baabdullah, A. M., Koohang, A., Raghavan, V., Ahuja, M., Albanna, H., Albashrawi, M. A., Al-Busaidi, A. S., Balakrishnan, J., Barlette, Y., Basu, S., Bose, I., Brooks, L., Buhalis, D., Wright, R. (2023). Opinion Paper: "So what if ChatGPT wrote it?" Multidisciplinary perspectives on opportunities, challenges and implications of generative conversational AI for research, practice and policy. *International Journal of Information Management*, 71, 102642. <https://doi.org/10.1016/j.ijinfomgt.2023.102642>
- Ehrenberg, R. G. (2001). Class size and student achievement. *Psychological Science in the Public Interest*, 2(1), 1-30.
- Epri, M. L. (2016). A case study on the impact of large classes on student learning. *DWU Research Journal*, 95-105.
- Exeter, D. J., Ameratunga, S., Ratima, M., Morton, S., Dickson, M., Hsu, D., & Jackson, R. (2010). Student engagement in very large classes: The teachers' perspective. *Studies in higher education*, 35(7), 761-775.
- Foecking, K. A. (2024). *Building Positive Student-Teacher Relationships: A Foundational Element for Successful Classroom Management*. ProQuest LLC.
- Fraenkel, J. R., & Wallen, N. E. (2003). *How to design and evaluate research in education*. (5th ed). Boston: McGraw-Hill.
- Hill, H. C. (2015). Effects of teachers' mathematical knowledge on student achievement. *American Educational Research Journal*, 42(2), 371-406.
- Herman, K. C., Hickmon-Rosa, J., & Reinke, W. M. (2017). Empirically Derived Profiles of Teacher Stress, Burnout, Self Efficacy, and Coping and Associated Student Outcomes. *the Journal of Positive Behavior Interventions/Journal of Positive Behavior Interventions*, 20(2), 90-100. <https://doi.org/10.1177/1098300717732066>
- Hwang, G. J., Lai, C. L., & Wang, S. Y. (2015). Seamless flipped learning: a mobile technology-enhanced flipped classroom with effective learning strategies. *Journal of Computers in Education*, 2(4), 449-473.

<https://doi.org/10.1007/s40692-015-0043-0>

- Huang, S. Y., Ko, P. J., Lin, H. H., Dai, R. H., & Chen, H. C. (2021). Creative thinking counseling teaching program can improve the creativity, creative tendency, and self-concept of grade 7 students: A quasi-experimental study. *The Journal of Creative Behavior*, 55(3), 819-838.
- Imran, M., Sultana, Z., & Ahmed, S. (2023). The influence of student-teacher interactions on secondary school students' academic performance. *Benazir Research Journal of Humanities and Social Sciences*, 2(1).
- Kasoma, F. (2012). *Effects of large class size on the academic performance of students in selected senior schools in Mbala district of Zambia*. Unpublished master's dissertation, University of Zambia, Zambia.
- Kotob, M. M., & Abadi, M. A. (2019). The influence of differentiated instruction on academic achievement of students in mixed ability classrooms. *International Linguistics Research*, 2(2), p8-p8.
- Krejcie, R. V., & Morgan, D. W. (1970). *Determining sample size for research activities*. London: George Allen and Unwind.
- Lacaste, A. V., Wei, J. H., & Chuang, H. H. (2024). Do multicultural exposure and interaction affect creative teaching by building self-belief? A mixed methods study. *Thinking Skills and Creativity*, 51, 101473.
- Marinko, I., Marinko, J., Baužiene, Z., Kairiene, V., Knyviene, I., Perkumiene, D., ... & Rees, A. (2016). *Empowering teachers for a student-centred approach*. IBS, Mednarodna poslovna šola.
- Martorella, P. H. (1994). *Social studies for elementary school children*. Englewood Cliffs, New Jersey: Prentice-Hall Inc.
- Mengistie, S. M. (2020). Primary school teachers' knowledge, attitude and practice of differentiated instruction. *International Journal of Curriculum and Instruction*, 12(1), 98-114.
- Ministry of Education (2018). *Education strategic plan 2018-2030*. Accra. Ministry of Education.
- Monks, J., & Schmidt, R. M. (2010). The impact of class size on outcomes in higher education. *The BE Journal of Economic Analysis & Policy*, 11(1), 90-115.
- Mulryan-Kyne, C. (2010). Teaching large classes at college and university level: Challenges and opportunities. *Teaching in Higher Education*, 15(2), 175-185.
- National Council for Curriculum & Assessment (2020). *Social studies curriculum (Basic 7-10)*. Common Core Curriculum. Accra: Ghana Publishing Company Ltd
- Nwoku, C. & Nwokah, L.K (2018). Social Studies in Nigeria Through the Lens of Biesta's Three Functions of Education University of Port Harcourt, Nigeria. *European Scientific Journal*, 14(7), 1857-7431
- Osei-Mensah, F. (2012). *Factors that influence the performance in general knowledge in art of SHS students in Abura-Asebu Kwamankese District in the Central Region*. Unpublished master's thesis, Kwame Nkrumah University of Science and Technology, Kumasi.
- Ross, E.W. (2000). *The social studies curriculum: Purposes, problems, and possibilities*. New York: State University of New York Press.
- Ross, W. (2006). *The social studies curriculum: Purpose, problems and possibilities*. Albany: State University of New York.
- Russell, W. B., & Waters, S. (2010). Instructional methods for social studies: A survey of what middle school students like or dislike about social studies instruction. *Journal for the Liberal Arts and Sciences* 14(2), 1-4
- Shaukat, S., & Pell, A. W. (2016). Seeking a Change Strategy for Pakistan's Madrassahs. *Pakistan Journal of Social Sciences (PJSS)*, 36(2), 857-868.
- Sims, M., Waniganayake, M., & Hadley, F. (2017). Educational leadership. *Educational Management Administration & Leadership*, 46(6), 960-979. <https://doi.org/10.1177/1741143217714254>
- Suryati, I., Ratih, K., & Maryadi, M. (2023). Teachers' Challenges in Implementing Differentiated Instruction in Teaching English at Junior High School. *Eduvest-Journal of Universal Studies*, 3(9), 1693-1708.
- Syed, M. S. A., Asad, S., & Jamal, M. M. (2023). Managing Large Classes. *International Journal*, 11(2), 21-26.
- Tomlinson, C. A. (2014). *The differentiated classroom: Responding to the needs of all learners*. Ascd
- Van Bergen, P., McGrath, K., & Quin, D. (2020). Nurturing close student-teacher relationships. In *Inclusive Education*

for the 21st Century (pp. 296-316). Routledge.

- Voss, T., Kunter, M., & Baumert, J. (2011). Assessing teacher candidates' general pedagogical/psychological knowledge: Test construction and validation. *Journal of Educational Psychology, 103*(4), 952–969. <https://doi.org/10.1037/a0025125>
- Vygotsky, L. S. (1962). *Thought and Language (1934)*, trans. Eugenia Hanfmann and Gertrude Vokar. Cambridge, MA: MIT Press.
- Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*, ed. James V. Wertsch. Cambridge: Harvard University Press
- Yelkpieri, D., Namale, M., Esia-Donkoh, K., & Ofosu-Dwamena, E. (2012). Effects of large class size on effective teaching and learning at the Winneba Campus of the University of Education, Winneba, Ghana. *US-China Education Review, 3*, 319-332.
- Wanous, M., Procter, B., & Murshid, K. (2009). Assessment for Learning and Skills Development: The Case of Large Classes. *European Journal of Engineering Education, 34*(1), 77 – 85
- Wadesango, N. (2021). Challenges of teaching large classes. *African Perspectives of Research in Teaching and Learning, 5*(2), 127-135.
- Zee, M., & Koomen, H. M. Y. (2016). Teacher Self-Efficacy and Its Effects on Classroom Processes, Student Academic Adjustment, and Teacher Well-Being. *Review of Educational Research, 86*(4), 981–1015. <https://doi.org/10.3102/0034654315626801>.