Exploring The Dynamics of Teacher-Student Relationships in Overcrowded Secondary School Classrooms

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Abstract

This research aimed to delve into the relationship between teachers and students within overcrowded classrooms in public secondary schools located in the Quetta district. Employing a quantitative and survey-based approach to gather data from teachers. The study encompassed all teachers in public secondary schools across the district, with a sample size of 112 male and female teachers selected from six schools, each contributing 18 teachers. The selection process utilized random sampling techniques for both teachers and schools. Analysis of the collected data involved descriptive and inferential statistical methods, utilizing the SPSS tool. The findings underscored the prevalence of overcrowded classrooms, attributed to staffing shortages and inadequate infrastructure. This overcrowding detrimentally affected the quality of teaching and learning experiences. Teachers encountered numerous challenges stemming from overcrowding, including disruptive noise, reduced individual interaction, spatial constraints, limited access to learning resources, compromised instructional quality, and assessment-related issues. These challenges not only disrupted the teaching-learning process but also took a toll on teachers' emotional and psychological well-being. The study proposed strategies to address these issues, emphasizing the necessity of increased financial allocation to the education sector for infrastructure enhancement and learning materials. It recommended the recruitment of additional teaching staff and the implementation of training programs for educators and administrators, bolstering their capacity to effectively manage the challenges associated with overcrowded classrooms.

Keywords: congested classrooms, teaching and learning dynamics, behaviour management, personalized attention, assessment and evaluation, teacher-student engagement, classroom administration.

Introduction

The issue of large classroom sizes has posed significant challenges for various stakeholders in the education system, including teachers, students, parents, and school administrations. This situation has had a negative impact on the overall teaching and learning process, creating both physical and instructional obstacles for teachers who struggle to manage classes effectively and provide individual attention to each student within crowded classrooms.

A primary objective of teachers is to treat every student with respect, guiding their behaviour and fostering their true character, while also nurturing their talents and potential. However, in larger classes, educators often find themselves spending substantial time seeking students' attention and managing classroom logistics, diverting focus from optimal instructional activities. Successfully engaging in the teaching and learning process becomes an arduous task when dealing with a sizable audience.

This issue is not limited to a specific region, as overcrowded classrooms have become a global challenge. Government schools, in particular, suffer from this problem due to population growth, limited financial resources, inadequate infrastructure, and ineffective policies. The consequences of overcrowded classrooms are far-reaching, negatively impacting the teaching and learning process. Research, such as that conducted by Michael Loh Epri in Papua New Guinea (2016), sheds light on the challenges faced by teachers and students. The implementation of free education policies has led to a surge in student enrolment without corresponding infrastructure development, teaching materials, or additional staff recruitment to manage the increased intake. The impact on teachers' time management skills is evident in their struggles to conduct meaningful instruction in larger classes. Teachers are burdened with tasks such as attendance checks and discipline management, leaving inadequate time for actual teaching, reading, and writing activities. Consequently, instructional tasks like evaluation, homework assignments, and test paper grading often spill over outside the classroom environment. Physical health concerns also arise in overcrowded classrooms. Imtiaz (2014) and Mustafa et al. (2014) highlight the risk of infections spreading rapidly among students due to the close proximity. During assessments, the lack of space contributes to cheating, undermining the quality of learning and student progress. Scholars like Parveen Khan and Muhammad Iqbal (2012) emphasize the impracticality of delivering quality education in overcrowded classrooms. The challenges encompass issues of discipline, assessment, instruction, and the physical learning environment. Teachers struggle with seating arrangements, noise disruption, and the overwhelming tasks of grading numerous notebooks and exam papers.

This study delves into the existing problems faced by teachers and students in overcrowded classrooms within the Quetta district's schools. It examines the dynamics between overcrowded classrooms and the teacher-student relationship during the teaching and learning process. Additionally, the study aims to propose solutions that foster an effective learning environment throughout the educational journey.

LITERATURE REVIEW

Theoretical/Conceptual Framework

This research study aims to explore the challenges faced by both teachers and students during the teaching and learning process within overcrowded classrooms. The theoretical framework of this study draws upon several researchers' findings to shed light on the multifaceted issues arising from large class sizes.Parveen Khan and Muhammad Iqbal (2012) identified overcrowded classrooms as a primary obstacle to delivering quality education. Large class sizes lead to various complications for teachers, affecting discipline, assessment, instruction, and the physical learning environment. Teachers frequently express concerns about maintaining discipline in crowded classrooms due to noisy surroundings, inadequate space between rows, difficulties in seating arrangements, and a lack of audio-visual aids. These challenges not only hamper teachers' effectiveness but also impede students' learning outcomes.

Asma Tayeg (2015) corroborated these findings, emphasizing the disciplinary problems that teachers encounter in larger classes. These challenges undermine teachers' management strategies, leading to a loss of control over the classroom. Scarcity of instructional materials and unfavorable conditions for meaningful dialogue further hinder effective learning. Noise disturbances in overcrowded classrooms hinder productive communication and teaching effectiveness.

Michael Loh Epri (2016) extended this understanding through his study conducted in Papua New Guinea schools. He found that assessing student learning in overcrowded classes becomes an arduous task due to the overwhelming number of students. The large class sizes resulting from education fee-free policies create both opportunities and challenges. While such policies increase access to education for low-income families, they burden teachers and school administrations. The excessive workload of marking numerous notebooks takes an emotional toll on teachers.

Petro Marias (2016) highlighted that large class sizes adversely affect discipline management. Increased incidents of quarrels, crying, and disturbances disrupt the learning environment. Teachers struggle to maintain control, leading to noise and play among students. Furthermore, the lack of respect from students for both teachers and fellow learners impedes the learning process. This disrupted environment leads to incomplete course coverage and negatively impacts academic achievement.

Research by Chingos (2013) supports the idea that smaller classes foster better student achievement by allowing for individualized attention from teachers. Parents prefer smaller classes due to the recognized benefits of enhanced learning outcomes. In contrast, crowded classes hinder group work and lead to disruptive behavior, affecting the entire class.

Imtiaz (2014) and Khumalo and Mji (2014) both underscored the negative impact of overcrowded classrooms on students' physical health and learning environment. Contagious diseases easily spread in tightly packed classrooms, affecting multiple students. Additionally, the absence of space during tests can lead to cheating, undermining the development of essential skills. Imtiaz and Mustafa et al. (2014) indicated that teachers struggle with time management in large classes, diverting tasks like attendance checks and discipline management away from instructional time.

This theoretical framework synthesizes these perspectives to provide a comprehensive

understanding of the challenges arising from overcrowded classrooms, encompassing issues of discipline, instruction, assessment, physical environment, and individual attention.

Classroom Organization

An integral aspect of effective instructional activities lies in classroom organization. It encompasses the strategies, methodologies, and competencies that teachers employ to cultivate a positive learning environment within the classroom. According to Fenwick et al. (2006), instructional approach refers to the ability to guide, engage, focus, and maintain order within a dynamic classroom setting. Components such as time management, student engagement, motivation, and interactive classroom dynamics collectively constitute the process of orchestrating and managing a class.

Understanding the Concept of Large Classrooms

When the number of students within a classroom surpasses an optimal threshold and begins to disrupt the instructional process, the class is classified as "large." However, defining the exact parameters of a large class is subject to variability across countries and educational contexts. Hayes (1997) highlights that a definitive quantification of a crowded class is elusive due to the subjective nature of perceptions influenced by contextual factors.

For instance, opinions may diverge regarding whether a class of 50 students is considered large, while others might argue that a large class could comprise around 100 or even 150 students. Generally, educators tend to agree that a class with 50 to 60 students or more is generally considered to be large. Nevertheless, Nolasco and Arthur (1998) suggest that what is considered a large class can differ significantly for teachers accustomed to instructing classes with 12 to 14 students compared to those accustomed to 40 students.

Assessing Class Size

Teachers typically manage multiple classes throughout the day, and the number of students in each class directly impacts the quality of their teaching. However, there's no universally agreed-upon "ideal" class size for optimal learning conditions. The class size should enable effective interaction between the teacher and students. Determining what qualifies as a large class is a complex matter. There's no simple answer to how many students constitute a "large" class due to the multitude of factors at play.

Firstly, teachers' perceptions of class size are influenced by the maximum size of classes they regularly teach (Coleman, 1989c). For example, a teacher accustomed to classes of 20 students might consider a class of 30 as large, while another teacher used to classes of 40 students might consider a class of 60 as substantial. Despite these variations, teachers often find themselves teaching classes larger than their preferences.

Secondly, teachers' assessments of large class sizes are also influenced by the subject matter being taught. Lecture-based sessions in higher education may accommodate hundreds of students, which might not pose an issue for disseminating factual information and concepts. However, teaching complex skills in these large lecture-based settings can lead to a range of challenges (Obanya et al., n.d.).

Furthermore, most educators recognize that what constitutes a large class differs between teaching speaking skills and teaching reading skills (LoCastro, 1989). Consequently, the

subject matter being taught must also be factored in when assessing what qualifies as a large class.

Impact of Instruction in Large and Small Classes

After considering the concept of class size and educators' perspectives on its influence on classroom instruction and student achievements, it becomes crucial to explore the effectiveness of teaching in both large and small class sizes. Evaluating students' outcomes or performance is essential to gauge the success of any educational approach.

Simkins (1981) defines output as the immediate results of a system's operations. In the context of education, output refers to changes in individuals' knowledge, skills, and attitudes resulting from their engagement in the educational system. Learning outcomes reflect these changes. Tsang (1988) highlights that instructional outcomes encompass both cognitive and non-cognitive knowledge that students acquire. In this regard, Lord (1984) identifies four aspects for evaluating instructional outcomes: teacher assessments, standardized tests for assessing educational results, additional standardized assessments for national and local oversight, and economic research methodologies.

Managing Discipline in Large Classrooms

Maintaining classroom discipline proves challenging for teachers, particularly in noisy scenarios where some students complete tasks or activities ahead of others. An effectively managed classroom provides an optimal environment for successful instruction. However, classes with normal sizes tend to maintain better discipline, while controlling behaviour becomes difficult in classes with at least 40 students. Hayes (1997) asserts that despite a teacher's proficiency, preparation, punctuality, and intelligence, controlling large classes remains demanding. Noise disruptions, inattentive students causing disturbances, and challenges during class activities contribute to this difficulty.

Individual Attention in Large Classrooms

Given the high student count and time constraints, teachers struggle to provide individual attention to every student. Ur (1996) describes a class with numerous and diverse students where it's impractical to fully comprehend and monitor each student's progress during class. Teachers stress their inability to allocate sufficient attention to every student, leading to unequal engagement in various activities. Al-Jarf (2006) notes that due to class size limitations, teachers lack time to allow each student to participate and share their thoughts. Consequently, certain students, especially those who are shy or introverted, might be overlooked and marginalized. Kennedy & Kennedy (1996) echo similar sentiments, stating that managing all classroom dynamics becomes challenging when student numbers exceed an optimal threshold.

Assessing Student Performance in Large Classrooms

Numerous studies have illustrated the formidable challenges teachers encounter when assessing a substantial number of students. Monitoring and offering timely guidance to classes exceeding forty students becomes arduous, while comprehensively reviewing each student's assignments proves nearly unmanageable. Addressing errors and providing

feedback becomes a daunting task. Collaborative activities, such as group, pair, and triad work, become impractical due to class size constraints. Additionally, evaluating a vast number of homework assignments becomes a demanding endeavour. However, this assessment process remains indispensable within the educational system.

Teaching Process in Large Classrooms

Overcrowded classrooms significantly impede the teaching and learning process. Challenges and interruptions become pervasive, hindering students' ability to hear the teacher. The noise level escalates due to the congested environment. Consequently, students resort to conversing with each other rather than engaging with the teacher, undermining proper teacher-student interaction and thereby affecting the quality of the teaching-learning process.

Utilization of Specific Instructional Strategies in Large Classes

While certain subject areas might be less affected by teaching in large classes, specific strategies can assist teachers in effectively instructing sizable groups. Employing these tools and techniques can mitigate challenges associated with teaching larger classes.

Implementing Team and Pair Work in Large Classrooms

Pair work involves collaboration between two students, while group work extends to more than two participants. Both these strategies hold significance when instructing large classes. Pair and group work can enhance student engagement, facilitate feedback, and provide clear instructions. According to Harmer (2001), such activities encourage reserved students to participate, as they feel less pressure speaking in smaller groups as opposed to addressing the entire class. Although managing pair and group work can present challenges, inventive solutions are feasible. For instance, when physical rearrangement isn't feasible, Harmer (2001) suggests creative ways, such as rearranging students' seating arrangements, to facilitate effective grouping strategies.

Teacher-Student Dynamics in the Classroom

One of the primary conduits through which students absorb knowledge within a classroom is communication. On a daily basis, interactions between the teacher and students unfold during various class activities. Wagner (1994) elucidates interaction as the interplay involving multiple entities and actions, resulting in mutual influence. Effective interaction necessitates both sides to transmit and receive messages, with the teacher delivering clear communication. Interaction is a form of dynamic action, where the impact of one entity on another is inherent. This notion inherently implies a reciprocal influence.

Communication serves a pivotal role in the classroom, entwined with the teaching and learning processes. Allwright and Baily (1991) propose that interaction is a collective endeavour, occurring as a collaborative engagement. While the instructor retains control over aspects like who speaks, to whom, about what, and in what language, it's important to acknowledge that the central focus of classroom engagement revolves around students' cooperative participation.

Research Objectives

1. To explore the specific challenges encountered by teachers in managing overcrowded classrooms within the secondary level educational context in District Quetta.

Research Questions

- What are the difficulties faced by teachers concerning discipline management in overcrowded classrooms within District Quetta?
- How do teachers effectively handle the classroom dynamics while conducting lessons in crowded classroom settings in District Quetta?
- What are the challenges that teachers encounter when it comes to assessing students within overcrowded classrooms?
- How do teachers ensure the provision of individual attention to students during the teaching-learning process within large-sized classrooms?

Research Methodology

The research employed a quantitative research approach and adopted a survey design to gather and analyse data. Two distinct questionnaires were used, one designed for teachers and the other for students. The first questionnaire aimed to capture teachers' insights on the teacher-student relationship within overcrowded classrooms. The second questionnaire focused on gathering students' perceptions of the teacher-student relationship within such classroom environments. The collected data from these questionnaires facilitated an examination of the challenges that negatively impact the learning environment during the teaching and learning process within overcrowded classrooms.

Population

The population for this study was selected through a random process, focusing on teachers from public schools in the Quetta district. Both boys' and girls' schools were included in the population. From the entire pool of secondary public schools in Quetta, a total of six schools, equally divided between boys and girls, were chosen as representatives. Each of these selected schools provided approximately 18 male and female teachers, who were then approached to participate by completing the respective questionnaires.

Sample

For the teacher sample, the researcher utilized the random sampling technique. Among the secondary public schools in the area, six schools were deliberately chosen, with an equitable distribution of three schools for boys and three for girls. From each of these schools, around 18 teachers, both male and female, were selected for participation.

Sampling Techniques

The researcher employed random sampling techniques to select both schools and individual teachers for the study. The choice to focus on public schools in Quetta was influenced by its status as the capital of Balochistan and its convenient proximity to the researcher.

Data Collection Tool

The data for this research study was gathered through a survey-based questionnaire. The questionnaire comprised two sections. The first section captured demographic information about the teachers, such as gender, age, designation, qualifications, professional background, and teaching experience. The second section consisted of 20 statements related to challenges faced by teachers while instructing in large classes. These statements were rated on a 5-point Likert scale, ranging from "strongly disagree" to "strongly agree." To ensure the validity and appropriateness of the questionnaire and its items, experts reviewed and examined them. Furthermore, a language expert reviewed the grammar and wording of the questionnaire.

Data Collection Procedure

To collect data from secondary level schools (both boys and girls) in District Quetta, the researcher personally visited each randomly selected school. Employing the random sampling method, the researcher distributed questionnaires among teachers from both boys' and girls' secondary schools in District Quetta. A total of 112 questionnaires were distributed to male and female teachers across the selected schools. To maintain data authenticity, the researcher collected the completed questionnaires directly from the schools. After collection, the data was meticulously refined and subjected to analysis using standardized procedures.

Research Analysis Tools

Following the data collection from secondary level schools in District Quetta, both boys' and girls' schools, the data underwent analysis utilizing descriptive and inferential statistics. The Statistical Package for the Social Sciences (SPSS) was employed to ensure comprehensive and insightful results.

Data Analysis

The issue of classroom discipline is exacerbated by overcrowding.

Likert scale	Frequency	Percent	Cumulative Percent
strongly disagree	18	16.1	16.1
disagree	5	4.5	20.5
neutral	6	5.4	25.9
agree	22	19.6	45.5
strongly agree	61	54.5	100.0
Total	112	100.0	

Among the total of 112 participants, 18 (16.1%) strongly disagreed, 5 (4.5%) disagreed, and 6 (5.4%) were neutral. Conversely, 22 (19.6%) agreed with the statement, and the highest number, 61 (54.5%), strongly agreed with the notion that overcrowding contributes to classroom discipline issues.

Finding enough space to move around in an overcrowded classroom is challenging.

Likert scale	Frequency	Percent	Cumulative Percent
strongly disagree	24	21.4	21.4
disagree	44	39.3	60.7
neutral	12	10.7	71.4
agree	26	23.2	94.6
strongly agree	6	5.4	100.0
Total	112	100.0	

Out of the total 112 participants, 24 (21.4%) strongly disagreed, a substantial number of 44 (39.3%) teachers disagreed, and 12 (10.7%) were neutral on this issue. Conversely, 26 (23.2%) teachers agreed, while 6 (5.4%) strongly agreed that finding adequate space to move around in an overcrowded classroom is a challenge.

Having one-on-one instructional time is vital for maximizing learning.

Likert scale	Frequency	Percent	Cumulative Percent
strongly disagree	16	14.3	14.3
disagree	53	47.3	61.6
neutral	20	17.9	79.5
agree	15	13.4	92.9
strongly agree	8	7.1	100.0
Total	112	100.0	

Out of the total 112 participants, 16 (14.3%) strongly disagreed, while 53 (47.3%) teachers expressed disagreement with the statement. Additionally, 20 (17.9%) were neutral on this matter. Conversely, 15 (13.4%) teachers agreed, and 8 (7.1%) strongly agreed that one-on-one instructional time is crucial for optimizing learning.

Assessing each student upon completion of a lesson is feasible.

Likert scale	Frequency	Percent	Cumulative Percent
strongly disagree	10	8.9	8.9
disagree	51	45.5	54.5
neutral	14	12.5	67.0
agree	27	24.1	91.1
strongly agree	10	8.9	100.0
Total	112	100.0	

Out of the total 112 participants, 10 (8.9%) strongly disagreed, and a significant number of 51 (45.5%) teachers expressed disagreement with the feasibility of assessing each student after a lesson. Additionally, 14 (12.5%) teachers were neutral on this issue. Conversely, 27 (24.1%) teachers agreed, and 10 (8.9%) strongly agreed that evaluating each student after the completion of a lesson is viable.

Excessive noise in overcrowded classrooms hinders the listening potential of students in the back seats.

Likert scale	Frequency	Percent	Cumulative Percent
strongly disagree	16	14.3	14.3
disagree	10	8.9	23.2
neutral	10	8.9	32.1
agree	50	44.6	76.8
strongly agree	26	23.2	100.0
Total	112	100.0	

Among the total 112 participants, 16 (14.3%) strongly disagreed, while 10 (8.9%) disagreed and an additional 10 (8.9%) were neutral on this matter. On the contrary, a majority of 50

(44.6%) teachers agreed with the statement, and 26 (23.2%) strongly agreed that excessive noise in overcrowded classrooms indeed affects the listening potential of students seated in the back rows.

It is feasible to form groups during the learning process.

Likert scale	Frequency	Percent	Cumulative Percent
strongly disagree	9	8.0	8.0
disagree	31	27.7	35.7
neutral	19	17.0	52.7
agree	36	32.1	84.8
strongly agree	17	15.2	100.0
Total	112	100.0	

Among the total 112 participants, 9 (8.0%) teachers strongly disagreed, while 31 (27.7%) expressed disagreement and 19 (17.0%) were neutral on this matter. Conversely, 36 (32.1%) teachers agreed, and 17 (15.2%) strongly agreed that forming groups during the learning process is a viable approach.

It is possible to manage a large class effectively while teaching.

Likert scale	Frequency	Percent	Cumulative Percent
strongly disagree	12	10.7	10.7
disagree	31	27.7	38.4
neutral	15	13.4	51.8
agree	35	31.3	83.0
strongly agree	19	17.0	100.0
Total	112	100.0	

Out of the total 112 participants, 12 (10.7%) teachers strongly disagreed, while 31 (27.7%) expressed disagreement and 15 (13.4%) were neutral on this matter. Conversely, 35 (31.3%)

teachers agreed, and 19 (17.0%) strongly agreed that it is possible to effectively manage a large class while teaching.

You can engage in individual interactions with slow learners.

Likert scale	Frequency	Percent	Cumulative Percent
strongly disagree	22	19.6	19.6
disagree	33	29.5	49.1
neutral	17	15.2	64.3
agree	27	24.1	88.4
strongly agree	13	11.6	100.0
Total	112	100.0	

Among the total 112 participants, 22 (19.6%) teachers strongly disagreed, while 33 (29.5%) expressed disagreement, and 17 (15.2%) were neutral on this matter. Conversely, 27 (24.1%) teachers agreed, and 13 (11.6%) strongly agreed that they can indeed engage in individual interactions with slow learners.

The overall educational outcomes become satisfactory.

Likert scale	Frequency	Percent	Cumulative Percent
strongly disagree	18	16.1	16.1
disagree	39	34.8	50.9
neutral	18	16.1	67.0
agree	32	28.6	95.5
strongly agree	5	4.5	100.0
Total	112	100.0	

Out of the total 112 participants, 18 (16.1%) teachers strongly disagreed, while 39 (34.8%) expressed disagreement, and 18 (16.1%) were neutral on this matter. Conversely, 32 (28.6%) teachers agreed, and 5 (4.5%) strongly agreed that the overall educational outcomes become satisfactory.

The rampant noise of students makes you disheartened.

Likert scale	Frequency	Percent	Cumulative Percent
strongly disagree	8	7.1	7.1
disagree	20	17.9	25.0
neutral	25	22.3	47.3
agree	40	35.7	83.0
strongly agree	19	17.0	100.0
Total	112	100.0	

Among the total 112 participants, 8 (7.1%) teachers strongly disagreed, while 20 (17.9%) expressed disagreement, and 25 (22.3%) were neutral on this matter. Conversely, 40 (35.7%) teachers agreed, and 19 (17.1%) strongly agreed that the rampant noise of students makes them disheartened.

Key Findings of the Study

The findings of the study reveal the following insights based on the responses of the participants:

Discipline and Space Constraints: A significant portion of teachers (65.6% and 60.7%) faced challenges related to maintaining discipline and finding enough space to navigate the overcrowded classroom. However, a considerable number (64.1% and 33.9%) did not report any such problems.

Teacher-Student Interaction: A notable number of participants (56.3% and 37.5%) disagreed with the statement that they had an opportunity for eye contact with every student and could identify problems among slow learners in large classes. Conversely, (33.9% and 45.5%) of participants agreed with the statement

Student Evaluation: A majority (54.4%) of respondents indicated that they could not adequately evaluate every student after completing a lesson in an overcrowded class. However, (33%) reported that they were not hindered by class size.

Noise and Learning: A substantial portion (23.2%) of participants felt that the noise in large classes hindered the learning potential of students in the back rows. In contrast, (67.8%) of respondents did not perceive this as a problem.

Laboratory Performance: A significant number (61.6%) of teachers acknowledged that overcrowding negatively affected students' laboratory performance, while (25.9%) did not

find it to be an issue.

Access to Student Work: The majority (58.9%) of participants indicated difficulty in accessing written work from each student when dealing with a large class, while (28.5%) reported easier access.

Individual Attention: Many (46.4%) teachers found it challenging to identify and focus on reluctant students in overcrowded classes. However, (36.7%) reported success in this aspect.

Group Formation: A noteworthy percentage (35.7%) of respondents faced challenges in forming groups of learners due to the large number of students. Conversely, (47.3%) found no issues with group formation.

Classroom Control: Respondents (55.4% and 38.4%) expressed that they could not effectively control a large class, leading to emotional and psychological disturbances. However, (48.3% and 29.4%) reported no such problems.

Educational Outcome: A significant portion (50.9%) of participants believed that the overall educational outcome remained unsatisfactory due to the large number of students. However, (33.1%) were satisfied with the educational outcome.
Noise Disheartenment: Many (52.7% and 42.9%) teachers reported feeling disheartened due to the rampant noise in a crowded class, making their voice difficult to hear by students in the back rows. However, (42.9% and 25%) had no issue with this.

Managing Naughty Students: A substantial number (44.6%) of participants disagreed with the idea that they could handle naughty students without difficulty, while (39.3%) reported being capable of doing so.

Managing Absent Students: A significant majority (68.8%) of respondents found managing absent students to be a challenging task. Conversely, (22.3%) did not find it to be a major issue.
These findings highlight the multifaceted challenges that teachers face in overcrowded classrooms, impacting various aspects of teaching and learning.

Conclusion

In conclusion, the study sheds light on the prevalent challenges faced by teachers and students in overcrowded classrooms within the schools of District Quetta. Most schools in District Quetta were grappling with the issue of overpopulation, resulting in overcrowded classrooms. Class sizes ranged from around 60 to over 70 students, leading to a lack of space and conducive learning environments. Overcrowded classrooms often led to significant discipline problems. Teachers found it difficult to maintain control and order in the class due to the disruptive behaviour of students. The noise and lack of space made it challenging to create a conducive learning atmosphere. The rampant noise in overcrowded classrooms adversely affected both teachers and students. Teachers reported feeling psychologically

disturbed by the noise levels, which made it difficult for them to achieve their teaching objectives effectively. Teachers struggled to interact individually with each student, especially slow learners who required extra attention. Students sitting in the back rows faced challenges in hearing the teacher, engaging with the lesson, and participating in class activities. Teachers found it challenging to evaluate each student's performance comprehensively due to time constraints and high workload. This affected the quality of assessment and feedback provided to students. Overcrowded classrooms often lacked sufficient instructional resources and materials. This hindered effective teaching and hindered students' learning experiences. Students in overcrowded classrooms faced difficulties in listening to the teacher, interacting with peers, participating in group activities, and performing laboratory experiments. Their overall learning experiences were compromised due to the constraints posed by the overcrowded environment. The physical seating arrangements were often rigid and uncomfortable, impacting students' ability to engage in learning activities and contribute to the classroom. Both teachers and students expressed concerns about the overall educational outcomes in overcrowded classrooms. Achieving satisfactory learning outcomes became a significant challenge due to the limitations posed by class size and associated issues.

In essence, overcrowding in classrooms had a cascading effect on various aspects of the teaching and learning process. Both teachers and students struggled to achieve their full potential within these conditions, affecting discipline, interaction, attention, assessment, and overall educational outcomes. Addressing these challenges requires careful consideration of classroom management strategies, resource allocation, and reforms to enhance the learning environment for both educators and learners.

Recommendations for Addressing Overcrowding in Classrooms:

1. Address the root cause of overcrowding by recruiting additional teaching staff in schools where the problem persists. This will help to reduce the student-to-teacher ratio and improve the quality of education.
2. Allocate more financial resources to expand and build additional classrooms in schools to accommodate the increasing student population. This will help alleviate the problem of insufficient physical space.
3. Provide comprehensive training to teachers, equipping them with effective strategies and methodologies to manage assessment and evaluation in overcrowded classrooms. This training should focus on innovative ways to evaluate student performance and provide timely feedback.
4. Encourage teachers to implement group-based learning activities in large classrooms. By dividing students into smaller groups and assigning them tasks, teachers can enhance engagement and ensure productive learning experiences.
5. Implement regulations that require private schools to reduce fees and other charges, making quality education more accessible to a larger portion of the population. This can help balance the student population between private and public schools.
6. Enhance the focus of professional development programs conducted by institutes like the Provincial Institute of Teachers Education (PITE). Offer specialized training for teachers on effective instructional techniques and classroom management strategies specifically

tailored for overcrowded classrooms.

7. Establish mentoring programs within schools, connecting experienced teachers with newer ones. This mentorship can provide valuable insights into effective classroom management techniques and help newer teachers navigate challenges related to overcrowding.

Addressing overcrowding requires a multi-faceted approach that involves both systemic changes and targeted strategies to improve the teaching and learning environment. By implementing these recommendations, educational institutions and policymakers can work towards creating more conducive learning environments for both teachers and students in overcrowded classrooms.

Future Research Recommendations:

1. Extend the scope of the research by conducting a similar study in primary schools to examine the challenges and implications of overcrowding at the primary level. This would provide a comprehensive understanding of the issue across different educational stages.
2. In the future, consider conducting a qualitative study using open-ended questionnaires and interviews. This approach would offer a deeper insight into the experiences and perspectives of both teachers and students regarding overcrowding and its effects.
3. While the current study was limited to Quetta district, future research could encompass a broader geographical area, such as the entire province. This would provide a more comprehensive view of the issue on a larger scale.
4. Conduct a comparative study between large and small classes to assess the impact of overcrowding on overall learning outcomes and classroom instruction. This would help in understanding the differences and similarities in teaching and learning experiences across class sizes.

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