

Effects of class-size on learning achievement of students at grade fifth private school level in Karachi, Pakistan

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ABSTRACT

Researchers including other stakeholders have gone through the effects of class size on student achievement for years. Therefore, the size of classes presently is disturbing. In regards to class size research was conducted, based on several reliable constructs, including the relevant and integrated factors such as Discipline, Achievement level, on task approach, at risk pupil, class size across other disciplines, Gains overtime and long lasting effects, minorities and class size, Teacher effectiveness and class size, Language teaching, and reading achievement. A quantitative research design was used in a sample of 50 middle school teachers of Garden East and Kashmir Road Campuses Karachi. The teachers of the 5 private schools of grade 5 that is 10 teachers of each school, agreed with all of the questions while filling out survey questionnaire. The data was then analyzed to reveal that most teachers strongly agreed or agreed that smaller class sizes increase student achievement in a variety of areas. mean of each question from every school was calculated and it was represented in the final graph of the research. Based on literature findings and data generated, most participants agreed with the theory that smaller class sizes do increase student achievement and represent long lasting positive effects on individual's life. However, the negative impacts of class size were not determined through research. By looking at all the aspects of the research, responses and the result developed, the idea is that the Class size has an effect on the learning achievement of the students of grade 5 at private schools. Though, it is difficult to make private schools follow the approach of reduced class size, as it demands more expenditure. It is recommended that future research be conducted that will collaborate the importance of class size as well as its draw bags. Hence, research highly supports the idea of pulling class size on standardized point or reduces them until purpose of learning accomplish.

Key Terminologies: Academic performance, Class Size and small class size

INTRODUCTION

Internationally, class size has proved to be important reason that is responsible in rising up and pulling down achievement levels in classrooms, mainly in primary classes. It does not only create short term effects on student learning but it leave long lasting effects on student's life as well. Considerably reducing class size ensures good level of engagement with student in classroom activities. Small classes can be a valuable educational initiative right through schools. Reducing class size contributes in boosting up cognitive and non-cognitive skills. To increase teacher-student achievement ratio, stakeholders need to develop certain benchmarks regarding standard class sizes to meet in early grades. Fewer students in class, more quality time will be spend on students learning.

In present scenario of educational institutes in Karachi, observation shows that instructors are transparently ignoring minority and at-risk students in large classes, which is ultimately creating drastic difference in academic performance. Class size also shapes the quality of writing instruction at all levels because smaller classes are essential for students to get sufficient feedback on multiple drafts. Student talks and participate more in smaller classes. They are much likely to interact with the teacher rather than listen passively during class. Not surprisingly, students describe themselves as having better relationships with their teachers in smaller classes as having better relationships with their teacher. Reduction in class size also decreases discipline problems. It throws important and lasting impacts on student's achievement especially for the children from culturally, linguistically and economically disenfranchised communities.

Unfortunately, in Karachi many private schools has not yet implemented and appreciated the idea of class size reduction as they schools themselves became a business today also now the only purpose of opening schools is earning and nothing else. Keeping in mind the speedy and urgent need for class size reduction in Karachi schools, this research focuses on importance of class size reduction to achieve good and long lasting effects in elementary grades as well as in future life of students.

Problem statement

Balloon filled with air expands and eventually bursts, similar to the enormous Increase in class size. Class size is an ongoing issue in education and it is continually expanding in many districts. In past the private schools normal classroom was with 30-35 students but now with 40-50 students per class in Karachi private schools. Researchers and educators have argued that large classes can have negative effects on student achievement. This consists of decrease in student achievement of those in larger classes and an increase in student achievement of those in smaller classes. The dispute is that students in larger classes have less one-on-one time with the teacher, which therefore leads to less instruction time and in turn lower test scores. In addition, it is implicated that in larger classes discipline becomes more of an issue because there are more students to attend. On the contrary, in a smaller class students are given more instructional time and are able to focus more on the curriculum being taught instead of discipline and other issues that are occurring around them. Researchers believe that smaller class sizes increase student achievement. Therefore, it is critical that class size and its effects to be investigated.

Purpose of study

The purpose of this quantitative study is to determine to what extent the participants agree or disagree with the literature that has been examined. The literature relates class size to student achievement. There is existing research that shows that there is a negative relationship between larger class sizes and student achievement. This study will provide an agreement or disagreement into the theory that smaller class sizes increase student achievement. Several constructs will also be analyzed to determine the extent of class size on academics. No sub-constructs will be examined

Objectives of research

- 1) To find out the effects of small class size on academic performance of students.
- 2) To arbitrate, at which extent private schools are successful in implementing class-size reduction idea.

Main research questions

- 1) Why class-size reduction plays vital role in increasing achievement levels of students?
- 2) Do class-size effects on achievement level of students as well as working of teachers.

Hypothesis

The research makes the hypothesis that the promising implementation of class-size reduction formula in schools will decrease the achievement gaps and raises the level of cognition and non-cognition skills of student leaving long-lasting effects on their lives.

LITERATURE REVIEW

According to (Arias and Walker, 2004) in research on early elementary school students, small classes usually means fewer than 20 students, while for higher class students the definition of "small" class is somewhat larger. Ideally, the reduction in the gap would mean larger increases in achievement for low achievers who are at risk of school failure. Naturally, numerous school interventions designed to meet the needs of low achievers who are at risk for school failure and to close the achievement gap between low and high achievers.

Discipline issues in large classes

With observations of Finn et al (2003) in a big class, everybody in the back of the room is talking and giggling, and the little kids are throwing things at each other. "But in a small class, the first thing a teacher says is 'Let's all bring our chairs around me here in a circle'. In order to ensure good achievement level teacher struggle hard with heavy classroom. It is highly possible that anyone can be disconnecting himself with important instructions. Many times it happens that students at-risk are not able attain level of attention as required for them. More than half of the class suffers during instructions, which then extremely leads towards low achievement levels. A single teacher cannot handle heavy class of more than 30 students at a time. Large classes carry high risk of disciplinary matters that waste precious time of instructor and therefore the quality of delivering instructions effects badly. Larger classrooms not only divert minds of instructors from teaching it also leaves effects on student's personalities.

In view of (Ronald G, from Higher Educational Research Institute at Cornell University) pointed out numbers of disadvantages of traditional large classes such that

- It increase disruptive behavior in classroom
- It reduces amount of time student engage with other
- It reduces teachers time can spend on working with individual in class
- It reduces the content and material teacher can cover
- It eliminates many methods of assessing students such as open-ended assessments and writing assessments
- It can reduce the learning by reducing the kind of teaching methods that the teacher can employ in her class.

Rise in achievement level

Since the late 1970s, research has indicated that reduced class sizes (15 to 18 students) are associated with increased student achievement in specific situations, particularly when small classes implemented in the primary grades and students participate in small classes for more than one year. This shows that on early elementary level reducing class size is beneficial not only for the students but also for teacher's effective teaching. Excitement of learning gets high when teacher interact students more closely and hence it boost up overall outcomes.

Promotion of on task approach

Furthermore, The British study by Blatchford, Bassett and Brown (2008) confirms that class size effects on pupil classroom engagement and teacher pupil interaction. In their experiments in University of London institute of Education study involving 27 primary schools and 22 secondary schools found that students are more likely to be off-task when they are in larger class. This proves that small class size ensures students ability to be on-task with quality time consumption and utilization of resources.

Intervention for at-risk pupils

In addition, Konstantopoulos and Chung (2009) Class size reduction is an appealing school intervention because it is easy to implement and does not necessarily require changes in teaching methods or instructional practices. Reducing class size worked as interventional step for students at-risk also for below average and for those pupils who belong to other backgrounds indeed.

Small class-size across other disciplines

According to (Mitchell & Mitchell, 1999; Molnar, Smith, & Zahorik, 1999) Students in smaller classes performed better than students in larger classes on reading and mathematics achievement tests. This was not enough example .however, in science subjects pupil ability to demonstrate and experiment become more strong and similarly in other language courses where individual attention is given to individual and more quality time is consumed then these small classes proven to be successful. Thus, non-cognitive skills through art works and other major practical get polished with cognition if class-size reduction formula applied.

Gains overtimes and long-lasting effects

As researcher, Nye et al (2001a) explored the relationship between the numbers of years that students participated in Project STAR (student teacher achievement ratio) small classes and their level of achievement. After one year, the students in smaller classes had significantly higher achievement scores on the Stanford Achievement Test reading and mathematics subtests than students in larger classes. The gap in scores widened after two years, indicating that the effects of small classes are cumulative. As a result, there are chances of more gains over the times and long-lasting effects expected through this formula.

Minorities benefits through small classes

Students who belong to abroad or some other cultural and linguistic background has proved to have good impacts more than the ordinary students have. In exploring impacts on minorities, Nye et al (2004) explored the long-term effects of reading and mathematics achievement for minority students who had participated in small classes. When the original experiment concluded, minority students in small classes had showed greater gains in reading and mathematics achievement than white students in small classes. In this study, the researchers found that students maintained these gains, to some extent, for up to five years—through grade, 8. It shows how effectively class-size reduction formula is successful in attaining achievement levels.

Teacher effectiveness in small classes

According to report by Tennessee, The student-teacher ratio in the programs studied varied widely. Some set a ratio of 13:1 as their benchmark for “small” classes, which were compared to “large” classes with a ratio of 20:1 (or higher). Others considered classes with a ratio of 20:1 to be “small.” In other words, one program’s “small” class could be another program’s “large” class, making comparisons even more difficult.

- California, Tennessee, and Wisconsin set different thresholds for student-teacher ratios:
- California’s CSR program defined a small class as one with a ratio of 20:1
- Tennessee’s Project STAR defined a small class as one with a ratio in the 13:1-17:1 range
- Wisconsin’s SAGE defined a small class as one with a ratio of 15:1.

Above-mentioned programs ran on several platforms and after experiments and finding, the ratio of student teacher in sense of creating effectiveness in learning and teaching is determined and shown in above bullets. Effective teacher can leads good outcomes in small classes. Above standards ensures that max 20 students will be in class with one qualified, competent, trained and active teacher.

Language Teaching

Christensen, 1994 discusses the number of problems that languages teachers feel exist in large classrooms. The effects of a large language classroom can lead to a very challenging and ineffective teaching environment. Christensen, 1994 states, “Concentrating on an evaluation of problem areas raises the danger that large classes may be perceived as limiting language learning environments, and that positive aspects get insufficient attention”. Due to large class sizes limiting the learning environment, language teachers feel there are several pedagogical issues that are weakened at times. These include difficulties with speaking, reading, and writing tasks, difficulties with monitoring and giving feedback, problems in individualizing work, avoidance of tasks that are demeaning to implement, difficulty getting around the classrooms, and poor attention of students. These problems may exist with individual students at any point, however large class sizes only increase these difficulties. and difficulties giving back homework quickly after tests.

These findings are based on language teachers ‘experiences. However, teachers of all subjects may experience most of these difficulties as well when working with a large number of students. In conclusion, the analysis shows that large classrooms provide a challenging learning environment for both the students and the teacher.

Reading Achievement

Costello, 1992 teachers argue that smaller class sizes lead to effective teaching and improved learning. This study looks at the reading achievement level of first grade students. A small class of 14-25 students and a large class of over 25 students were tested. Altogether, the population studied consisted of 88 first grade students at a Chicago public school. Costello, 1992 “In smaller size classes many researchers have discovered that each child received more individual attention from the teacher and students paid more attention to their work. They found that the curriculum took greater depth and discipline problems diminished”. Both groups of participants were administered the Iowa Tests of Basic Skills (ITBS). A t test (.05) of the independent sample was used based on their set of scores. Results showed that the random sample of students in the smaller class scored higher than those in the larger class.

According to Murphy, 1998 these findings indicate that smaller class sizes do lead to “substantially faster gains in reading”. Zurawsky, 2003 reveals that reading achievement has increased with smaller class sizes, especially for those of a minority. Costello, 1992 “If small class size does improve achievement, it should be considered no matter how costly it can be. All students have the right to the best educational setting that has to be provided.

RESEARCH METHODOLOGY

Research Design:

The Quantitative Method is approached in this research with The Survey Questionnaire method which is Close-Ended

Population

All the teachers of Karachi, Pakistan working in private schools become population for sake of data collection.

Sample

50 teachers of five private schools such as ST. PETER’ S HIGH SCHOOL, ST. LAWRENCE’S HIGH SCHOOL, AGA KHAN SCHOOL, THE SMART SCHOOL and MAMA BABY CARE have been selected as sample for sake of data collection. In each school, 10 teachers will provide data.

Sample size

Name of school	Number of respondents
St.Peter High School	10
St. Lawrence High School	10
Aga Khan School	10
The smart school	10
Mama baby care school	10

Sampling

The sampling has been conducted in schools of Garden East and Kashmir Road Area. The Convenience Sampling Technique was used for the selection of the samples. For this research sample of 50 Primary Teachers of 5 Private School were selected. The instrument used for data collection was questionnaire. The collected data were analyzed quantitatively.

Research tool

The questionnaire is used to collect quantitative data from teachers. Close-ended questions made in questionnaire. Liker scale is present for marking purpose

(1. Strongly Agree 2. Agree 3. Disagree 4. Strongly Disagree 5. Neutral)

Research procedure

For the purpose of this research, middle school teachers will complete a quantitative questionnaire. This researcher will then use their responses to investigate whether these participants agree or disagree with the literature and its extents of class size. This researcher will also be extending on previous research that suggests the benefits of teaching in smaller classes for the purpose of higher academic achievement. This study will provide evidence that teachers either agree or disagree with what is currently known that smaller class sizes may increase student achievement.

Method of data collection

The data will be collected and then this researcher will use a spreadsheet to compile the answers to the questionnaire (See Appendix A). The questionnaires contain questions to investigate whether teachers agree or disagree with the current findings based on the literature about class size. There will be one question per construct on the questionnaire. The responses will be measured using a Likert five-point scale of 1.Strongly Agree, 2. Agree, 3. Disagree, and 4.Strongly Disagree. And 5.neutral.

Data analysis procedure

Once the data is completed, the researcher will compile it using spreadsheets. Results from the questionnaires will be tallied and calculated into percentages. Responses will be displayed using various tables and graphs. This data analyzes the agreement or disagreement with the literature based on the extents of class size.

DATA ANALYSIS AND DISCUSSION

Introduction

Class sizes have a great impact on the learning and development of both the Student and the teacher. Having large amount of students in class rushes to the disciplinary problems, lack of communication and below average participation as compared to the smaller class sizes. In smaller class sizes the minorities and the people having zero background knowledge about a particular language actually receives more and clearer information due to the complete focus and attention by a teacher towards the student as compared to the larger class size. Whereas, the students shows more focus on task as compared to the larger class size.

To know more about this fact the survey questionnaire was developed to receive information and the ideas about the Effects of class-size on learning achievement at (grade 5) private school level in Karachi from the teachers working on the field i.e. teachers teaching Grade 5 in primary schools of Karachi.

Data analysis

In the data analysis, process the approached used is the graphical representation of the collected data. The reason behind considering this approach is that the data is collected through quantitative method i.e. surveys having questions in it with the attributes of agreeing or disagreeing with the question.

The questionnaire consists of 10 questions with the 5 responses (1.Strongly Agree, 2. Agree, 3. Disagree, and 4.Strongly Disagree. And 5.Neutral) . Data was collected by the 5 Private Schools of Karachi from 50 teachers i.e. 10 teachers from each school. The graphs of each school response are given below;

- On X-Axis the values of number of questions are mentioned.
- On Y-Axis the values of the Respondents are mentioned.

Q#1: Larger class sizes contribute to a decrease in student achievement.

Q#2: Small classes have less disciplinary problems.

Q#3: Small class size provides benefit to AT-RISK pupil in learning.

Q#4: Small class pupil shows on-task approach.

Q#5: Smaller class size allows teachers to spend effective content delivery.

Q#6: Pupil successfully takes hold of language courses in small classes

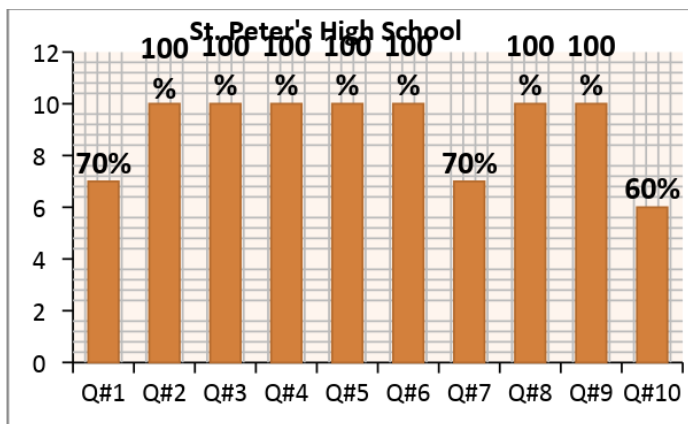
Q#7: Smaller class sizes lead to substantially faster gains in reading due to more individualized instructions.

Q#8: Minorities who language barriers and entirely different backgrounds get fruits from small classes.

Q#9: Reading skills improvement and reading abilities develop more through small classes.

Q#10: Decreasing class size for the sake of effective learning and good outcomes in Karachi private school will show school serious agenda towards their focus on learning rather than creating rush and fulfilling earning demands.

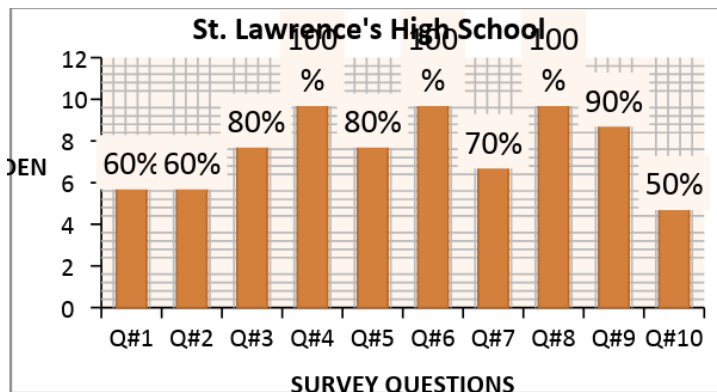
(A) ST.PETER'S HIGH SCHOOL:



Description

The results obtained by the St. Peter’s High School are from the 10 teachers of the school in which 100% teachers agreed with the Questions 2, 3, 4, 5, 6, 8 and 9 which means that 10 out of 10 teachers agreed with the statement where as 70% teachers agree with the question#1 and7 i.e.7 out of 10 teachers and 60% teachers agreed with the question#10 i.e. 6 out of 10 teachers.

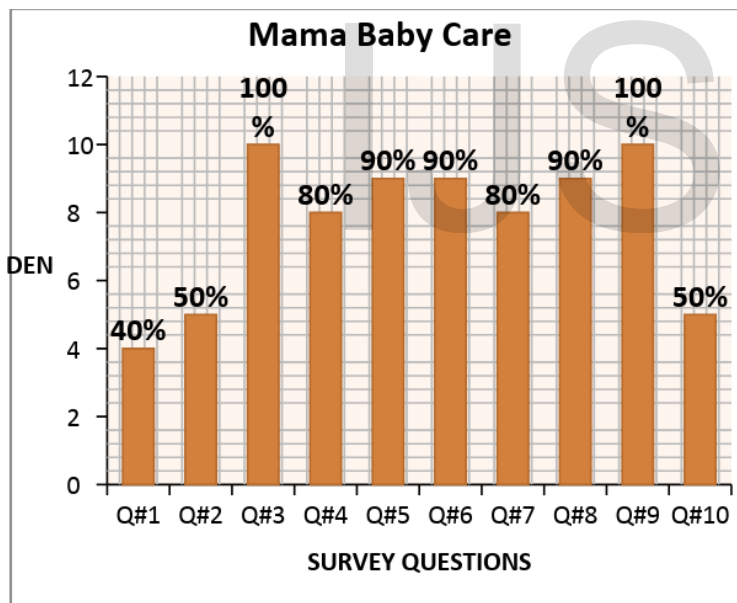
(B) ST.LAWRENCE’S HIGH SCHOOL:



Description

The results findings and data obtained from St. Lawrence’s High School are from 10 teachers of the school in which 100% teachers agreed with Questions 4, 6 and 8 which means 10 out of 10 teachers agreed with the statement. Whereas, 90% teachers agreed with question#9 which means 9 out of 10 teachers agreed with the statement, 80% teachers agreed with the questions 3 and 5 i.e. 8 out of 10 teachers, 70% teachers agreed with the question#7 which means 7 out of 10 teachers, 60% teachers agreed with question# 1 and 2 which means 6 out of 10 teachers and 50% teachers agree with the question#10 which means 5 out of 10 teachers.

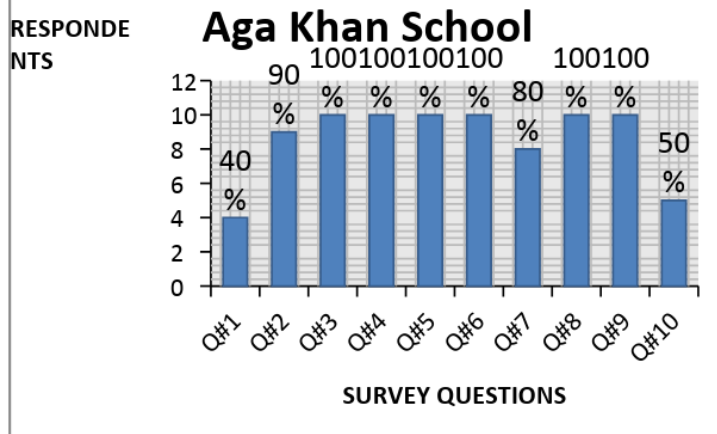
(C) MAMA BABY CARE:



Description

The results obtained by the Mama Baby Care are were from 10 teachers of the school from which 100% teachers agreed with question# 3 and 9 which means 10 out of 10 teachers agreed with the statement. 90% teachers agreed with question#5, 6 and 8 which means 9 out of 10 teachers, 80% teachers agreed with the question#4 and 7 which means 8 out of 10 teachers, 50% teachers agreed with the question 2 and 10 which means 5 out 10 teachers and 40% teachers agreed with the question#1 which means 4 out of 10 teachers.

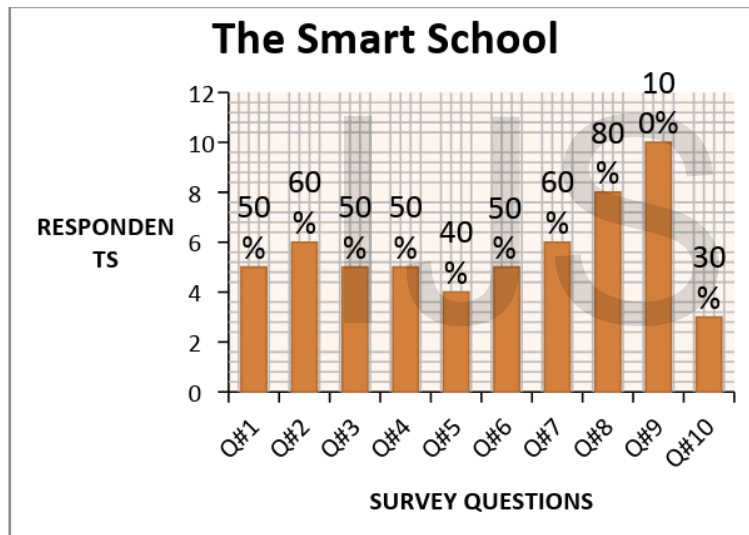
(D) AGA KHAN SCHOOL



Description

The results obtained from the Aga Khan School are from the 10 teachers of the school in which 100% teachers agreed with the question# 3, 4, 5, 6, 8 and 9 which means 10 out of 10 teachers agreed with the statement. 90% teachers agree with the question#2 which means 9 out of 10 teachers, 80% teachers agreed with the question#7 which means 8 out of 10 teachers, 50% teachers agreed with the question#10 which means 5 out of 10 teachers and 40% teachers agreed with question#1 which 4 out of 10 teachers.

(E) THE SMART SCHOOL:



Description

The results obtained by the Smart School are from the 10 teachers of the school in which 100% teachers agreed with question#9 which means 10 out of 10 teachers. 80% teachers agreed with question#8 which means 8 out of 10 teachers, 60% teachers agreed with question#2 and 7 which means 6 out of 10 teachers, 50% teachers agreed with question#1, 3, 4 and 6 which means 5 out of 10 teachers, 40% teachers agreed with the question#5 which means 4 out of 10 teachers and 30% teachers agreed with question#10 which means 3 out of 10 teachers.

Data presentation

Since, the data has been analyzed critically in the above mention graphs of each school the tabular form of the respondents and the results are given below through which we will obtain the average of every question respondent by the schools and the final graph will be represented, including all the values of the 5 Schools as discussed in the table below.

Mega tabular form

The vertical columns of the tables will be the average percentage of each question from the findings whereas the horizontal column indicates the average percentages of every school response in questions.

The mean percentage will of each question will be calculated by the following formula:

$$X = \frac{\text{Sum of all responses}}{\text{Total number of respondents}}$$

For example,

Question#1

$$X = \frac{70\% + 60\% + 40\% + 40\% + 50\%}{5}$$

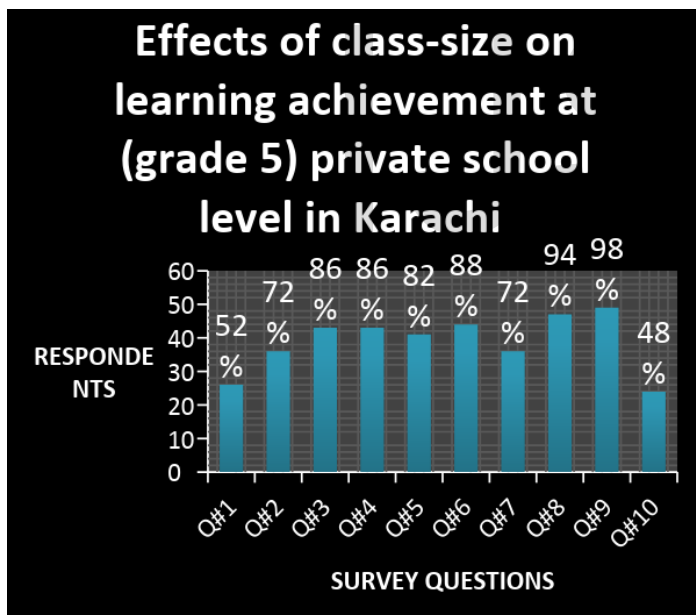
$$X = \frac{260\%}{5}$$

X=52% Therefore, mean average percentage of question#1 is 52%

SCHOOLS NAME	Q#1	Q#2	Q#3	Q#4	Q#5	Q#6	Q#7	Q#8	Q#9	Q#10
St. Peter's High School	70%	100%	100%	100%	100%	100%	70%	100%	100%	60%
St.Lawrence's High School	60%	60%	80%	100%	80%	100%	70%	100%	90%	50%
Mama Baby Care	40%	50%	100%	80%	90%	90%	80%	90%	100%	50%
Aga Khan School	40%	90%	100%	100%	100%	100%	80%	100%	100%	50%
The Smart School	50%	60%	50%	50%	40%	50%	60%	80%	100%	30%

MEAN AVERAGE PERCENTAGES OF EACH QUESTION

Now, the value obtained from the mean formula of all schools responses will be settled down in the Final Graph of the Research conducted on Effects of class size on learning achievement at grade 5 private school levels in Karachi which is as below.



Description

In the above final graph the X-Axis (Horizontal line) contains the number of the survey questions whereas the Y-Axis (Vertical Lines) contains the Total number of respondents from the overall 5 schools which are 50 respondents. According to this data analysis 98% teachers agreed with the question#9 which means 49 teachers out of 50 teachers, 94% agreed with question#8 which is 47 teachers out of 50, 88% teachers agreed with the question#6 which means 44 teachers out of 50, 86% teachers agree with the question#3 and 4 which means 43 teachers, 82% agreed with the question#5 which means 41 teachers, 72% agreed with question#2 and 7 which means 36 teachers, 52% agreed with the question#1 which means 26 teachers and 48% agreed with the question#10 which means 24 teachers

The data was collected in quantitative form i.e. survey questionnaires of 10 questions from 50 teachers of grade 5 from the 5 private schools of Karachi which means 10 teachers from each school. Each school's response on every question was then represented in the graphical form indicating the total percentage of each question responded, that is 50% refers to the 5 out of 10 teachers. Then the mean of each question from every school was calculated and it was represented in the final graph of the research which is given above.

CONCLUSION

Summary

Class size plays a vital role in the development and learning of the students as well as it is necessary for a teacher also as it allows the teachers to build themselves professionally and competent in teaching. By this approach the data was collected from 50 teachers of 5 private schools of Karachi, 10 teachers of each school of primary classes in which 98% teachers agreed with the question#9 that reading skills improvement and reading abilities develop more through small class sizes because the teacher pays individual attention to each student. Looking forward to next responses are that 94% teachers said Yes to question#8 which was that Minorities who have language barriers and entirely different backgrounds get fruits from small classes which means it is necessary for the students who have language barriers to be settled down in such classes which are small in sizes so that the teacher pays complete attention. 88% teachers were in the favor of the question #6 which was that pupil takes hold of language courses in small classes which again shows the importance of the small class size in learning because every child is getting complete focus by the teacher. By moving forward we got the results more that 86% teachers were in favor of question #3 and 4 which was that the small class size provides benefit to at risk pupil in learning and small class pupils shows on task approach and 82% teachers said yes to the question #5 which was smaller classes allows teachers to spend effective content delivery which again shows the importance of the content delivery in small class size.

Since the above mention percentages vary in higher value now moving towards the lower percentages which are 72% agreement by teachers on question #2 and 7 which were small class size have less disciplinary problems and smaller class size leads to substantially faster gains in reading due to more individualized instruction. 52% agreed with question#1 that larger class sizes contributes to a decrease in student achievement and 48% agreed with question#10 decreasing class size for the sake of effective learning and good outcomes in Karachi private school will show school serious agenda towards their focus on learning rather than creating rush and fulfilling and earning demands.

Recommendations and implications

There are a few recommendations and implications that can be made based on this study. First, class sizes should be decreased. Government officials, administrators, and educators must come together and implement class size reductions. They should decide on the appropriate teacher-student ratio and insist that all classes abide by the specified ratio. A plan should be put together for each district that entails what their ratios should be, where the money is going to come from to hire more teachers and build more classrooms, and exactly what steps that they should take throughout this process to implement class size reductions properly. Teachers and educators should be trained on how class-size reductions have progressed and improved student scores throughout the years, so that they are all on board. Once changes have been implemented, student scores should be monitored and assessed on at least a yearly basis. Data should then be generated to provide evidence that class size reductions make a difference in the learning process. Next, mode of instruction should be investigated further to determine just how much it affects student achievement. From this study it is clear that it does affect student achievement in some way. However, the exact affects of it are still unclear. Based on further literature and additional data, mode of instruction could be evaluated as well

Conclusive knowledge:

Since, the data is gathered from the ST.PETER'S HIGH SCHOOL, ST. LAWRENCE'S HIGH SCHOOL, MAMA BABY CARE, AGA KHAN SCHOOL and THE SMART SCHOOL, By looking at all the aspects of the research, responses and the result developed the idea is that the Class size has an effect on the learning achievement of the students of grade 5 at private schools. The minority and children with language barriers finds easiness in learning due to the proper individualized instructions, students show great interest in task, teachers' finds easiness in delivering the content. However, it is difficult to make private schools follow the approach of reduced class size, as it demands more expenditure.

The teachers of the private 5 private schools of Karachi of grade 5 which are total 50 teachers 10 teachers of each school, agreed with all of the questions in such a way;

- 98% for question#9
- 94% for question#8
- 88% for question#6
- 86% for question#3 and 4
- 82% for question#5
- 72% for question#2 and 7
- 52% for question#1
- 48% for question#10

Hence, it is known that class size has an effect on learning achievement of students of fifth grade of private schools.

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Appendix QUESTIONNAIRE

Directions: Read each statement and circle the response that you agree with most. There are no right or wrong answers.

In Karachi private schools:

*Large (Regular) classes consist of 40-50students.

*Small classes consist of 20-25 students.

1. Larger class sizes contribute to a decrease in student achievement.

1. Strongly Agree 2. Agree 3. Disagree 4. Strongly Disagree 5. neutral

2. Small classes have less disciplinary problems.

1. Strongly Agree 2. Agree 3. Disagree 4. Strongly Disagree 5. neutral

3. Small class size provides benefit to At-Risk pupil in learning.

1. Strongly Agree 2. Agree 3. Disagree 4. Strongly Disagree 5. neutral

4. Small class pupils show on-task approach

1. Strongly Agree 2. Agree 3. Disagree 4. Strongly Disagree 5. neutral

5. Smaller classes allow teachers to spend effective content delivery.

1. Strongly Agree 2. Agree 3. Disagree 4. Strongly Disagree 5. neutral

6. pupil successfully take hold of language courses in small classes.

1. Strongly Agree 2. Agree 3. Disagree 4. Strongly Disagree 5. neutral

7. Smaller class sizes lead to substantially faster gains in reading due to more individualized instruction.

1. Strongly Agree 2. Agree 3. Disagree 4. Strongly Disagree 5. neutral

8. Minorities who have language barriers and entirely different backgrounds get fruits from small classes.

1. Strongly Agree 2. Agree 3. Disagree 4. Strongly Disagree 5. neutral

9. Reading skills improvement and reading abilities develop more through small classes.

1. Strongly Agree 2. Agree 3. Disagree 4. Strongly Disagree 5. neutral

10. Decreasing class size for the sake of effective learning and good outcomes in Karachi private school will show school serious agenda towards their focus on learning rather than creating rush and fulfilling earning demands.

1. Strongly Agree 2. Agree 3. Disagree 4. Strongly Disagree 5. neutral