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The Impact of Packed Classrooms on Teaching and Learning in Elementary Schools of Quetta

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Abstract

Overcrowding in classrooms will be a serious problem in Pakistan. Also taken into account as a contributing cause to the decline in educational standards. In Quetta City's public sector schools, this study aims to look into the "effect of overcrowded classrooms on Teaching-learning process at the basic level." What factors are produced by the crowded classroom? These are the questions that encouraged the researcher to look into the issue. How does a packed classroom impact teaching and learning? How can the problems caused by packed classrooms be solved? 260 instructors and kids from 20 chosen primary schools in Quetta city made up the population. They were both male and female. The mix method strategy was applied. Both quantitative and qualitative data were gathered through concentrated group discussions and organised questionnaires.

Keywords: Overcrowded classroom, teaching-learning process

Introduction

For survival in the world, oxygen is a necessity for all people. Education is crucial because it equips people with the necessary knowledge and skills. A learner receives their official education at school. The classroom at school could be playing



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a role in the organisation of a unit for educational objectives. Overcrowding refers to a situation in which the number of students exceeds the recommended number for whom the class is intended. According to Davis (2013), the classroom has The type of education supplied to the inhabitants of that country determines the development and success of that nation (Shami & Khwaja 2005). A nation's human resources are viewed as the main force behind its successthe subsequent sources If there is no minimal degree of education for the entire population, a process of human growth may not be perpetuated in any country. With a good education, young people can realise their potential and develop into responsible, useful, and independent citizens. Throughout their time in school, students across Pakistan experience a vast array of problems, notably at government-run institutions. (2012) Akhtar, Zamurad, Arif, and HussainGovernment schools are less expensive than private ones, making it impossible for parents in precarious financial situations to enrol their children in private schools. Overcrowded classrooms are a result of population growth, resource shortages, and tight financial constraints (2013) (Tobih, Akintaro, & Osunlana). The most crucial area inside a school is the classroom. Ideally, students spend the majority of their time in a conducive learning environment. Unfortunately, there is no supreme and caring authority acting as a check and balance on educational quality. Teachers need to use more technical solutions to deal with overcrowded classrooms since inexperienced teachers find them more discouraging than experienced ones (Khan, & Iqbal, 2012). The ideal class size would be between 15 and 20 people. Due to classroom overpopulation, the teaching-learning process and progressive activities are hampered. The teacher's main goals in the classroom are to offer each student the attention they need in order to standardize their activities and develop their personalities. They also want to give students opportunities to develop their abilities, potentialities, and skills to the best of their ability. While teachers lose valuable time trying to manage the full classroom (Tayeg, 2015). This study will help in the diagnosis of the difficulties caused by typical overcrowding in schools. The study will offer recommendations for reducing school overcrowding in order to raise the standard of education in Quetta city's elementary level school.

Researchers investigate the effects of crowded classrooms on teaching and learning in a written statement. This study identifies the variables that affect students' academic performance. The term "researcher" can refer to someone who develops new theories and instructional techniques as well as a new aesthetic. Research may be interpreted by analysts and thinkers as the application of novel hypotheses. This study informs us about issues and potential solutions. The reasons why overcrowding affects this classroom aspect in schools can be found in studies. The study's findings have the potential to advance society by generating fresh perspectives and advancing knowledge. Impact of a crowded classroom on instruction and learning is related study.

Literature Review

A teacher and a student share a space at a school and actively participate in the



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teaching and learning process. A learner receives their official education at school. More learning will be feasible the more facilities that are made available to schools. The school building is the most crucial factor here. A person learns about his or her values, culture, tradition, and beliefs at school, where education can help us create perfect citizens (Shah & Inamullah, 2003). (2012). Education is necessary for a variety of reasons. For instance, higher levels of education are linked to greater investment and profit mobility, superior health, a reduction in the rate of mortal sin, as well as better support for the political system both locally and globally. to receive a solid education .

In overcrowded classrooms, many professors experience discomfort while instructing, and students experience discomfort while learning. It could be difficult for teachers to get more pupils involved in class activities. Teachers become stressed if they are unable to do this, which disrupts the teaching-learning process (Muthusamy & Nirashnee, 2015).

Due to the large class size and lack of time, nobody in the class is paying attention. According to Al-(2006) Jarf's study, there are many students in each class, thus the professors do not have enough time to pay attention to each student or give them a chance to participate or talk. In packed classrooms, shy and weak kids are neglected and left behind.

It might be exceedingly challenging for teachers to examine or grade too many of the students' homework assignments at home. However, evaluation is crucial to the teaching process (Muthusamy & Nirashnee, 2015)

As a result of the population's easy access to infectious diseases such respiratory disorders, overcrowded classrooms have physiological issues. In an overcrowded classroom, the CO₂ (carbon dioxide) level was higher than usual, according to Lee and Chang (1999). The amount of carbon dioxide depends on how full the classroom is. A classroom shouldn't hold more students than it was intended to. Teachers and kids may be at risk for health problems in a classroom with high carbon dioxide levels. Due to problems created by a crowded classroom, physical education teachers feel challenged in motivating children to engage in meaningful physical activity. The problems included a shortage of room as well as supplies and equipment (De Corby, 2005). Less space in the classroom means less opportunities for exercise. According to Ehrenberg, crowded classrooms may Mtika (2011) asserts that in Malawi, big class sizes force teachers to utilise a convenient mode of instruction that involves the students as passive consumers of knowledge throughout lessons. A teacher can really evaluate student engagement to ascertain what they already know and the challenges they are facing. Unfortunately, student-teacher engagement is impossible in a crowded classroom. (Alli, Naz, Maqbool, & Rana, 2011) asserted that packed classrooms are the main cause of barriers to teachers' success.

Research Methodology

The study's sample included all male and female elementary school teachers and students from Quetta city's government schools. It was done using stratified



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random sampling. The population was split into two groups and then categorized based on gender and location. Using the simple random sampling technique, ten schools (five for girls and five for boys) from Chilton town and ten schools (five girls and five boys) from Zarghoon town were chosen for the first phase. Phase two involved selecting 5 sixth, seventh, and eighth graders as well as 8 teachers from each sampled school (N = 260). Five-point Likert scales were utilized as the survey's primary data collection tool. Focus groups were held to discuss the qualitative findings.

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	



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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



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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					
Within Groups					
Total					



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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			

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 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			

At a 5% level of significance, the above table [F (2, 97) = .987, p = .376] indicates that there is no statistically significant difference in the management of overcrowded classrooms.



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Qualitative Data Analysis

The responses from the focused group revealed that the majority of teachers deliver lectures using the lecture approach in crowded classrooms. One of the respondents stated, "I find it very challenging to use diverse teaching styles in a classroom that is overcrowded, so I must mostly use the lecture method."

Theme 1: Teaching Methodologies Used by Teachers in Overcrowded Classrooms

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stated, "I find it very challenging to use diverse teaching styles in a classroom that is overcrowded, so I must mostly use the lecture method."

Theme 2: Challenges Associated with Overcrowded Classrooms

Teachers struggle with classroom management, pupils don't receive the required attention or engagement from teachers, they grow bored, adequate evaluation is impossible, and it becomes challenging to finish the intended lesson in the allotted time. A respondent stated, "We cannot pay attention to every kid in a class since the class is packed and the environment is noisy, and we waste our time managing the class."

Theme 3: Teachers' Experiences with Overcrowded Classrooms

The emphasis in packed classrooms is on quantity rather than the quality of instruction. The disruption of the teaching-learning process in overcrowded classrooms leads to stress and a lack of motivation in teachers since expected results and target performance are not feasible. "Teacher quality is not achievable because we must finish the extensive course in a short amount of time" (interviewee).

Theme 4: Coping Strategies of Overcrowded Classrooms

Most of the time, teachers divide their students into groups and enlist the aid of the best ones. They value the involvement of the students in class or groups. They try to occupy them. Few professors acknowledge the need to occasionally discipline students in order to govern them. One respondent stated, "I normally divide my class into groups so that each kid has an equal opportunity to participate in activities."

Theme 5: Experiences Help the Teachers in Controlling Overcrowded Classrooms

Teachers acknowledged that their teaching experiences had aided them in managing large classes, solving related issues, understanding student psychology, forming positive relationships with students, and bridging communication gaps so that students could discuss their academic difficulties with teachers. "I attempt to talk to weak and hesitant kids in a class so they can discuss their issues with education with me" (interviewee).



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Theme 6: Resource Availability

In the schools, there aren't many resources. Group projects in class must be managed, and teachers must make do with free or inexpensive A.V. materials like books, blackboards, charts, models, etc.

Conclusion

According to the study's findings, packed classrooms have an impact on the teaching-learning process. Both teachers and students experience challenges as a result. The necessity of the current period is for teachers to be able to communicate with students in real-time and adopt interactive modern pedagogies. In contrast, pupils find it challenging to ask professors about any idea that is unclear to them. They are unable to express themselves and build their public speaking confidence, two things that are crucial to learning in the classroom.

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