

## **Class Size And Learning Outcomes: Perceptions Of In-service Teachers**

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### **ABSTRACT**

Achieving quality learning outcomes within the education system in Kenya remains an elusive goal for educationists. Many strategic plans have been drafted and action plans implemented, but the aspiration remains a mirage. It appears the policy makers require more input from the stakeholders. The purpose of this study was to find out the perceptions of in-service teachers on class size and learner achievement.

Fifteen in-service teachers attending the April 2015 school-based session at Mount Kenya University, Nairobi Campus were randomly selected and requested to participate in a Focus Group Discussion (FGD) organized by the researchers. The FGD revealed that class size in isolation cannot have an impact on learners' achievement. It should be complemented by quality teacher preparation, more individualization, provision of resources and improving the quality of interaction in the classroom. The study recommended hiring of more Early Childhood Education Teachers to reduce class sizes and therefore improve learning outcomes.