Writing II

Monica Patrick

Week 5

Small sized classrooms can be beneficial, specifically in boosting students' academic performance. According to Qiu, Hewitt, and Brett (2012), a class size of no more than 20 students per instructor is the best size recommended for any institution that intends to reap benefits from their tutors. In fact, low-income students' and other minority are likely to be the greatest beneficiaries of these small classes. Sanders et al. (1997) the experience and preparation of instructors play a fundamental role in the failure or success of class size expansion or reduction programs. For instance, the decline in the scale of the classroom will undoubtedly have no major effect if at all there is an insufficient number of well-qualified instructors and classes. However, reducing the size of the class presents tutors with an opportunity to develop professionally and come up with a rigorous curriculum. Therefore, the size of the classroom is the primary determinant of the performing power of the student. It is importance to ensure the instructor has a class where he or she can handle the students and remain beneficial at all time since the instructor will be motivated.

Even in light of such conclusions which imply no relationship between student achievement, class size, and instructor performance; certainly, enhancing the size of the class has a striking effect on the performance of both the instructor and the students. Research indicates that there are not only positive effects of increased class size on instructor's performance but also substantial academic gains can be achieved when an institution adopts class size reduction programs that are well crafted and implemented. That is, student performance is not only the primary factor in play since the potential benefits of small sized classes must measure against the associated costs (Hoxby, 2002). Indeed, reduction in the size of classes is a great technique since it will compel institutions' to hire more instructors, add the number of classrooms and purchase additional supplies. There is a substantive relationship between the size of the class, achievement of the student and at the same time, the performance of the instructor and there is the need for ensuring that there is putting such consideration when coming up with an institution. If the instructor has manageable classes, he or she will able to analyze the problems with every learner and will help the students in remaining achievers or performers.

The academic environment keeps on evolving, and so the advent of online education, which is likely to replace face-to-face classroom, encounters between the tutor and the student. Some researchers are of the view that, for the current school system to hold its relevance then the caliber of instructors hired should be of the highest quality available since this corresponds with the future of teaching, which is online education (West & Woessmann, 2003). The advent of technology in almost every sector has emphasized the need for online education. As an example, accessibility to the internet is so prevalent in many regions such that students of all age groups are enrolling for online programs as opposed to physical classrooms. Through time, online education has become one of the most sought after source of knowledge since there is a high sense of flexibility under this platform where the tutor can handle multiple numbers of students in any given session. The form of education has reduced the level of interaction between the instructor and the students. The impact on results of the students can sometimes get too difficult for the student to absorb knowledge online without practical examples as an average physical classroom (Qiu, Hewitt & Brett, 2012). If there is involvement of the students and instructors online, it is more efficient for the instructor to handle a large number of students than being involved in physical classes. Therefore, it is importance to capitalize the usage of technology to ensure the learning system remains efficient to the students and instructors.

**References**

Hoxby, C. M. (2002). *The cost of accountability* (No. w8855). National Bureau of Economic

Research.

Rivkin, S. G., Hanushek, E. A., & Kain, J. F. (2005). Teachers, schools, and academic

Sanders, W. L., Wright, S. P., & Horn, S. P. (1997). Tutor and classroom perspective on

Learner success: Implications for instructor assessment. *Periodical of human resources assessment in education*, *11*(1), 57-67.

Qiu, M., Hewitt, J., & Brett, C. (2012). Online class size, note reading, note writing and

collaborative discourse. *Intercontinental periodical of Computer-Supported shared Learning*, *7*(3), 423-442. Achievement. *Econometrica*, *73*(2), 417-458.