

## OVERCROWDED CLASSROOMS AND TEACHING LEARNING PROCESS: ANALYSIS OF ELEMENTARY PUBLIC SECTOR SCHOOLS OF QUETTA CITY

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### **ABSTRACT**

*In Pakistan overcrowded classrooms are going to be one of the major issues and considered, a factor responsible for falling the education standard. This study sets out to investigate the “impact of overcrowded classrooms on teaching- learning process at the elementary level in public sector schools in Quetta city”. Questions that motivated researcher to investigate the problem are what factors are created by the overcrowded classroom? How overcrowded classroom affects the teaching-learning process? How overcrowded classroom challenges can be overcome? Population was constituted 260 respondents both male and female teachers and students drawn from 20 selected elementary level schools in Quetta city. The mix method approach was used. Quantitative data were collected through structured questionnaire and qualitative data was collected through focused group discussion. The collected data were analyzed by percentages, frequencies and one-way ANOVA. Major findings of the study were that: at the elementary level majority of the classes were overcrowded and that decrease the possibility of effective of teaching-learning process.*

*Overcrowding in classrooms have a direct impact on teaching-learning process. This study was helpful in the best interest of students, teachers, administrators and government to think over the problem and do something positive for the improvement of education in Balochistan.*

## **KEYWORDS**

*Overcrowded classroom, teaching-learning process*

## **INTRODUCTION**

Every human being needs oxygen to survive in the world. Education is as important as this because education gives people the knowledge and skills they require. School is a place where a learner acquires formal education. At school, classroom may be performing its part in the structure of a unit for educating purposes. Overcrowded means a place where the learners exceeded, then the recommended capacity for which the class is designed. Davis (2013) stated that the classroom has Development and also the success of the country are totally depended on education and its type which is provided to the population of that country (Shami & Khwaja 2005). In a country, human resources are considered as an engine for the progress of the nation. So these resources must be effectively developed and capably utilized. Education gives the receiver a personality for acquiring knowledge, competence, attitude, values, and skills (Aliyu, 2001). A process of human development in any country may not be sustained if there is no minimum level of education for the whole population. Young people get aware of their potential with a quality education and become as responsible, productive, and independent citizens. Over Pakistan, pupils come across a huge number of issues, particularly in government schools, throughout their period of education. (Akhtar, Zamurad, Arif, & Hussain, 2012).

Government schools provide education with low cost as compared to private sector schools, so parents with low economic condition cannot afford the admission of their children in private schools. Population problem, resource limitation and low budget are the reasons of overcrowded classrooms. (Tobih, Akintaro & Osunlana, 2013). The classroom is the practically essential region inside a school. Hopefully students' most time spent in an atmosphere favorable to learning. Unfortunately, there is no check and balance by supreme and concerned authority over quality of education. Overcrowded classrooms for inexperienced teachers are more discouraging than experienced one which

indicates that more technical strategies are needed for teachers to handle overcrowded classes (Khan, & Iqbal, 2012). A class of 15-20 students would be an ideal one. Teaching-learning process and the progressive activities are hindered due to overcrowding in classrooms. The teacher primary objectives in the classroom are to give proper attention to each and every student so that they can standardize their activities and develop their personality furthermore, provide chances to develop their abilities, potentialities, and skills at the ideal level. Whereas teachers waste their precious time over managing the overcrowded classroom (Tayeg, 2015). This study would be supportive in diagnosis of the problems of overcrowding in schools usually. The study will provide suggestions towards reducing overcrowding in schools in order to improve the quality of education considering elementary level schools in Quetta city.

## **LITERATURE REVIEW**

In a school a teacher and a learner live in close proximity and participate in teaching learning process. School is a place where a learner acquires formal education. The more facilities provided to school the more learning will be possible. The school building is the first important thing in this regard. School is a place where through education; we can produce ideal citizens, where an individual gets knowledge about his values, culture, tradition and ideas (Shah, & Inamullah, (2012). Educating need different purposes, for instance, higher levels from claiming educating would connect with higher profit and investment mobility, exceptional health, bring down mortal sin rates, Furthermore, more excellent support in the authority procedure in one's quick and the worldwide Group. To have good and sound education over worldwide, there are many factors that are responsible for destroying the education standard where education is received and also established. Around these factors, there is a problem about class size (Tobih et al. 2013).

### **What Classroom is Refer?**

At school, classroom may be performing its part in the structure of a unit for educating purposes. It may be a spot the place where a number people aggregation together in a space for a special reason. The classroom is the name of a form the place where some understudies need be assembled for the reason of being educated. Classroom may be a spot the place learners starting with separate stratum about culture come in and contact with each other. Here individual and also group learning takes place (Tobih et al. 2013). Size of

classrooms should be 22-25 feet and wide by 20 feet, in order to reach the teacher's voice easily to each and every student in the classroom. Student strength should be 35 or may increase to 40 students (Education Cod 1935).

### **Overcrowded Classroom**

There is no particular definition or explanation or for the overcrowded classroom concept (Muthusamy & Nirashnee, 2015). Researcher reveals that the word overcrowded classroom and large class are the same concept basically and are used interchangeably. The National center for education statics (NCES, 2000) established a definition for overcrowded definition, a place where learners exceeded that then the recommended capacity for which the class is designed.

### **General Problems of Overcrowded Classrooms**

Problems about large size classes cannot be enumerated. The teaching-learning process may be affected badly by certain problems so cannot be ignored at all.

#### **i. Discipline**

A class claiming 40 or more students is impossible to control or maintain discipline. A teacher might be so skillful in his profession, has satisfactorily prepared, and smart enough Furthermore punctual, but he or she can be failed to maintain discipline in overcrowded classrooms (Muthusamy & Nirashnee, 2015).

#### **ii. Discomfort**

Many teachers feel uncomfortable while teaching in overcrowded classrooms and students are not comfortable while learning as well. To increase the students' participation in the learning activities may not be an easy task for teachers. If teachers are not able to do so, they get stressed and that result distraction in the teaching-learning process (Muthusamy & Nirashnee, 2015).

#### **iii. Individual attention**

Every individual is not paid attention in the class due to crowd in the class and time shortage. Al-Jarf's (2006) study reported that the classes have large number of learners that's why teachers do not have time for paying attention and giving chance to participate and speak to every student. Shy and weak students are ignored and left behind in overcrowded classrooms.

#### **iv. Assessment of students' progress**

It is very hard for the educators to check or mark too many home assignments of the students. Whereas, assessment is vital in the teaching process (Muthusamy & Nirashnee, 2015).

#### **Responsible Factors of the Overcrowded Classrooms**

The size and the crowd of classroom always remained the topic of heated controversy in the education sectors (Bahanshal, 2013). Overburden classrooms are one of the alarming factors in the low literacy rate of our country. Apart from all above, Overcrowded classrooms is the cause of many other problems that education sector face on an annual basis (Shah, & Inamullah, 2012). Factors become reasons of overcrowding in classes that results in poor quality of education. (Benbow Mizrachi, Oliver, & Said-Moshiro, 2007).

#### **Physiological Problems**

Overcrowded classrooms arose the physiological problems as population provides easy position to catch respiratory diseases, and other infectious illnesses. Lee and Chang (1999) pointed out that the CO<sub>2</sub> (carbon dioxide) level exceeded the norm in an overcrowded classroom. The carbon dioxide levels depend on the occupancy of the classroom. A classroom should not exceed the number it is designed for. High levels of carbon dioxide in the classroom can pose health threats for teachers and students. Physical education teachers, due to issues arose from crowded classroom, feels being challenged in engaging students in meaningful physical activity. The issues included lack of space and lack of resources and equipment (De Corby, 2005). Overcrowded classrooms diminish opportunity for physical activity. Ehrenberg believes that Overcrowded classrooms can affect how much time teachers give to individual students as well as the social dynamics among students (Ehrenberg, 2001).

#### **Overcrowd Classroom and Teaching Methods**

According to Mtika (2011) in Malawi large class sizes compel the teachers to use a convenient method of teaching with no other choice which involve the students as passive recipients of knowledge during lessons. Through interaction that a teacher can actually assess and determine what learners already know and what difficulties they are faced with. Unfortunately, overcrowded class does not allow for learner-teacher interaction. (Alli, Naz, Maqbool, & Rana, 2011) claimed that obstacles to teacher success mostly created by overcrowded classrooms.

### **Psychological and Sociological Problems**

Educational purposes are to teach individual with desirable habits, to prepare a useful citizen, to get ready to vocation, to teach time management, to build students' moral character. This will satisfy the educational need of students. Since these responsibilities are acknowledged by the schools. Students' personal development and their social improvement are the responsibilities of the school (Tobih et al. 2013). The most important component in the education system, throughout the globe, is a teacher. As stated by Ali et al. (2011) if a teacher is not dynamic than dynamic teaching cannot be possible. Because of this worst condition of teaching, teachers lose their effectiveness and they are no more dynamic.

### **Stress management issues**

A stress is created by overcrowded classrooms for teachers so teachers feel difficulty to fulfill the learning needs of students (Oliver, 2006). contented that teachers' experience with large classes are mostly negative this becomes the reason of leaving the teaching profession. This will be an important contention because hard work is needed for the profession and from their profession people gain living (Nesane, 2008).

### ***The Relationship between Class Size and Method of Instruction***

Tayeg (2015) confirmed form his finding that the choice of teaching methods has a great role in overcrowded classrooms. In the New York report published by the Teacher's Association in 1959, it was recommended that classes with fewer students are advocated by teachers due to the reasons of getting more time to practice and experience effective teaching methods in the class. Teachers are left with the choice of using routine teaching methodologies in the case of assigning overcrowded classes. In large classes it was observed that group norm achievement becomes the center of attention instead of motivating each and every learner to progress according to his capability.

### **Effectiveness of Teaching and Learning in a Large Class-Size**

In overcrowded classrooms, less concentration is paid to the achievement of the goals and objectives of the lessons while management as well as control of the learners is more focused. Hess (2001) reported that there are many advantages of large classes as well. He asserted that students are more in number in large class so more, chances are available to communicate and interact within the

class, furthermore a variety of human resources. He added that in large classes weak students or peers, are helped by outstanding students.

### **Impacts of Large Class Sizes on Students' Learning**

In different nations, researchers have found that overcrowded classrooms influence the quality of learning. Earthman (2002); Yaman and Uygulamada, (2009) also Burnett (1995) came to the result that individual attention is prevented by overcrowded classrooms and students' progress gets slow down. According to Earthman (2002) there is limited time for the teacher in the class, just to teach the basic lessons so the teachers had no more time to spend with weak learners. Teachers were enabled to provide quality of individual learning support to each student. It also provided time for procurement of different exercises that improved the actual quality learning. Similarly, as Earthman (2002) maintains, "Evidence proceeds gather that indicates that students' achievement is improved with decreasing student strength in the class so discipline problems are reduced and undoubtedly provide enduring benefit to the teachers as well as students. Research additionally demonstrates that reducing class sizes in early grade can benefit in enhancing long-term high learner academic achievement (Green & Doran, 2000).

### **OBJECTIVES**

1. To identify the challengeable factors created because of the overcrowded classroom.
2. To find out the impact of those factors on the teaching learning process.
3. To investigate the ways to overcome the challenges in overcrowded classrooms.

### **RESEARCH QUESTIONS**

1. What factors are created by the overcrowded classroom?
2. How these factors impact the teaching-learning process?
3. How overcrowded classroom's challenges can be overcome?

### **RESEARCH METHODOLOGY**

All male and female teachers and students at the elementary level of government schools of Quetta city were the population of the study. The stratified random sampling procedure was used. The population was divided into two groups to make strata on the basis of geographic location and gender.

In 1<sup>st</sup> phase, 10 schools (five girls & five boys) from Chilton town and ten schools (five girls & five boys) from Zarghoon town were selected through simple random sampling technique. In phase two, 5 students from 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> class and 8 teachers were selected from each sampled school (N = 260). The tool which was used for conducting this survey is five point's Likert questionnaires. For qualitative data the focus group discussion was conducted. This approach also allowed teachers to express their feelings and thoughts freely about teaching in an overcrowded classroom. Quantitative data were obtained from questionnaires and analyzed through SPSS. The focus group discussion was the tool used to collect the qualitative data, which was analyzed by theme. A qualitative data theme provides strength to the interpretation.

## DATA ANALYSIS

**Table. 1**

*Designation*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S.S.T	48	48.0	48.0	48.0
	J.E.T	34	34.0	34.0	82.0
	J.V.T	12	12.0	12.0	94.0
	J.D.M	3	3.0	3.0	97.0
	S.S	3	3.0	3.0	100.0
	Total	100	100.0	100.0	

**Table. 2**

*Age*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-25 Years	4	4.0	4.0	4.0
	26-30 Years	21	21.0	21.0	25.0
	31-35 Years	25	25.0	25.0	50.0
	36-40 Years	29	29.0	29.0	79.0
	Above 41 Years	21	21.0	21.0	100.0
	Total	100	100.0	100.0	



**Table. 3***Academic Qualification*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor`s Degree	24	24.0	24.0	24.0
	Master Degree	68	68.0	68.0	92.0
	Ms/M.Phil	7	7.0	7.0	99.0
	Total	100	100.0	100.0	

**Table 4***Professional Qualification*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	B.Ed.	23	23.0	23.0	23.0
	M.Ed.	26	26.0	26.0	49.0
	Nil	51	51.0	51.0	100.0
	Total	100	100.0	100.0	

**ANALYSIS**

A one-way ANOVA was conducted to relate the opinions of respondents regarding instructional issues, teaching-learning issues, and management issues of overcrowded classrooms in relation to Designation, age, academic qualification and professional qualification. Results are shown in following tables:

- Instructional, teaching-learning, and management issues regarding designation

**Table. 5***Respondents' responses about instructional issues of overcrowded classrooms in relation to Designation*

	Sum of Squares	df	Mean Square	F	Sig.

Between Groups	45.439	4	11.360	4.090	.004
Within Groups	263.871	95	2.778		
Total	309.310	99			

In the above table [ $F(4, 95) = 4.090, p = .004$ ] it can be concluded at a 5% level of significance that there is statistically significant difference in instructional issues of overcrowded classrooms.

**Table. 6**

*Respondents' responses about Teaching and Learning issues of overcrowded classrooms in relation to Designation*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	10.241	4	2.560	3.560	.009
Within Groups	68.319	95	.719		
Total	78.560	99			

In the above table [ $F(4, 95) = 3.560, p = .009$ ] it can be concluded at a 5% level of significance there is statistically significant difference in teaching-learning issues of overcrowded classrooms.

**Table. 7**

*Respondents' responses about management issues of overcrowded classrooms in relation to Designation*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.010	4	.502	.765	.551
Within Groups	62.430	95	.657		
Total	64.440	99			

In the above table [ $F(4, 95) = .765, p = .551$ ] it can be concluded that at a 5% level of significance that there is statistically insignificant difference in management issues of overcrowded classrooms.

- Instructional, Teaching-Learning, and Management Issues regarding Age

**Table. 8**

*Respondents' responses about instructional issues of overcrowded classrooms in relation to age*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	114.327	4	28.582	13.926	.000
Within Groups	194.983	95	2.052		
Total	309.310	99			

In the above table [ $F(4, 95) = 13.926, p = .000$ ] it can be concluded at a 5% level of significance that there is statistically significant difference in instructional issues of overcrowded classrooms.

**Table. 9**

*Respondents' responses about Teaching and Learning issues of overcrowded classrooms in relation to age*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.903	4	.726	.911	.461
Within Groups	75.657	95	.796		
Total	78.560	99			

In the above table [ $F(4, 95) = .911, p = .461$ ] it can be concluded that at a 5% level of significance, there is statistically insignificant difference in teaching-learning issues of overcrowded classrooms.

**Table. 10**

*Respondents' responses about management issues of overcrowded classrooms in relation to age*

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2.188	4	.547	.835	.506
Within Groups	62.252	95	.655		

Total	64.440	99
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In the above table [ $F(4, 95) = .835, p = .506$ ] it can be concluded that at a 5% level of significance that there is statistically insignificant difference in management issues of overcrowded classrooms.

- Instructional, Teaching-Learning, and Management Regarding Academic Qualification

**Table. 11**

*Respondents' responses regarding instructional issues of overcrowded classrooms in relation to academic qualification.*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8.770	3	2.923	.934	.428
Within Groups	300.540	96	3.131		
Total	309.310	99			

In the above table [ $F(3, 96) = .934, p = .428$ ] it can be concluded that at a 5% level of significance that there is statistically insignificant difference in instructional issues of overcrowded classrooms.

**Table. 12**

*Respondents' responses regarding Teaching and Learning issues of overcrowded classrooms in relation to academic qualification*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.358	3	.786	.990	.401
Within Groups	76.202	96	.794		
Total	78.560	99			

In the above table [ $F(3, 96) = .990, p = .401$ ] it can be concluded that at a 5% level of significance that there is statistically insignificant difference in teaching-learning issues of overcrowded classrooms.

**Table 13**

*Respondents' responses regarding management issues of overcrowded classrooms in relation to academic qualification*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.244	3	.081	.122	.947
Within Groups	64.196	96	.669		
Total	64.440	99			

In the above table [ $F(3, 96) = .122, p = .947$ ] it can be concluded that at a 5% level of significance that there is statistically insignificant difference in management issues of overcrowded classrooms.

- Instructional, Teaching-Learning, and Management Issues Regarding Professional Qualification

**Table. 14**

*Respondents' responses regarding instructional issues of overcrowded classrooms in relation to professional qualification.*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.600	2	2.300	.732	.483
Within Groups	304.710	97	3.141		
Total	309.310	99			

In the above table [ $F(2, 97) = .732, p = .483$ ] it can be concluded that at a 5% level of significance that there is statistically insignificant difference in instructional issues of overcrowded classrooms.

**Table. 15**

*Respondents' responses regarding teaching and learning issues of overcrowded classrooms in relation to professional qualification.*

	Sum of Squares	df	Mean Square	F	Sig.
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Between Groups	.695	2	.347	.433	.650
Within Groups	77.865	97	.803		
Total	78.560	99			

In the above table [ $F(2, 97) = .433, p = .650$ ] it can be concluded that at a 5% level of significance that there is statistically insignificant difference in teaching-learning issues of overcrowded classrooms.

**Table. 16**

*Respondents' responses regarding management issues of overcrowded classrooms in relation to professional qualification.*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.285	2	.643	.987	.376
Within Groups	63.155	97	.651		
Total	64.440	99			

In the above table [ $F(2, 97) = .987, p = .376$ ] it can be concluded that at a 5% level of significance that there is statistically insignificant difference in management issues of overcrowded classrooms.

## QUALITATIVE DATA ANALYSIS

A focused group discussion was conducted to find out the answer of the research questions "How overcrowded classroom's challenges can be overcome"? The data analyzed through thematic analysis following themes were emerged. For this purpose, the data was read carefully and thoroughly and then transcribed and analyzed as under:

### Theme 1: Teaching Methodologies Used by Teachers in Overcrowded Classrooms

The focused group respondents revealed that most of the teachers use the lecture method in overcrowded classrooms and use black board while delivering their lecture. One of the respondents said "It is very difficult for me to use different teaching methodologies in an overcrowded classroom so I have to use the lecture method mostly".

### **Theme 2: Challenges Associated with Overcrowded Classrooms**

Teachers face discipline problems, students don't get the proper attention and interaction with teachers, they become dull, proper evaluation is not possible and it becomes difficult to complete the planned lesson in a given time period. One of the respondents said "We cannot pay attention to every student in a class as the class is overcrowded and atmosphere is noisy, we waste our time in managing the class".

### **Theme 3: Teachers' Experiences with Overcrowded Classrooms**

In overcrowded classrooms the focus is on quantity, not quality of education. Expected outcomes and target achievement is not possible so teaching-learning process are disturbed in overcrowded classrooms that results stress and lack of motivation among teachers. "We are forced to complete the course within limited time, which is lengthy, so the quality of teaching is not possible" (interviewee).

### **Theme 4: Coping Strategies of Overcrowded Classrooms**

Mostly class teachers make groups of students and take the help of caliber students in the class. They appreciate the student participation in group or class. They try to keep them busy. Few teachers accept that sometimes they have to control the students with punishment. One of the respondents said "I usually make the groups of students in my class so that every student gets chance of participating in activities".

### **Theme 5: Experiences Help the Teachers in Controlling Overcrowded Classrooms**

Teachers acknowledged that teaching experiences helped them in controlling the large class, and overcoming the related problems by teaching them in a more interesting way, understanding the psyche of students, having a positive and effective relationship with the students, removing communication gap so that they can share the learning problems with teachers. "I try to communicate with shy and weak students in a class so that they can share their problems regarding education with me" (interviewee).

### **Theme 6: Resource Availability**

Limited resources are available in the schools. Teachers have to manage with having group work in class and use low cost A.V aids, such as books, black board, chart, models etc.

### **Theme 7: Request from Government**

Teachers demand that a class should be limited to 24-30 students. The Government should appoint qualified teachers, Refresher courses should be there. One of the respondents said “Government should conduct training programs to capable the teachers to deal with overcrowded classrooms”. Resources should be available, text books (course) should not be lengthy, cheating should be prohibited during an exam, education budget should be increased because teachers give students not only education but moral training as well.

### **DISCUSSION**

This study attempted to see the impact of overcrowded classrooms on teaching-learning process. It was based on three research questions.

1. What factors are created by the overcrowded classroom?
2. How these factors impact the teaching-learning process?
3. How overcrowded classroom's challenges can be overcome?

Results were obtained by using different instrument and tools. The analysis declared that instructional issues of overcrowded classrooms were insignificantly different with respect to academic qualification, professional qualification, whereas designation, age, were found to be significantly different with regard to instructional issues. The research findings are in line with that of Earthman (2004) findings who founded significant difference in overcrowded classrooms with respect to school. According to him students spend their considerable time in the school and their academic performance greatly affected by the school building. The analysis showed that teaching and learning issues of overcrowded classrooms were insignificantly different with respect to age, academic qualification, professional qualification, whereas designation is found to be significantly different with regard to teaching and learning issues. The analysis revealed that management issues of overcrowded classrooms were insignificantly different with respect to designation, age, academic qualification, professional qualification.

The results affirmed that students cannot have proper interaction with a teacher, cannot easily ask and answer the questions, don't get proper attention from the teacher, their concentration diverted in the class and they are lacking active participation in teaching-learning process therefore child learning ability is affected in overcrowded classrooms.



Most of teachers' time wasted in managing the overcrowded classroom. The study observed that most of the respondents were of the view that class size should be small in order to maximize their participation in the classroom activities as Charles. M Achilles (1996) founded in his findings that individual attention and student's active involvement in different activities, increases in small classes. The study disclosed that Majority of respondent agreed that Teachers should bring a variety in their teaching methodologies to grab the students' full attention. Tayeg (2015) confirmed this finding and stated that the choice of teaching methods has a great role in overcrowded classrooms. The study manifested, that Professional development and improvement in teaching skills is necessary for effective teaching-learning process. P Marais (2016) supported the findings by his own findings that the participants who were facing the situation of overcrowded classrooms, responses showed that teachers need to be mentored during their trainings to develop required knowledge and skills in managing individual support and proper attention.

### **CONCLUSION**

From the findings of the study, it is concluded that overcrowded classrooms affects the teaching-learning process. It creates difficulties for both teachers and students. Teachers can't pay attention to each of the students and can't able to use interactive modern pedagogies, which is the need of the modern era. On the other hand, students feel difficulty in questioning the teachers about any concept which are not clear to them. They can't get opportunity to express themselves and increase their confidence level of speaking in front of the public, which is an essential element of classroom learning.

### **RECOMMENDATION**

A variety of strategies can be suggested to improve the school's efficiency and teachers' competency in consideration of overcrowded classrooms. The below mentioned recommendations are based on the findings of this study that might be helpful for the teachers to bring the improvement in their daily experiences regarding overcrowded classrooms. The study involved teachers' views as well as learners' voices in relation to overcrowded classrooms.

In different areas there is shortage of Government schools and the majority of our population living below the poverty level. To afford private schools gets impossible for them so the Government should consider population requirement and establish more schools according to their needs. There should

be visit of schools from Government and education departments to keep observation about population and the number of classrooms for effective classroom control in order to have better teaching-learning process.

The Student population in a school should be according to the available space and facilities in a school. Government should take action and plan the rules and policies in terms of optimum population in the classroom and for better facilities, sufficient budget should be provided to the education department. In each class students should be limited to 35-40 in a number so that the teacher can effectively manage the class and pay attention to every individual.

Another way to deal with overcrowded classroom problems is to make groups of students in the classroom. This provides the students an opportunity to learn more effectively from each other and from the teachers' meaningful feedback. With the help of students grouping, the students' class participation, their deviant behavior, individual differences and availability of instructional materials can easily be observed. Work management could be eased by employing group work, for instance, limited resources are shared. While grouping, desks are arranged in such a way to support group work atmosphere, this strategy helped the teachers in moving, monitoring, controlling and supervising the children in the classrooms. Group work in a well-arranged way enables the students to engage in tasks, discuss and share views, have a chance to learn from one another.

Team teaching and co-teaching is another approach needed, feels by this research, to teaching overcrowded classrooms. Each class should have two teachers in order to help each other in keeping order and maintain discipline in the class. They also assist in materials distribution and other classroom exercises. All Students would be under observation; slow learners will get attention so active learning will be promoted.

There are variety of teaching methodologies other than lecture method that can be used to teach the students in overcrowded classrooms that depends what kind of information are going to be delivered for example, role playing, students presentations, group work, in-class writing, outside reading and many more fresh approaches can be designed to make the lesson interesting, attractive, and energetic to the students in overcrowded classrooms where students lose their interest and teacher feel difficulty in grabbing their full attention in the class.

Teachers make it possible to know their students by reducing the distance with their students physically and socially. In this way the teacher can identify those students that require special attention among other students. A willingness from students to participate actively in the class is possible when there is positive relationship between teachers and students.

For effective teaching-learning process in overcrowded classrooms, we need motivated and competent staff that can be possible if teachers are motivated in economic and career development. The Government should conduct motivational workshops, seminars, training programs for the purpose of professional development, improving teachers' skills, giving ideas about innovative and cultivate strategies, in order to come out of this stressful situation, enhance the teacher development approaches and built the capability to deal with overcrowded classrooms and achieve the targeted objectives.

There are some strategies that teachers and schools can adopt to deal with overcrowded classrooms such as, extend the lesson duration, engage the students in the comprehensive daily homework, to reduce the burden in term of marking little classroom exercises should be given, increase the exercise books, and school opening and closing time should be extended.

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