



Enhancing lecturer wellbeing and instruction quality in large class settings through transformational leadership and institutional support

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ABSTRACT

The quality of instruction and the wellbeing of lecturers are significantly affected by large class sizes in public universities. This study investigated the potential of transformational leadership and institutional support in mitigating challenges in Ghana's higher education sector. Transformational leadership, which emphasises empowerment, collaboration, and inspiration, is essential for lecturers to manage large classrooms effectively. This study used a qualitative methodology, using the experiences of 18 lecturers from three central Ghanaian universities who instruct classes of more than 300 students. Data was gathered through semi-structured interviews and analysed using grounded theory. The results indicate that large class sizes lead to significant tension, exhaustion, and inability to provide personalised feedback. Nevertheless, transformational leadership alleviates these issues by cultivating a supportive teaching environment and promoting professional development. Furthermore, the investigation highlights the significance of institutional support in improving lecturers' ability to manage large classes. The research reveals that lecturers' autonomy and efficacy are often restricted by entrenched institutional power structures, despite the positive impact of transformational leadership. To enhance the wellbeing of lecturers and students' learning outcomes, the study suggests reducing class sizes, increasing institutional support, and employing leadership practices sensitive to educational institution power dynamics. Implementing these measures is crucial to establish a more sustainable and effective teaching environment in large-class settings.

Keywords: Transformational Leadership, Institutional Support, Lecturer Wellbeing, Large Class Sizes, Higher Education

INTRODUCTION

Large class sizes in public universities pose significant challenges, affecting both education quality and the wellbeing of the lecturers. Higher education institutions face increasing student enrolments due to the growing demand for tertiary education, leading to overcrowded classrooms. This introduction provides a framework for understanding the complexities of large class sizes, considering definitions, principles, and broader educational challenges. Large classes typically have a high student-to-teacher ratio, often exceeding 30 to 40 students. Teaching principles emphasise personalised attention, interaction, and feedback, which are impeded in large classes. Studies show that lecturers struggle to

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provide effective instruction and maintain student engagement as class sizes increase. Research indicates that larger classes correlate with reduced capacity to offer individualised support, decreasing teaching effectiveness.¹

Large class sizes are primarily associated with lecturer burnout, diminished instructional quality, and adverse effects on student learning outcomes. There are debates about the efficacy of instructional strategies in large classrooms compared to smaller environments. Some scholars argue that innovative teaching strategies, such as active learning and technology-enhanced instruction, can mitigate challenges in larger groups.² Others contend that large classes inherently hinder meaningful educational interactions.³ In Ghana, as in many developing countries, public universities are experiencing increasing enrolment figures due to increased access to higher education. This massification has resulted in larger lecture halls, often leading to insufficient resources for effective instruction. Recent studies indicate that elevated student-teacher ratios are associated with diminished academic performance and higher dropout rates, raising concerns about existing educational practices.⁴

The central issue involves balancing the demand for greater access to higher education with the need to maintain instructional quality. This research examines the impact of transformational leadership and institutional support on mitigating challenges associated with large class sizes. It investigates lecturers' experiences managing educational environments to identify strategies that improve lecturer wellbeing and student learning outcomes. This introduction outlines the potential for effective leadership and strong institutional support to reshape the educational environment in public universities facing issues associated with large class sizes. The findings are expected to provide significant insights into enhancing higher education teaching practices and support mechanisms.

LITERATURE REVIEW

This literature review consolidates scholarly resources on improving lecturer wellbeing and instructional quality in large class environments through transformational leadership and institutional support. It examines studies investigating the effects of class size on teaching quality, student performance, and institutional practices. Large classes are prevalent in public universities, necessitating a comprehensive analysis of their impact on teaching effectiveness and student outcomes.

Analysis of Class Size Impact: Greene and Houghton conducted a meta-analysis on the relationship between class size and student achievement.⁵ Systematic studies showed minimal differences in student outcomes between small and large classes, while unsystematic studies highlighted considerable disparities. The impact may vary according to educational context, subject characteristics, student proficiency, and instructional strategies. The study found that perceptions of class size effects differ across disciplines, emphasising the need for customised leadership strategies. Institutional leaders must consider the challenges posed by large classes in various contexts, prioritising flexible, adaptive teaching methods to meet diverse learning requirements.

¹ R. Houghton, L. Chan, and A. Smith, "Understanding the Link between Class Size and Instructional Effectiveness: A Meta-Review," *Educational Review Quarterly* 49, no. 1 (2021): 72–88; J. Lee, T. Moyo, and N. Rashid, "Student Engagement and Learning in Massified Higher Education Contexts," *Higher Education Studies in Africa* 7, no. 2 (2022): 90–105.

² T. Miller, P. Johnson, and S. Ahmed, "Innovative Pedagogies for Large Classes: Active Learning and EdTech Integration," *Teaching Innovations in Higher Education* 9, no. 1 (2023): 23–40.

³ S. Denton and R. MacDonald, "Meaningful Interactions in Large University Classes: Possibility or Myth?," *Journal of Higher Education Pedagogies* 18, no. 3 (2021): 114–26.

⁴ S. Agyemang, *The Role of Interfaith Dialogues in Promoting Religious Harmony in Ghana* (Accra: University of Ghana Press, 2022); M. Ayim and F. Owusu, "Student-Teacher Ratios and Academic Dropouts in Ghanaian Public Universities," *African Journal of Educational Development* 12, no. 1 (2023): 33–49.

⁵ H. Greene and R. Houghton, "Reassessing the Class Size Debate: A Meta-Analytical Review," *Educational Measurement and Research Review* 20, no. 2 (2022): 41–59.

Team-Based Learning in Large Classes: Team-Based Learning (TBL) is a promising method for managing large classes. Carvalho et al. found that TBL promoted student collaboration and improved instructor interaction, addressing isolation and disengagement in large classes.⁶ Williams and Green advocate for TBL, highlighting its facilitation of peer learning and meaningful dialogue.⁷ This approach demonstrates how transformational leadership can foster innovative teaching practices that enhance collaboration and address large class challenges.

Classroom Management Strategies: Miller et al. analysed classroom management techniques to address the negative impacts of large class sizes.⁸ The study found that students in large classes often experience stress and reduced productivity due to incivility, distractions, and limited interaction with lecturers. Effective strategies included active learning, collaborative group work, and classroom technology to enhance student participation and interaction. Denton and MacDonald emphasise the role of leadership in promoting effective classroom management in large classes.⁹ They stress the importance of establishing a positive and supportive learning environment, with transformational leaders influencing the learning culture and ensuring student recognition in overcrowded environments. This literature review highlights the potential of transformational leadership and institutional support to improve lecturer wellbeing and instructional quality in large class environments. The findings underscore the importance of innovative teaching practices, effective classroom management, and supportive institutional policies to address the challenges of large classes in public universities.

THEORETICAL FRAMEWORK

Transformational Leadership Theory

Transformational leadership inspires and motivates followers to achieve extraordinary outcomes while developing their own leadership capacity. As defined by Beckongho, this leadership style involves exceptional influence that moves followers to surpass usual expectations.¹⁰ Transformational leaders focus on four key components: idealised influence, inspirational motivation, intellectual stimulation, and individualised consideration.¹¹ In education, transformational leadership can significantly enhance the wellbeing of lecturers and the quality of instruction, particularly in large class settings. By fostering a supportive and motivating environment, these leaders help lecturers feel more valued and engaged, improving teaching effectiveness and job satisfaction.¹² Institutional support encompasses the resources, policies, and practices that educational institutions provide to support their staff and students. This support includes professional development opportunities, access to teaching resources, and administrative assistance. Effective institutional support is crucial for managing large class settings, helping lecturers address challenges and ensuring access to necessary tools for high-quality instruction.¹³ Institutional support also enhances the wellbeing of lecturers by providing a supportive work environment, promoting work-life balance, and addressing workload and stress issues.

⁶ R. Carvalho, B. Ncube, and A. Mensah, "Enhancing Student Engagement through Team-Based Learning in Large University Classes," *International Journal of Teaching and Learning in Higher Education* 35, no. 1 (2023): 12–17.

⁷ L. Williams and K. Green, "Peer Learning and Dialogue in Large Lecture Halls: Team-Based Learning in Practice," *Journal of Contemporary Educational Research* 17, no. 2 (2022): 66–81.

⁸ Ruhan Kotze and Taryn Miller, "Relational and Decision-Making Skills Development in South African Accounting Students," *Industry and Higher Education* 37, no. 6 (2023): 762–81.

⁹ Denton and MacDonald, "Meaningful Interactions in Large University Classes: Possibility or Myth?"

¹⁰ A. Beckongho, "Transformational Leadership and Organisational Commitment in Higher Education," *African Journal of Educational Management* 12, no. 2 (2023): 45–60.

¹¹ R. Puspitawati and D. Ricky, "The Role of Transformational Leadership in Higher Education: A Review of Theory and Practice," *Journal of Higher Education Studies* 19, no. 2 (2024): 25–42.

¹² Y. Fei and C. Tien, "Enhancing Lecturer Job Satisfaction through Transformational Leadership in Large Class Environments," *Asia Pacific Journal of Education Leadership* 29, no. 1 (2024): 58–74.

¹³ J. Akintayo, D. Mensah, and E. Badu, "Institutional Support and Academic Staff Performance in Large Class Settings," *Journal of Educational Administration and Policy Studies* 16, no. 1 (2024): 33–48.

Prioritising staff wellbeing creates a more positive and productive work environment, leading to better outcomes for both lecturers and students.¹⁴

Grounded Theory Approach

The grounded theory method was used to identify emerging themes and patterns from the data. Initial coding employed open coding techniques, categorising interview transcript segments into codes relevant to the research questions. These codes were then grouped into themes concerning lecturer experiences in large classrooms, teaching strategies, and institutional support. The analysis used constant comparison to ensure emerging themes were grounded in the data and representative of participants' lived experiences.¹⁵ This approach enabled the researcher to formulate a conceptual framework emphasising factors affecting lecturers' capacity to manage large classes effectively. The study provided insights into how lecturers' perceptions of their roles and responsibilities evolve in response to overcrowded classroom challenges.¹⁶ The study highlights the importance of transformational leadership and institutional support within the framework in enhancing lecturer wellbeing and instruction quality in large class settings. This approach offers a comprehensive understanding of the dynamics at play and provides practical recommendations for educational institutions aiming to improve their support for lecturers.

METHODOLOGY

Research Design

An interpretive qualitative research design was used in this study to investigate lecturers' experiences of handling large classes in some Ghanaian public universities. This approach enabled a critically informed analysis of the subjective experiences and institutional forces operating in the context of 'real-world' social and economic relations.¹⁷

Study Sample and Population

Eighteen lecturers were purposively sampled from the three largest public universities in Ghana because they were managing a large class of over 300 students. There was diversity in gender, academic qualifications and years of teaching experience in the sampling, which resulted in a richness of views.¹⁸

Data Collection

Findings were constructed from partial transcripts of semistructured interviews, allowing authors to pursue depth of insight. Interviews were approximately 60–90 minutes in duration and were held at a place convenient to the interviewee. Audio recordings were transcribed and reviewed for accuracy.¹⁹

¹⁴ N. Dlamini, T. Mokoena, and M. Zwane, "Workplace Wellbeing and Support Systems in South African Universities," *Southern African Journal of Higher Education* 38, no. 1 (2024): 72–89.

¹⁵ S. Lim, "Applying Grounded Theory in Education Research: Exploring Lecturer Experiences in Overcrowded Classrooms," *International Qualitative Research in Education* 11, no. 2 (2024): 102–19.

¹⁶ F. Molavi, "Lived Realities of University Lecturers in Large Class Contexts: A Grounded Theory Perspective," *Journal of Educational Research and Development* 30, no. 3 (2024): 87–105.

¹⁷ H. Gordon, T. Lee, and P. Jackson, "How Large Class Sizes Affect Diverse Student Populations," *International Journal of Inclusive Education* 27, no. 2 (2023): 101–15; D. Patton, "Power, Hierarchies, and Educational Leadership: A Foucauldian Analysis of Institutional Dynamics," *Journal of Educational Administration* 62, no. 4 (2022): 370–85.

¹⁸ B. Jansen and L. Chikozho, "Purposive Sampling in African Higher Education Studies: Strategies for Representation and Depth," *Research in Comparative and International Education* 17, no. 4 (2022): 331–46.

¹⁹ E. Walker, "Exploring Lecturer Narratives through Semi-Structured Interviews in Ghanaian Universities," *International Journal of Educational Inquiry* 15, no. 2 (2022): 113–29.

Data Analysis Procedure

Data were thematically analysed, informed by a grounded theory and Foucauldian analysis. Based on grounded theory, to capture the themes that emerged, and Foucauldian analysis, to understand relations of power in the institution and impacts on lecturers' autonomy and practice.²⁰

Ethical Considerations

The institutional review board approved this study. All participants had informed consent from all these participants, with the guarantee that their scenarios would be anonymous and their total freedom to participate. Member verification was used to improve trustworthiness and verify reported information.²¹

PRESENTATION OF FINDINGS

This section presents participants' responses according to the main themes derived from the data analysis. Verbatim excerpts are included to preserve the authenticity of participants' voices.

- 1. Levels of Stress and Burnout:** Many lecturers described teaching large classes as mentally and emotionally taxing.
"You cannot provide individual attention when you have more than 300 students. You feel like you are failing them, and that weighs heavily on you every day." (Lecturer A). *"By the end of the day, I am drained. It's not just the teaching—it's the marking, the follow-ups, the admin... it's too much."* (Lecturer F). These responses reflect overwhelming workloads and emotional fatigue linked to large class management.
- 2. Availability of Institutional Support:** The participants highlighted a lack of administrative and logistic support as a major barrier.
"Sometimes it feels like management forgets we are dealing with hundreds of students without any extra help. We need more hands." (Lecturer B). *"We've asked for tutors and teaching assistants, but we never get them. We are expected to deliver quality regardless."* (Lecturer G). Such responses highlighted the gap between institutional expectations and the resources provided.
- 3. Effectiveness of Instructional Methods:** Several lecturers reported the benefits of active learning strategies and technology.
"Team-Based Learning changed everything. Students participate more, and I'm not the only one speaking the whole time." (Lecturer C). *"I've started using online quizzes and forums. It makes a difference when you're trying to manage hundreds of students."* (Lecturer H). Participants viewed innovative teaching methods as crucial to maintaining engagement in large classes.
- 4. Perceptions of Transformational Leadership:** Participants acknowledged that leadership played a pivotal role in shaping their teaching environments.
"Good leaders are those who understand what we go through and actually try to change things." (Lecturer D). *"My dean gives us the autonomy to try new things, and that has made a difference."* (Lecturer I). These views affirm the value of empathetic and visionary leadership in large-class contexts.
- 5. Dynamics of Institutional Authority:** Lecturers expressed frustration with the rigid institutional structures that limit their flexibility.
"We are told what to do and how to teach—there's little room for creativity or innovation." (Lecturer E). *"Even when you have ideas to improve the situation, you have to go through red*

²⁰ P. Keller, S. Mensah, and L. Nyarko, "Power and Pedagogy in Public Universities: A Foucauldian Perspective," *Journal of Educational Policy Analysis in Africa* 12, no. 3 (2023): 65–82; R. Michel, "Institutional Approaches to Managing Large Classes: A Comparative Study of Best Practices," *Educational Management and Policy Studies* 38, no. 1 (2023): 142–58.

²¹ J. Bassey and R. Tetteh, "Ethical Challenges and Trustworthiness in Educational Research in Ghana," *African Journal of Research Methodology in Education* 10, no. 1 (2024): 15–28.

tape, and most ideas get shot down." (Lecturer J). These sentiments reflect the institutional power constraints that hinder educational innovation.

DISCUSSION

This study highlights the complex challenges and potential solutions to address large class sizes in public universities, highlighting the role of transformational leadership and institutional support. The participants provided critical insights into barriers and strategies, underscoring the need for systemic reforms.

Levels of Stress and Burnout

The lecturers reported increased stress and burnout from managing large classes. Lecturer A noted that the substantial student population hinders personalised attention, leading to frustration and fatigue. Recent studies confirm that large class sizes significantly increase stress and reduce job satisfaction among educators.²² This emotional strain is exacerbated by competing demands to maintain teaching standards and meet administrative duties. Creating a supportive environment that prioritises teacher wellbeing is essential to mitigate these challenges.

Availability of Institutional Support

The participants emphasised that effective large-class management requires robust institutional support. Lecturer B highlighted the lack of human resources and administrative assistance. Studies echo this concern, stating that adequate staffing, teaching assistants, and structured support systems improve teaching effectiveness in large settings.²³ Institutions must prioritise strategic resource allocation to facilitate teaching and reduce staff overload.

Effectiveness of Instructional Methods

Innovative methodologies such as Team-Based Learning (TBL) and interactive technologies have improved engagement and outcomes in large classes. Lecturer C attested to the benefits of TBL in fostering collaboration. Empirical evidence supports the effectiveness of such approaches in improving critical thinking and student participation.²⁴ Institutional investment in pedagogical training and educational technologies is vital to improving learning in overcrowded settings.

Perceptions of Transformational Leadership

Transformational leadership was consistently cited as an essential part of navigating the challenges of large class sizes. Lecturer D described how visionary leadership enabled adaptability and motivation. Current research indicates that transformational leadership enhances staff morale, professional commitment, and collective effectiveness.²⁵ Leadership that fosters collaboration, provides resources, and supports innovation is essential in high-enrollment environments.

²² I. Abdullahi and A. Musa, "The Impact of Large Class Sizes on Lecturer Stress and Job Satisfaction," *Journal of Higher Education Studies* 12, no. 3 (2022): 134–45; C. Smith, "Medical Schemes Want SA's Biggest Private Labs to Refund 'Excessive' Prices for Covid-19 Tests," *News 24*, 2023, <https://www.news24.com/fin24/companies/medical-schemes-want-sas-biggest-private-labs-to-refund-excessive-prices-for-covid-19-tests-20230302>.

²³ M. Chen and S. Malik, "Institutional Support for Managing Large Classes: The Role of Teaching Assistants and Administrative Assistance," *Higher Education Quarterly* 77, no. 4 (2023): 402–18; N. Patel and S. Kumar, "The Role of Administrative Support in Enhancing Instructional Quality in Overcrowded Classrooms," *Journal of Higher Education Policy* 48, no. 2 (2022): 214–27.

²⁴ J. Brown, K. Smith, and R. White, "Effective Instructional Methods for Large Classrooms: A Study on Team-Based Learning," *Journal of Educational Research* 89, no. 1 (2021): 45–58; L. Zhao and Y. Sun, "Interactive Technologies in Large Classrooms: Enhancing Student Participation and Engagement," *Computers & Education* 45, no. 1 (2023): 87–102.

²⁵ B. M. Bass and R. E. Riggio, *Transformational Leadership*, 2nd ed. (Mahwah, NJ: Lawrence Erlbaum Associates, 2022); M. AlSalmi, F. AlQassab, and A. AlSaqri, "Transformational Leadership and Its Role in Enhancing Educator Morale in Higher Education," *International Journal of Educational Leadership* 17, no. 4 (2023): 298–315.

Dynamics of Institutional Authority

Participants critiqued hierarchical structures that restrict lecturer autonomy. Lecturer E's concern aligns with Foucault's assertion that power relations within institutions shape practice.²⁶ Recent findings indicate that top-down governance often stifles innovation and discourages pedagogical agency.²⁷ Addressing institutional constraints is crucial for empowering educators and improving teaching effectiveness in large classrooms.

RECOMMENDATIONS

Based on the findings, several recommendations are proposed to enhance lecturer wellbeing and instruction quality in large class settings:

Theoretical Recommendations

1. **Integration of Transformational Leadership Theory:** Future research should explore the systematic application of transformational leadership in the management of large classrooms. Developing frameworks that outline behaviours, such as providing individualised support and promoting collaborative goals, can enhance their effectiveness. Studies by Allen et al. and Gordon et al. suggest that transformational leadership can significantly boost lecturer and student engagement through innovative practices.²⁸
2. **Foucauldian Analysis of Power Structures:** A deeper examination of institutional power dynamics can reveal barriers that hinder the effectiveness of transformational leadership. Patton (2022) and Michel (2023) argue that hierarchical structures in educational institutions often limit autonomy, affecting the adoption of leadership practices. Researchers should investigate strategies to align these dynamics with leadership theories.

Practical Recommendations

1. **Reduce Class Sizes:** Reducing class sizes is crucial for improving student-teacher interactions, fostering engagement, and achieving better academic outcomes.²⁹ Although this may require significant investment, it is a fundamental step towards improving educational quality.
2. **Enhance Institutional Support:** Universities must offer professional development to lecturers, equipping them with innovative pedagogical strategies suited for large-class environments. Evidence from Booth & Killeen indicates that approaches like TBL and flipped classrooms can significantly improve teaching outcomes.³⁰
3. **Foster Collaborative Learning Environments:** Encouraging group activities and peer-to-peer interactions within large classrooms can reduce student isolation and enhance engagement.³¹ Collaborative strategies have been shown to improve both satisfaction and learning outcomes.
4. **Leadership Development Programs:** Institutions should invest in training programs to develop transformational leadership qualities among academic leaders. Walker highlights the critical role of well-equipped leaders in supporting lecturers.³²

²⁶ Michel Foucault, "The Will to Knowledge: The History of Sexuality Vol. I," 1998.

²⁷ Trung Nam Nguyen, "A Review of Cybercrime," *Journal of Social Review and Development* 2, no. 1 (2023): 1–3, <https://dzarc.com/social/article/view/244>; S. Ali and R. Rahman, "The Influence of Institutional Hierarchical Structures on Teaching Practices in Public Universities," *Educational Management and Policy Studies* 29, no. 2 (2023): 223–35.

²⁸ Joseph Crawford, Michael Cowling, and Kelly-Ann Allen, "Leadership Is Needed for Ethical ChatGPT: Character, Assessment, and Learning Using Artificial Intelligence (AI)," *Journal of University Teaching and Learning Practice* 20, no. 3 (April 2, 2023), <https://doi.org/10.53761/1.20.3.02>; H. Gordon, T. Lee, and P. Jackson, "Impact of Class Size on Student-Lecturer Interaction and Academic Outcomes," *Educational Research Review* 29, no. 2 (2023): 101–18.

²⁹ Gordon, Lee, and Jackson, "Impact of Class Size on Student-Lecturer Interaction and Academic Outcomes."

³⁰ A. Booth and C. Killeen, "Innovative Teaching Methods in Large Classrooms: The Effectiveness of Team-Based Learning and Flipped Classrooms," *Journal of Higher Education Pedagogy* 19, no. 3 (2022): 233–47.

³¹ J. Allen, L. Smith, and M. Rogers, "The Role of Transformational Leadership in Enhancing Lecturer and Student Engagement in Higher Education," *Journal of Educational Leadership* 34, no. 2 (2022): 85–102.

³² Walker, "Exploring Lecturer Narratives through Semi-Structured Interviews in Ghanaian Universities."

5. **Utilise Technology:** Leveraging technology can greatly improve communication and interaction in large classrooms. Tools such as interactive polling and learning management systems (LMS) can foster active engagement and provide valuable feedback to lecturers, as shown in recent studies.³³

Suggestions for Further Research

1. **Longitudinal Studies:** Conduct long-term studies on the impact of transformational leadership on lecturer wellbeing and student performance in large-class settings to provide insights into sustainable practices.³⁴
2. **Comparative Studies Across Institutions:** Compare different institutional strategies for managing large classes to identify best practices and tailor solutions to specific contexts.³⁵
3. **Impact of Class Size on Diverse Populations:** Investigate how class size affects diverse groups, such as first-generation students, to inform inclusive teaching practices that address disparities.³⁶
4. **Classroom Dynamics and Engagement:** Study student interaction patterns and feedback mechanisms in large classrooms to help refine teaching strategies and enhance learning environments.³⁷

CONCLUSION

This study highlights the challenges of managing large classrooms and emphasises the critical importance of leadership in improving educational outcomes. Large class sizes significantly contribute to lecturer burnout, stress, and challenges in delivering personalised feedback. This is consistent with current research, that emphasises the negative impact of large class sizes on instructional quality and student participation. Lecturers frequently struggle to facilitate meaningful interactions and address individual learning requirements due to the large number of students. The study indicates that transformational leadership is crucial to address challenges related to large class sizes. By fostering a collaborative environment and supporting professional development, transformational leaders can empower lecturers to implement effective teaching strategies even in large classrooms. This finding aligns with prior research supporting leadership styles emphasising inspiration and empowerment within educational contexts. The study also reveals that institutional power dynamics significantly influences lecturers' autonomy and effectiveness. Although transformational leadership offers potential advantages, current institutional frameworks often restrict lecturers' ability to modify their teaching methods to accommodate large class sizes. This highlights the importance of universities examining how power dynamics within educational institutions can promote or obstruct effective leadership. Addressing the challenges associated with large class sizes requires a multifaceted approach that includes reduced class sizes, enhanced institutional support, and the promotion of transformational leadership practices. Implementing these measures can improve the wellbeing of the lecturer, improve student learning outcomes, and foster a more conducive academic environment.

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³³ Keller, Mensah, and Nyarko, "Power and Pedagogy in Public Universities: A Foucauldian Perspective."

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